

COLLEGE OF ARTS AND SCIENCES

ANNUAL REPORT

2011-2012

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COLLEGE OF ARTS AND SCIENCES ANNUAL REPORT

Executive Summary

The College of Arts and Sciences (College) conferred a record number of degrees – 1116 (964 undergraduate and 152 graduate) – in 2011-2012. This number represents a 22% increase over the College total five years ago and 97% (201/208) of the total university increase in the number of degrees conferred compared to five years ago. The total number of undergraduate majors and graduate students in College departments and programs declined by 1% from fall 2011 to fall 2012 but this number still represented 20% growth over five years ago (and was significantly smaller than the overall university decline of 3.7% in 2011-2012). Several College of Arts and Sciences departments including Communication, Media, and Theatre; Computer Science; Economics; Psychology; and Social Work bucked the university trend by increasing their number of majors from fall 2011 to fall 2012. With student demand for its courses remaining strong, College departments and programs worked hard to create even more efficient scheduling and to strengthen curricular offerings. See the impressive list of curricular revisions and innovations at the end of this executive summary. The College was also very happy to see one new major, Global Studies, and two new minors, Child Advocacy Studies (CAST) and LGBTQ Studies, approved in 2011-2012.

The College is especially proud of its encouragement of innovation in workforce-related curricula and programs in 2011-2012. Through a deliberative process, the College Dean's Council solicited thirteen creative proposals from departments and programs for new or revised workforce-related programs. From this pool, the College selected three – Child Advocacy Studies, Applied Math, and Math Teaching – for new faculty hires in 2012-2013 and identified two others – Graphic Design and Creative Writing – for future hires. The College also encouraged the new Environmental Science major proposal to enter the governance process for final approval. In 2011-2012, the College was also happy to fund faculty-student summer research projects that involved six College faculty and eleven students. As documented in this annual report, departments and programs have continued to advance the university strategic goals of academic excellence and student success by supporting undergraduate and graduate student research, writing, presentations and publications; organizing student travel and study both in the U.S. and abroad; conducting student-centered assessment; devising new strategies to improve student retention; supporting interdisciplinary programs; expanding programs at

NEIU's satellite locations including the University Center of Lake County; collaborating with student organizations; and honoring outstanding students at special award ceremonies and through College-based social media. College students in turn have presented and published their research, performed concerts, organized major events, won awards, and been accepted to numerous graduate and professional programs. While the College of Arts and Sciences was sad to see sixteen faculty members retire in 2012, it was also pleased to hire fifteen new tenure-track faculty members including Rachel Adler (Computer Science), Siobhan Cooke (Anthropology), Aron Cullota (Computer Science), Alicia Erian (English), Alfred Frankowski (Philosophy), Scott Hegerty (Economics), Julie Iromuanya (English), Nate Matthews (Art), Adam Messinger (Justice Studies), Christopher Owen (Music), Milka Ramirez (Social Work), Joshua Salzmann (History), Jing Su (Chemistry), Angela Sweigart-Gallagher (Communication, Media, and Theatre), and Cindy Voisine (Biology).

College of Arts and Sciences faculty members continued to excel in multiple ways. In 2012, seven College faculty members were awarded tenure, six were promoted to the rank of associate professor, and seven to full professor. Fifteen College faculty members authored books in 2012 and dozens published articles and presented concerts. Twelve College faculty members earned 2012 Faculty Excellence Awards for their achievements and contributions in the areas of teaching, research, and service during the 2010-2011 academic year and nine College instructors earned Instructor Excellence Awards for accomplishments during the same period. Notably, College faculty once again swept the two major university awards: Theodora Bofman (TESL/TEFL) was the recipient of the 2012 Audrey Reynolds Distinguished Teaching Award and Zachary Schiffman (History) earned the 2012 Bernard J. Brommel Distinguished Research Award. Erick Howenstine (Geography and Environmental Studies) was named the 2012-2013 NEIU presidential fellow, the fifth College faculty member to serve in this capacity. Finally, two College faculty members – Christopher Schroeder (English) and Tony Adams (Communication, Media, and Theatre) – won national book awards in 2012.

The College appreciated its deepened relations with the Development and Alumni Relations offices in 2011-2012. This included the identification of three Faculty Ambassadors from the College to support alumni relations and development efforts. Two retiring faculty members, Sarah Hoagland (Philosophy) and Jane Peller (Social Work), and one administrator with an academic home in the College of Arts and Sciences, Provost Lawrence Frank (Political Science), made generous donations to finance lecture series and scholarships for future generations. The College also enhanced its visibility through an active social media site and an upgraded website. As a community, we continue to foster faculty excellence and to work hard to serve our students and alumni, embracing our wonderful diversity, in the spirit of our values of integrity, excellence, access to opportunity, and empowerment through learning.

Wamucii Njogu

Faculty Council on Academic Affairs

Approved Curricular Changes 2011-2012

AFAM		African and African American Studies Program	cr hrs, prereq	10/20/2011
AFAM	200	Intro to African and African American Studies	improving hum.rel.attrib.	12/15/2011
AFAM	303	Global Collaborations: Cross-Cultural Research in Ghana	official	3/22/2012
ANTH	212	Introduction to Anthropology	desrptn	8/3/2011
ANTH	349E	Environmental Archaeology	new	11/23/2011
ANTH	371	Forensic Anthropology	prereq NS	10/17/2011
ANTH	373	Urban Anthropology	official	12/15/2011
ART	202 WIP	Methods of Research in Art History	existing	4/5/2012
ART	284	Typography	title, description	5/17/2012
BIO		UG prerequisites		3/5/2012
BIO		UG major	required courses	12/1/2011
BIO	100	Introduction to Biology	descriptn	3/18/2012
BIO	357	Community Ecology	official	2/14/2012
BIO	368	Genomics and Proteomics (300 level for grad credit)	official	11/2/2011
BIO	461	Biochemistry and Molecular Biology Methods	new	12/01/11
BIO	481 1,2,3	Independent Investigations	new	12/1/2011
BIO	497x	Library Thesis, 1 to 3 cr	No., title, hr, prereq	12/15/2011
BIO	499	Research Thesis, 1-4 cr	No., dscr, cr, prereq	12/15/2011
CHEM	213 WIP	Quantitative Analysis	prereqs, WIP status	3/8/2012
CHEM	350	Principles of Toxicology	official	11/2/2011
CHEM	353	Principles of Pharmacology	new	2/9/2012
CHEM	353	Principles of Pharmacology	new	2/28/2012
CMT		CMT Minor revision	elctvs,cr hrs,core & rqd crses	5/17/2012
CMT		Communication Minor	new	5/17/2012
CMT		Journalism Minor	new	5/17/2012
CMT-C	300	Mediated Communication	new	5/17/2012
CMT-C	400	Studies in Communication	new	5/17/2012
CMT-C	416	Seminar in Interpersonal Communication	title	5/17/2012
CMT-E	490	Instructional Communication	Title	5/17/2012
CMTM	250	Introduction to Audio Production	official	11/9/2011
CMTT	392	Integrating Arts across the Disciplines: Art as a tool for Tchng & Trnng	official	3/8/2012
CMTT	438	Seminar- Research Problems in Theatre	NS delete	3/22/2012
CMTT	458	Seminar- Research Problems in Performance Studies	NS delete	3/22/2012
CS	200	Programming I	descriptn, prereq	5/17/2012
CS	201	Discrete Structures	NS prereq	4/10/2012
CS	207	Programming II	Description	5/17/2012
CS	301	Computer Org.with Assembly Language Programming	title, descriptn, prereq	2/28/2012
CS	304	Data Structures	description, prerequisite	5/17/2012
CS	321	Server Side Web Development	NS prereq	4/10/2012
CS	335	Artificial Intelligence	description	5/17/2012
CS	341	Parallel Computing and Distributed Systems	new	5/17/2012
CS	361	Secure Programming and Testing	new	5/17/2012
ECON	310 WIP	Business and Economics Statistics II	existing,new WIP,dscriptn	2/10/2012
ECON	323 WIP	Economic Development of Southeast Asia	title,dscrip,prereq,WIPstatus	3/8/2012
ECON	377	Real Estate Economics	new	12/1/2011
ENGL	310	Composition Studies	new	12/1/2011

ENGL	491	The Sonnet: Not Just a Love Song	new	11/3/2011
ELP		program name	mod	4/10/2012
ESCI	207	Global Climate And Weather	prerequisites	5/4/2012
ESCI	211	Physical Geology	prerequisites	5/4/2012
ESCI	308	Geology of the National Parks	prerequisites	5/4/2012
ESCI	315	Glacial and Quaternary Geology	prerequisites	5/4/2012
ESCI	327	Aqueous Environmental Geochemistry	prerequisites	5/4/2012
ESCI	328		prerequisites	5/4/2012
ESCI	330	Structural Geology	prerequisites	5/4/2012
ESCI	331	Geological Structures and Map Interpretation	prerequisites	5/4/2012
ESCI	337	Principles of Hydrogeology	prerequisites	5/4/2012
ESCI	339	Field Hydrogeology	prerequisites	5/4/2012
ESCI	340	Introduction to Geotechnical Engineering	prerequisites	5/4/2012
ESCI	350	Geotectonics	prerequisites	5/4/2012
GES	BA		required courses	2/28/2012
GES		minor	new	12/15/2011
GES		minor	new	12/15/2011
GES		minor	delete	12/15/2011
GES	374	Research Methods in Geography&Environmental St	prereq	12/15/2011
GES	386	Internship in Geography&Environmental St	delete	12/15/2011
HIST	324WIP	Civil War and Reconstruction	existing	11/3/2011
JUST	202	Justice and Inequality	description, prerequisite	12/1/2011
JUST	312	Theories of Criminal Behavior	prereq	8/3/2011
JUST	320	Independent Study in Criminal Justice	deletion	10/20/2011
JUST		Minor	new	12/15/2011
JUST	JS 323 / CAST 301	Introduction to Child Advocacy Studies (CAST)	official	10/6/2011
JUST	304	CAST internship Seminar	new	1/19/2012
JUST	315P	Proseminar in Criminal Justice: Hunger& Homelessness	NS delet	3/22/2012
JUST	328	Social Justice and LGBTQ Issues	official	1/19/2012
JUST	334	Criminal Law and Procedure	prereq	8/3/2011
JUST	343	Conflict Transformation	official	10/6/2011
JUST	345	Practicum in Criminal Justice	title	7/26/2011
JUST	391	Independent Study in Social Justice, 1 cr hr	new	10/20/2011
JUST	392	Independent Study in Social Justice, 2 cr hr	new	10/20/2011
JUST	393	Independent Study in Social Justice, 3 cr hr	new	10/20/2011
LING	320	Language and Culture	prgm chg TESL to LING	3/11/2012
LING	321	First and Second Language Acquisition	prgm chg TESL to LING	3/11/2012
LING	337	Communicative Competence		
LING	338	Introduction to Syntactic Theory	official	3/8/2012
LING	345	Linguistics and Reading	prgm chg TESL to LING	3/11/2012
LING	391F	Advanced Grammatical Analysis: Mandan	new	3/8/2012
LING	391N	Advanced Grammatical Analysis: Biloxi	new	3/8/2012
LING	461	Issues in Multiple Language Acquisition	new	5/17/2012
LING	462	Lexical Acquisition	new	5/17/2012
LLAS	201	WIP: Culture and History of Latinos	improving hum.rel.attrib.	12/15/2011
MATH	149	Math for Elementary Teachers I	official	12/1/2011
MATH	150	Math for Elementary Teachers II with Problem Slvg	official	12/1/2011
MATH	173	College Algebra	cr, dscrp	100611
MATH	174	Math Enrichment Workshop for College Algebra	new	12/1/2011
MATH	175	Trigonometry	descr	10/6/2011
MATH	176	Workshop for Trigonometry	new, 1 cr hr	12/1/2011

MATH	183	Calulus 1	prereq	10/20/2011
MTHE		MA Ped.Content Knowledge for Tching Elem.& Middle School Math	prgm mod	2/28/2012
MTHE	401	Number and Operations for Elem.& Middle Sch Teachers	title, dscrp	12/15/2011
MTHE	402	Paterns, Functions & Algebra for Elem.& Middle Sch Teachers	title, dscrp	12/15/2011
MTHE	403	Geometry&Measurement for Elem.& Middle Sch Teachrs	title, dscrp	12/15/2011
MTHE	404	Hist of Math for Elem and Middle Sch Teachers	new`	5/17/2012
MTHE	438	Data Analysis, Probability, & Statistics for Elem.Sch Teachrs	title, dscrp	12/15/2011
MTHE	450	Equitable Mathematics Teaching for Elt&Mid Sch Teachers	new	5/17/2012
MTHE	451	Research Trends in Elt&Middle School Math Ed	new	5/17/2012
MTHE	496	Graduate Seminar for Elt and Mid Sch Math Teachers	new	5/17/2012
MUS	312 WIP	Beethoven	existing	10/11/2011
MUS	321D WIP	Seminar in Music History: Stravinsky	existing	10/6/2011
MUS	391 WIP	Contemporary Music Education k-6	existing	10/6/2011
NDP	320	Introduction to Library Research	new	11/2/2011
PHYS		physics major and minor	elctvs, crhrs, reqs	10/20/2011
PHYS	307 WIP	Modern Physics Laboratory	existing	3/22/2012
PSCI	423	Law and Equality	official	9/22/2011
PSCI	445	Homeland Security	official	9/22/2011
SOC	365	Sociology of Globalization	official	5/17/2012
SWK	313	Child Advocacy Studies: Assessment & Evaluation	official	3/22/2012
SWK	324	Social Work with Latino Communities	new	9/22/2011
TESL		minor	dscrp, core, req courses	4/16/2012
TESL	301	English Language for Teachers	new	4/16/2012
TESL	310	English Grammar: Description and Instruction	new	3/8/2012
TESL	330	Language, Society and Education	new	3/8/2012
WLC		MA in Latin American Literatures and Cultures	prgm mod	2/28/2012
WLC	200P	Introduction to Polish Culture	new	10/20/2011
WLC	220A	Arab Culture through Film	new	5/17/2012
WLC	300	Foreign Language Clinical in Secondary School	prereq	9/22/2011
WLC	101	French I- Beginning French	prereq	10/20/2011
WLC	370	Seminoar on Don Quixote	new	10/20/2011
WLC	414	US Latina/o Lit and Culture	new	11/2/2011
WLC	408	Topics in Latin American Cinema	official	1/19/2012
WLC	419	Topics in Contemporary Mexican Literature	official	1/19/2012
WLC		Spanish Ped: How to Teach Grammar, Vocab, Cult, Lit, Writing	new	5/17/2012
WGS		Women's and Gender Studies	prgm title, description	12/1/2011
WGS		minor: Lesbian, Gay, Bisexual, Transgender & Queer Studies	new program	12/1/2011
WGS	210	Intro to Lesbian, Gay, Bisexual, Transgender & Queer Studies	new	2/28/2012
WGS	360	Queer Theory	new	12/1/2011

AFRICAN AND AFRICAN AMERICAN STUDIES

Annual Report 2011-2012

Submitted by Job Ngwe

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 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 goals 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.

During the academic year (2011-2012), AFAM continued to make major programmatic developments and organizational strides. Some of these achievements include (a) the planning, development, and successful implementations of the African Summer Institute for Teachers at NEIU; (b) Planning and hosting more than 35 African American male students from Urban College Prep Academy; (c) Planning and implementing the first half-day retreat for AFAM core faculty; and (d) an increase in the number of sponsored and co-sponsored programs and events (symposia, lecture series, conferences, and talks).

From July 5th to July 22nd 2011, AFAM implemented its eighth 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 Chicagoland area with a knowledge base and pedagogical skills they can utilize to develop lesson plans and classroom curricula about Africa and its peoples. During this academic year, thirteen public school teachers, NEIU students, and instructors from the City Colleges of Chicago enrolled in the Institute. Several NEIU professors and staff including Tracy Luedke (Anthropology); Nicholas Kilzer (Anthropology); Edie Rubinowitz (CMT); Chielozona Eze (English); William Stone (TESL); TY Okosun (Justice Studies); Durene Wheeler (EICS); Jeanine Ntahirageza (Linguistics); Edward Kasule (Political Science), Wamucii Njogu (Dean, CAS); Barbara Scott (Sociology); Job Ngwe (Social Work); and Jade Stanley (Social Work) participated in the Institute. Also, several guest presenters including Beverly Rowls (Chicago Teacher Center); and Gilo Kwesi Logan (Academic Support Services) also participated. 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. Participants expressed their appreciation of the contributions of the multiple presenters who drew from their varied experiences in and about Africa. The diversity of the African continent was exemplified by the presenters' divergent areas of expertise in African Studies. They provided the students with a wealth of information from various perspectives which, according to the Institute participants, was one of the highlights of the Institute.

On Wednesday, April 18, 2012, the African and African American Studies program hosted the young men of Urban Prep Academies in SU214 from 10:30 am to 12 noon. This program was a HUGE success. The AFAM program and NEIU are so blessed to have dedicated faculty and staff who coordinated this event. More than 35 college-bound young men from Urban College Prep High school attended this event along with their teachers and counselors. Many senior administrators from NEIU also attended and made presentations to the students, including Dr. Vicki Roman-Lagunas, Acting

Provost, Dr. Wamucii Njogu, Dean, College of Arts and Sciences, Dr. Maureen D. Gillette, Dean, College of Education, and Ms. Laura Berry, Advising Specialist from College of Business and Management. Members of the AFAM core faculty (Dr. Sharon Bethea, Dr. Jeanine Ntahirageza, Dr. Theophilus Okosun, and Dr. Marshall Thompson) also attended and made presentations. Overall, this event was the type of outreach to urban youth that is sorely needed and that AFAM is poised to continue to promote.

During the 2011-2012 academic year, cross-listed course offerings changed from 50 course sections in 2010-2011 to 32 course sections. These cross-listed courses span across some seven departments and disciplines--History, Inner City Studies, Justice Studies, Music, Political Science, Sociology, and Social Work.

During this academic year (2011-2012), there was an increase in the number of students who expressed interest in making AFAM their minor. In the academic year 2010-2011, there were eleven students who expressed interest or officially declared AFAM as their minor. In the 2011-2012 academic year there are ten declared AFAM minors but there are several students who are intending to declare in the fall of 2012. This is particularly interesting to AFAM because it has been struggling to recruit students to the Program due in part to the University's change in the minor requirement.

AFAM sponsored or co-sponsored many programs and events during this academic year: (1) participated in the annual Equity in Action Conference at NEIU in October 2011; (2) participated in the Martin Luther King Birthday Celebration at NEIU in January 2012; (3) participated in the African American Month Celebration in February 2012; (4) participated in the University-wide open house held in October 2011 and March 2012; (5) participated in the annual African, African American, Native American, Hispanic Heritage conference in January 2012; and (7) continued to participate on the Advisory Board of the Angelina Pedroso Center at NEIU. Additionally, AFAM co-sponsored many events including providing educational promotional items for the inaugural Black Women's Leadership Summit, Black Students Caucus, sponsoring the Urban Prep Academy events in April 2012, and co-sponsoring the Activist Graduation Celebration with Women's Studies and LLAS – May 2012.

I. Assessment

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.

During the academic year 2011-2012, the AFAM program employed surveys, quizzes, tests, projects, interviews, presentations, exams, class participation activities, research papers, etc. to assess AFAM classes. A sample of student course evaluations used to evaluate core courses in the AFAM program and a brief summary of these course evaluations for the core courses are shown in Appendix A. Other assessment methods used for the AFAM program include an overview of the number of course offerings for core courses and cross-listed courses for this evaluation period (Appendix B), enrollment data for the AFAM minor from 2011 to 2012 (Appendix C), and an overview of activities of the core faculty (See Accomplishments below, section III), and the assessment of the African Summer Institute by participants.

II. Program Plan

A. Long term goals

The goals of the African and African American Studies Program are:

1. To introduce students to the language, concepts and theoretical paradigms of African and African American Studies
2. To facilitate student's knowledge and understanding of the process of knowledge production as a social construction
3. To provide students with 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
4. 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 in contrast to a European-Centered system of thought and practice
5. To help students recognize and be able to debunk prevailing myths and stereotypes about Africa and its peoples throughout the world
6. To provide instruction that will enable students to develop the skills to critically analyze and evaluate textual as well as non-textual information/data about Africans and African people in the Diaspora
7. To provide students with opportunities to explore the continuities and discontinuities among peoples of Africa and the African Diaspora
8. To prepare students for graduate study in African Studies, African American Studies, Africana Studies, Social Sciences, and the Humanities
9. To provide a knowledge base that K-12 teachers can utilize to develop lesson plans and classroom curricula about Africa and its peoples throughout the world
10. To provide students with relevant and intellectually stimulating opportunities for learning about Africans and Africans in the Diaspora through service learning and internships
11. To provide students with international educational opportunities through the encouragement of participation in the University's and other international study abroad programs

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. We are hopeful that the new cultural center will respond to this need
- **Secretarial and Student Help:** The AFAM, WSP, and LLAS Programs together have one full-time office manager and one half-time secretary. As the three programs continue to grow, we hope to increase the office staff to 2 full-time positions.

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 and Programs:** AFAM should continue to link up and form collaborations with other institutions and programs including the Chicago Teacher Center (CTC), Northwestern University, the Chicago Urban League, etc.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Eze, Chielozone. *Postcolonial Imagination and Moral Representations in African Literature and Culture*. Lanham: Lexington Book, 2011.

2. Articles and Abstracts, Local Exhibitions or Performances:

Eze, Chielozone. “Ambits of Moral Judgment: Of Pain, Empathy and Redemption in J.M. Coetzee's Age of Iron.” *Journal of Literary Studies*, 27:4 (2011): 17-35.

Eze, Chielozone. “Nelson Mandela and the Politics of Empathy: Reflections on the Moral Conditions for Conflict Resolutions in Africa” *African Conflict and Peacebuilding Review*. Vol. 2, No. 1 (Spring 2012): 122-135.

3. Conference Presentations, Group Shows

Eze, Chielozone. “Women as Witness to Postcolonial Dystopia in Petina Gappah – An Elegy for Easterly” NeMLA 2012 Convention. Boston, Massachusetts; March 21-24, 2012.

Eze, Chielozone. “I want to be a Widow: Portrait of Women as Guards of Human Rights in Sefi Atta’s Novels” The 38th Annual Meeting of the African Literature Association. Dallas Texas April 11-15, 2012.

David Farmer Jr., Jaleel Abdul-Adil, Lynda Gibson, Claudio Rivera, Hayley Crain, & Stephen Hall. (May, 2011). *Parenting Practices of Grandparents Who are Raising Their Grandchildren*. Poster Presented at The Midwestern Psychological Association Annual Convention, Chicago, IL.

Jaleel Abdul-Adil, Megan Greene, Denard Ingram, **A. David Farmer Jr.,** Hayley Crain, Kristy Skerrett, & Camille R. Quinn. Behavior Problems, Police Contacts But Promising Outcomes: Disruptive Behavior Clinic. Poster Presented at The Midwestern Psychological Association Annual Convention, Chicago, IL.

Jaleel Abdul-Adil, Karen Barbee-Dixon, Donald Dew, Kathleen Ares, Marysa Simon, Hayley Crain, **A. David Farmer Jr.** *Behind Bars, Breaking Chains: Early Intervention for Incarcerated Parents’ Children* A. Poster Presented at The Midwestern Psychological Association Annual Convention, Chicago, IL.

Jaleel Abdul-Adil , Claudio Rivera, **A. David Farmer Jr.,** Liza Suarez, Hayley Crain, Jessica Seiler, & Roshni Shah. Crossing the “Communities-to-Clinics” Divide: Integrating Violence Prevention Programming. Poster Presented at The Midwestern Psychological Association Annual Convention, Chicago, IL.

4. Service

Farmer Jr., A. David, Presentation STRONG Families: Therapy for Families Exposed to Community Violence (University Presentation as part of the Enough is Enough Violence Prevention program, March 2012).

David Farmer Jr., Presentation to UIC College Preparatory High School Health Class. Mental Health: What’s the Big Secret? (September, 2011).

**APPENDIX A: AFRICAN AND AFRICAN AMERICAN STUDIES PROGRAM
COURSE EVALUATION FORM (Average Score for 2011-12)**

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Average Score in 2011-12
1. This course contributed to my own self-awareness	A ₄	B ₃	C ₂	D ₁	3.71
2. This course broadened my perspectives on diversity	A ₄	B ₃	C ₂	D ₁	3.80
3. As a result of this course, I have a better understanding of African and African American constituencies and communities, their conditions, and their contributions	A ₄	B ₃	C ₂	D ₁	3.76
4. The instructor was knowledgeable of the subject matter	A ₄	B ₃	C ₂	D ₁	3.76
5. The instructor was well prepared and organized for class	A ₄	B ₃	C ₂	D ₁	3.52
6. The instructor showed enthusiasm in teaching the subject matter	A ₄	B ₃	C ₂	D ₁	3.76
7. Course material was presented clearly	A ₄	B ₃	C ₂	D ₁	3.71
8. In general, class time was used effectively	A ₄	B ₃	C ₂	D ₁	3.56
9. The instructor encouraged students to think independently	A ₄	B ₃	C ₂	D ₁	3.71
10. I felt free to express my opinions and to participate in class	A ₄	B ₃	C ₂	D ₁	3.76
11. The instructor conveyed a genuine concern/respect for students	A ₄	B ₃	C ₂	D ₁	3.80
12. The instructor was willing to provide personal help to students	A ₄	B ₃	C ₂	D ₁	3.80
13. This course moved at an appropriate pace	A ₄	B ₃	C ₂	D ₁	3.65
14. Assignments and readings were pertinent to the topics	A ₄	B ₃	C ₂	D ₁	3.61
15. Evaluations & assignments reflected the course objectives.	A ₄	B ₃	C ₂	D ₁	3.66
16. I received adequate and useful feedback on assignments/exams	A ₄	B ₃	C ₂	D ₁	3.71
17. The grading policy was clear in this course	A ₄	B ₃	C ₂	D ₁	3.76
18. I feel my work was evaluated fairly	A ₄	B ₃	C ₂	D ₁	3.76
19. I would take another course with this instructor	A ₄	B ₃	C ₂	D ₁	3.71
20. I would recommend this course & instructor to other students	A ₄	B ₃	C ₂	D ₁	3.75

Appendix B: AFAM Cross-listed course offerings (2009-10 through 2011-12)

	2009-10			2010-11			2011-12		
	FA	SP	SM	FA	SP	SM	FA	SP	FA
ANTH 319: Prehistory of Africa				1					
ANTH 365: Anthropology of Islam									
ART 308: African and Oceanic Art				1					
ELAD-ICSE 329P: History of Africa									
ENGL 381: African American Literature		1			1				
GES 302C: Regional Geography – Africa		1							
HIST 111E: World History: Africa	2	1		2	1		2		
HIST 329A: African American History to 1865				1			1		
HIST 329B: African American History from 1865					1				
HIST 370: Pre-colonial Sub-Saharan Africa				1			1		
HIST 371: 19 th and 20 th Century Africa						1			
HIST 372: History of Southern Africa					1				
HIST 373: Women and Gender in African History	1								
ICSE 301: Racism in Theory and Fact	1	1		1	1		1	1	
ICSE 304: Communication in the Inner City	1	1		1	1		1	1	
ICSE 326: Language and Behavior in Inner-City Communities									
ICSE 329L: African Communications	1								
ICSE 329O: West African Life, History and Culture	1								
JUST 202: Justice and Inequality	4	4	2	5	4	1	5	1	1
JUST 315O: Pro-seminar in Criminal Justice		1		1	1				
JUST 331: Law and Racism in America	1		1	1	1	2			1
MUS 342: Ethnic Music of Third World Cultures		1			1			1	
PSCI 330: African American Politics and Social Change	1						1		
PSCI 360: Politics of Sub-Saharan Africa		1			1				
PSCI 397: African Political Thought									
PSYC 314 (300R): Psychology of African American Families		1			1				
SOC 309: Sociology of Racism	1	1	1		1	1	1		
SOC 316: Race and Ethnic Relations	3	4	1	2	4	1	2	2	1
SOC 319: Topics in Race and Ethnicity	1	2			1		1		
SOC 320: Topics in Sex/Gender									
SOC 344: African American Women: Feminism, Race, and Resistance	1			1					
SWAH 101: Swahili I				1					
SWK 202: Community Analysis			1			1			
SWK 203: Cross Cultural Analysis	1	2			1		1	1	
SWK 250: Issues in Social Service Delivery	1		1		1		1	2	
SWK 314: Social Work Advocacy	1	1				1		1	1
Total Course Sections:	23	24	8	22	23	7	18	10	4

Appendix C: AFAM Minors Enrollment in Fall Terms (2004-2012)*

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012**
# of AFAM Minors	3	6	4	4	4	4	11	10	15

*Source: NEIU Office of Institutional Studies and Planning

**Projected for Fall 2012

ANTHROPOLOGY

Annual Report 2011-2012

Submitted by **Lesa Davis**

Executive Summary

Department/Faculty Achievements

The 2011-2012 academic year was rich with new developments and milestones for Anthropology. After 10 years of steady growth our number of majors has more than tripled and for the first time ever, it reached and exceeded 100. We are also proud to report that we graduated a record number of students this year: 20! We celebrated once again with our Rites of Passage year-end party complete with food, fun, and lots of pomp.

The increase in number of majors was particularly challenging this year given our reduced faculty numbers due to Holly Dunsworth's resignation and **Jon Hageman's** appointment as NEIU's Presidential Fellow (see below). **Tracy Luedke** and **Lesa Davis** split the departmental advising duties and managed to triage the horde while **Russell Zanca** contributed by implementing our assessment tool.

In fall and early spring, with the assistance of outside committee member Sue Mungre in BIO, we conducted a successful search for a second biological anthropologist who will bring our tenure line faculty numbers back up to five. We are very pleased to welcome to NEIU **Dr. Siobhan Cooke**, (Ph.D., CUNY '11) who is currently completing a postdoc in evolutionary anthropology at Duke University. Dr. Cooke is a paleoprimatologist who studies fossil monkeys from Hispaniola (Dominican Republic) and other islands in the Caribbean. Cooke's field sites could not be more enchanting; her crew of technical divers don SCUBA gear and collect beautifully preserved fossils from the gorgeous blue water underwater caves. In addition to developing geometric morphometric research opportunities for our students, she also plans to develop a field school in paleoprimatology for which students are already lining up. This endeavor will complement our other field schools in Belizean archaeology (**Jon Hageman**) and **Tracy Luedke's** research based field study tour in Ghana.

Among our individual faculty achievements this year, medical anthropologist **Tracy Luedke** served as co-principal investigator with a Northwestern University colleague on a portion of the funded National Cancer Institute NU Neighbors Grant for the development of a partnership between NEIU and the Lurie Cancer Center at Northwestern University. The grant, *Applied Social Science Research in Cancer Health Disparities: The ASCEND Project*, focuses on student training and research opportunities that will pair NEIU students with NU research faculty and labs.

Russell Zanca received the Fulbright Senior Specialist Award for “Labor Migration in Central Asia.” Zurich, Switzerland. He presented lectures on Uzbekistan current affairs at Columbia University and the University of Chicago, and twice contributed to *Foreign Policy* magazine’s *The Oil and the Glory* Blog.

In November, **Lesia Davis** was invited to assist in an effort to relocate a downstate 1800’s cemetery. Davis and 12 of her students worked a long weekend on over 40 of the graves. Because the effort was one of recovery and not research, it provided a unique and rare opportunity to train students in excavation and identification techniques as well as basic data collection on skeletal remains. During the spring semester, Davis doubled her administrative duties by coordinating both the Anthropology Department and the University Honors Program (UHP).

As mentioned above, **Jon Hageman** served as the NEIU Presidential Fellow from July 2011 through June 2012. Hageman is the fourth Presidential Fellow and second anthropologist (following Davis in 2009) to serve in this position. Hageman’s active year was spent experiencing the roles and perspectives of each of the vice presidential areas, as well as contributing to the effort to develop a new and permanent location for El Centro and the creation of a University Ombudsman. Hageman will return to the department in January 2013 after a fall semester sabbatical.

Important Developments in Curricular Reform, Recruitment, and Outreach

This year was also marked by the addition of two new student internships in anthropology as well as some program changes and new courses. **Tracy Luedke** created a new partnership between NEIU Anthropology and the Pan African Association (PAA), a refugee assistance organization whose mission is to aid, empower, and promote the interests of new refugees through the strength of the community. In its inaugural semester, the partnership provided for four anthropology majors who served as interns at PAA, variously working with families, children, and areas of the PAA administration. The NEIU interns also helped to organize a very successful fundraising 5K run and day of festivities that drew a significant crowd. **Lesia Davis** developed another new internship for students, this one in scientific/medial illustration. This internship will involve partnerships with multiple organizations that require precise illustrations for anatomical charts, court cases, patient brochures, and scientific publications. Two anthropology majors are the first interns and will work this summer with the Field Museum anthropology illustrator to produce and edit illustrations of archaeological artifacts for publication. Davis is looking into ways of broadening this internship for artistic students in other science disciplines and the Art Department on campus.

We took **Jon Hageman**’s absence from the department this year as an opportunity to provide a diversity of new archaeology courses for our students. Taught by talented ABDs and newly minted Ph.D.s from Northwestern University and the University of Chicago, these courses were well received and some will become a permanent part of our curriculum. We also added two new cultural anthropology courses and two new biological anthropology courses to our curriculum. Our new courses are:

349d - *Colonialism and Archaeology*

349s - *Archaeology of South Asia*

349e - *Environmental Archaeology*
315 - *Greek Archaeology*
302 - *Human Osteology (Davis)*
329 - *Evolution of the Human Diet*
377 - *Anthropology of Television (Luedke)*
373 - *Urban Anthropology*

Other curricular changes included adding ENG 102 (in addition to ENG 101) as a prerequisite to our writing intensive course, *355 - History of Anthropology*. As our program has grown, we have increased and deepened the research and writing requirements of our students and we believe ENG 102 will better prepare them for the upper division courses in the anthropology major.

I. Assessment

See attachment at the end of this report.

II. Program Plan

A. Long term goals

Our primary program goals relate to student success and each year we work on several fronts to achieve our commitment. Since our major program revision was implemented in 2004, much of our work to improve student success has focused on tightening academic expectations of our students, assisting them to continuously evaluate their personal bests, and challenging them to apply their classroom knowledge in anthropological research and field opportunities. Several past initiatives from which we have seen positive outcomes include: instituting minimum writing requirements in our 200-level General Education foundation courses; formalizing the proposal process for individualized study; developing clear teaching and content expectations for instructors and faculty; and building a solid record of successful partnerships with other area institutions with whom our students work as interns or research assistants. We look forward to seeing positive results from our new requirement of ENG 102 for our writing intensive course. We also look forward to soon being able to offer primate paleontological field opportunities to anthropology students as we continue to grow the study tour trips in our other subdisciplines.

III. Accomplishments

A. Faulty Research/Creative Activities

1. Conference Presentations, Group Shows

Luedke, Tracy. "Making Way: Tracing Routes and Claiming Space in Chicago's Taxi Industry." Annual Meeting of the American Anthropological Association, Montreal, Canada, 2011.

Zanca, Russell. "Where's the Uzbek Revolt? Twenty Years of Dictatorship and Counting: An Anthropologist's Assessment"--The Harriman Institute for the Advanced Study of Eurasia, Columbia University, New York, Central Asia Lecture Series, 2011.

Zanca, Russell. “There’s More to Pilaf than Rice and Meat: Chewing the Fat and then Some in Uzbekistan”, University of Chicago, Center for Eurasian and East European Research: "Experiences at the Edges of Soviet Power: The Baltic, the Balkans, and Central Asia" Lecture Series University of Chicago, 2011.

Zanca, Russell. “Asianizing a Wary Russia.” Association of Asian Studies Annual Meetings, Toronto. 2012.

2. Funded Grants

Luedke, Tracy. co-principal investigator, National Cancer Institute NU Neighbors Grant, a partnership between NEIU and the Lurie Cancer Center at Northwestern University: Applied Social Science Research in Cancer Health Disparities: The ASCEND Project, which focuses on student training and research opportunities.

Zanca, Russell. Fulbright Senior Specialist Award for “Labor Migration in Central Asia.” Zurich, Switzerland. 2012.

3. Service

Davis, Lesa. Member, American Association of Physical Anthropology Committee on the Status of Underrepresented Groups in Physical Anthropology

Davis, Lesa: *American Journal of Primatology*; *International Journal of Primatology*; reviewer of biological anthropology and morphometric osteology grants, National Science Foundation.

Zanca, Russell. Conference Abstracts and Panel Organizer, Conference Organizer, Central Eurasian Studies Society; Editorial Board member: *Journal of Eurasian Studies*; Advisor and Judge, Social Science Research Council for Dissertation Grant Proposals, *Eurasian Anthropology*; Workshop Organizer, University of Illinois, Russian, Eurasian, and East European Center, Summer Institute’s Junior Scholars Training; Workshop co-Organizer, University of Zurich, *Ethnologisches Seminar, Mobility and Identity in Central Asia*.

Zanca, Russell: *American Journal of Sociology*; Indiana University Press Rutledge; *Slavic Review*; University of Pittsburgh Press.

B. Student Achievements

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

New major Kevin Boyd was invited to present his ideas on an evolutionary theory of dentistry at Duke University’s National Evolutionary Synthesis Center. The meeting, *Evolution of Human Teeth and Jaws: Implications for Dentistry and Orthodontics*, was reported in *Science*, including quotes from Boyd (25 MAY 2012 VOL 336 SCIENCE). Boyd, a practicing pediatric dentist is returning to school to obtain a background in anthropology and evolutionary theory. In between his classes and dental practice, Boyd

is working with advisor **Lesa Davis** on a project to examine the effect of bottle-feeding and a post-industrial diet on the human palate.

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

Kelsey Nordine (BA 2012) was accepted into the Ph.D. program in anthropology at Washington University in St. Louis, with full funding for six years.

Amanda Respass (BA 2012) has been hired into the prestigious Boone Scholars internship in Anthropology at the Field Museum where she will work with their extensive East Asian collections.

C. Alumni News

Bethany Arthion (BA 2007) completed her MSc in Ethnobotany from the University of Kent (Canterbury, UK) in September, 2011.

Nicole DeFrancisco (BA 2008) completed her MA degree at the University of California at Riverside (UCR) in June, 2011 and is continuing in the UCR Anthropology Ph.D. program.

James Fortsas (BA 2009) began an MS program in library and information science at Dominican University in September 2011.

Kyle Stitch (BA 2008) entered the MA program in Anthropology at Louisiana State University in Fall, 2011.

ANTHROPOLOGY

Assessment Report 2011-2012

Submitted by Russell Zanca

A. Assessment Tool

This year, we assessed the effectiveness of the Northeastern Illinois University Anthropology Department by conducting exit surveys for our graduating seniors that ask them to provide a variety of opinions about their overall experiences as department majors emphasizing their own academic progress, their relationship to the curricula, and their relationships to faculty as overall measures of our department's strengths and weaknesses in producing well-prepared and well-qualified anthropology majors.

Scope of the Assessment Exit Survey

Anthropology administers this assessment tool during our Anthropology 355 course, which doubles as a course in the *History of Anthropology* as well as a part of the *Writing Intensive Program*. During the fall 2011 and spring 2012 semesters we collected six exit surveys from graduating seniors. To assess student learning the exit survey presents two groups of queries that focus on curricular development and the personal outlooks of each student vis-à-vis the department's structure and fostering of opportunities and development of respective majors. Each group provides four queries. The third and final section of the exit survey provides narrative space for students so they may write openly about what worked best for them as anthropology majors, what they feel most strongly deserves change, and additional space is left for open comments. The first two groups give students the choice to "strongly agree," "agree," remain "neutral," and then "disagree," "strongly disagree," or find the queries "not applicable."

B. Survey Results

The queries in the first group focus on students' sense that they improved their writing abilities, improved their critical thinking skills about the "world around" themselves, were helped by the program to be prepared for the next stage of their lives, and that the faculty care for the students. Across the board for those who responded, all answers fell either into the categories of "Strongly agree" and "agree." In fact better than 90% of responses to the first group overall rated queries as "strongly agree."

Concerning the second group of queries, students are given choices that range from "excellent" to "very poor" and "not applicable" in responding to their evaluation of their experiences, including "teaching", "research, internship opportunities," "advising," "career advice," and the "overall program". Save for one of six respondents, all students responded unanimously that the Anthropology program was either excellent or good according to the four categories of experience; one respondent noted that "research, internship opportunities" were "not applicable." Teaching was ranked as "excellent" by all six respondents—100%.

In the third, narrative section concerning what students liked best about being majors in the program, what aspect of the program they would like to see changed, and additional comments, students commented mostly about the quality of their interaction with faculty, the fine variety of internships and research opportunities made available, and the fact that they are getting personal attention from faculty in the form of constructive critique of their work as well as advising. Where "change" is at issue, the six respondents mentioned more archeological sections, more work with faculty, more students getting involved with a student club, and the need for a bigger variety of internships. In the space for additional comments, three of six students responded, basically praising the faculty, discussing how good their interactions with faculty were, and describing a sense that hard working students were given ample support and attention by the faculty.

In sum, anthropology notes that graduating students who responded to the exit survey queries think both that they got a very valuable education as majors, and that faculty provide guidance and expertise that give the students confidence in their degrees born of a rich learning atmosphere.

ART

Annual Report 2011-2012

Submitted by **Mark P. McKernin**

Executive Summary

The students and faculty of the Art Department are continuing to improve our nationally accredited program and increase our involvement in community arts based activities. Over the course of the next year, the department will be reviewing our assessment plan, designing curriculum for a new major in Graphic Design and collaborating with other departments and colleges to bring enhanced programs and educational opportunities to our students.

Students and faculty continued to be active in a variety of community events during the 2011-2012 academic year. Our students and their faculty produced nine independent exhibitions highlighting student work. These were in addition to the 20 plus senior exhibitions and the annual juried student show. Our students participated in a public exhibition at the **Chicago Arts District in East Pilsen**. NEIU students concentrating in Ceramics, Graphic Design, Metals, Painting & Drawing, Photography, Printmaking & Sculpture displayed their work and accomplishments in solo and collaborative exhibitions within window spaces along Halsted Street. The exhibition was curated by **Kim Ambriz** and **Dubhe Carreno**. One of our own alumnus, **Eric Von Alroth** opened **Frankenstone Art Center** on Foster Avenue. Frankenstone has exhibited and sells the work of our alumnae/i and students and offers courses in painting and metals.

Additional department activities included **Vida Sacic** and **Kim Ambriz** organizing a gallery in a storefront on Bryn Mawr Avenue that exhibited student work for the **North Park Art Walk**. Several hundred visitors viewed the works of 20 students during the two-day event. Our students also hosted a painting activity for children and parents of the art walk participants. This June saw the final **“Black and White Night”** organized by one of our most energetic and dedicated students, **Alison Greer**. Alison organized a series of exhibits and performances over the course of two years. Over 40 “Black and White Nights” took place highlighting our student’s work, the work of local artists, musicians, and poets. This year’s mural subject focused on the Avondale neighborhood. Students worked with a representative of **Alderman Richard Mell** to design and complete the mural located at California and Diversey Avenue. This year’s class was instructed by NEIU alumne, **Chantala Kommanivanh**. At this years **Chicago Sculpture Exhibition**, NEIU was well represented again. Professor **Shencheng Xu** and alumna **Jennifer Dickson** were selected to display their work in the Lakeview neighborhood. This is a competitive juried exhibition in its eleventh year.

During April of 2011, 16 students visited Florence, Rome, and Venice as part of our Painting of the Italian Renaissance art history course led by professor **William Sieger**. The purpose of the tour was to provide students with the opportunity to experience firsthand many of the major monuments of Italian Renaissance discussed in class. The tour group visited over thirty sites, including the Monastery of San Marco and the Uffizi Gallery (Florence), the Scrovegni Chapel (Padua), the Doge's Palace and the Scuola Grande di San Rocco (Venice), and the Sistine Chapel and the Papal Apartments (Rome). The international component to our program is important and integral to the curriculum. Future expansion of our program includes a trip organized by **Ana Nieves** to Peru as part of our Andean Art and Architecture course. During May and June of 2012, **Jane Weintraub** partnered with **Tracy Luedke** of Anthropology on their second international research class to Ghana. Professors Luedke and Weintraub, along with nine NEIU students worked with Ghanaian students and professors from the Kwame Nkrumah University of Science and Technology.

Collaboration with other departments and colleges is an important element of our program. **Mark McKernin**: Art Department, with **Saba Aman-Nolley**: Psychology, **Nan Giblin**: Counselor Education and **Michele Kane**: Special Education hosted the second **Art in Response to Violence Conference**. Last years conference highlighted work done by Peace Paper which works to make papermaking by hand and it's therapeutic benefits available to the world. Other collaborative activities included **Ana Nieves** and the department co-sponsoring a lecture by Mary Weismantel from the Anthropology Department, Northwestern University. Her talk focused on the stone sculpture at the temple of Chavin de Huantar in Peru. Our collaborative work also includes working with neighborhood organizations.

The **North River Commission** contacted us asking if we might be able to assist **Jennifer Brown's** students from **Mather High School** in a service project. During the spring semester, we collaborated with Jennifer Brown, her students and several of our ceramics majors to help them in their "**Empty Bowl**" project. Over **30 Mather students** in one night made 150 bowls that were used to serve dinner. Diners kept the bowls made by students and all of the proceeds from the event were donated to a local homeless shelter or food pantry.

Providing students with rich and challenging academic opportunities has always been a concern of the department. We have attempted to offer students a wide range of additional academic activities, tools and resources to enhance their experiences at NEIU. In the Fall 2011 semester **Mark McKernin** contacted the **Chicago Mosaic School** to create a mural for the Pedroso Center. Professor McKernin with four students, **Ruben Barba**, **Cecilia Sulkowski**, **Tracy Bowman** and **Vicki Lee**, worked with the Mosaic School to create a mural representing the diversity that is NEIU for the Angelina Pedroso Center for Diversity and Intercultural Affairs.

The department has identified **Pam Bagdzinski**, one of our instructors, as a department advisor. In her role as an academic advisor, Pam worked with the chair to develop a student handbook to be distributed to all majors in the fall of 2012. The handbook designed specifically for art majors will aid them in navigating department

and university requirements. Other 2012 highlights include a new online Web Design class now being offered and our Art Alumni exhibit. The Web Design class was successfully offered in the spring 2012 semester and was well received. This is the second online course the department offers. Our second Art Alumni Exhibit was a juried exhibition exhibiting the work of 14 alumni. The opening held on June 15, 2012 was well attended and all in attendance were very pleased with the quality of the work. Our alumnae/i were very pleased with the exhibition and it was mentioned that they appreciated the care and effort that was put into the show by the department and Alumni Affairs.

2012 Academic Gallery Season Summary

During 2011-2012, the Fine Arts Center Gallery mounted seven exhibitions and a sale of student work in twelve months (July 2011-June 2012). 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 given by the exhibiting artist(s) and/or curator. 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. 6,152 visitors came to the gallery during the fall 2011-spring (ending in April) 2012 gallery season. The outside press received coupled with the growing attendance exemplifies the wide audience and popularity of the exhibitions at the NEIU Fine Arts Center Gallery. In addition to a growing audience and continued quality exhibitions, the gallery committee is dedicated to expanding, both on campus and outside of the NEIU community, in the form of increased exhibition publications, an updated website in conjunction with other social media, continued public lectures and workshops, and yearly visiting artists on campus. To begin, the exhibitions and associated activities as well as related press will be briefly described. The summary will end with a short synopsis of steps that have been taken to reach the aforementioned continued gallery goals.

The fall semester began with a two-person show of the work of **Michelle Bolinger** and **Diane Cooper** entitled ***Awkward Beauty***. Bolinger's paintings are inspired by the way in which people tend to idealize their memories of experienced places resulting in ordinary locations seeming extraordinary. Similarly, Cooper's mixed media work romanticizes the everyday discarded materials that often go unnoticed. This exhibition was ranked one of the "**Top 5 of Everything 2011**" published in ***Newcity Art*** on December 21st. ***Awkward Beauty*** was included in the list of "**Top 5 Painting Exhibitions of 2011.**" This ranking was a tremendous honor for the gallery and artists as well as great publicity for NEIU's art program.

During the month of October Chicago hosts "Artist's Month" which features a variety of exhibition and activities. The NEIU gallery was included in the citywide event and showed the work of **Heidi Norton** in an exhibition entitled ***Not To Touch The Earth***. The exhibition included photographs of installations consisting of 1960s nostalgia such as plants in various stages of decay, macramé, dripping candles, and thickly applied paint. The installations were then photographed and displayed together creating a dynamic conversation between 2D and 3D visual art.

The last exhibition of fall 2011 was a huge crowd-pleaser! ***Tuff Love by Michael Rea*** included large-scale wildly imaginative wood sculptures. The themes in Rea's work are derived from science fiction films, television, and pop culture. The gallery was filled with realistic looking machines, electronics, weapons and instruments laboriously crafted from wood. With over 2,000 visitors this exhibition was the most highly attended event of the year.

At the end of the fall semester, the gallery hosted its annual ***Student Art Sale***. Profits from the sale have not yet risen to expectations and the rate of student participants continues to decline. Since the sale provides an opportunity for the students to have their work shown in the main gallery on campus and produces revenue for students, the exhibition committee voted to continue the tradition for fall 2012. However, if participation does not increase future sales may be discontinued. The gallery director will continue to look for more ways to advertise the sale and elevate the level of work submitted.

The spring calendar of exhibitions opened with ***Form Follows Figure***, a group show of the work of **Michael Ferris, Patrick Earl Hammie, and Ben Moreau**. Working in different media, painting, printmaking, and sculpture, the three artists provided a diverse array of innovative figurative work. In addition to the gallery talk given by Hammie, Michael Ferris traveled from New York to provide an art demonstration that was well attended and enjoyed by art students, the NEIU community, and the public alike.

One of the highlights of the season was a project by **Edra Soto and Dan Sullivan** entitled ***Living By Example***. To reflect the growing popularity of 'apartment exhibitions' in Chicago, Soto and Sullivan created an exhibition space in the form of a shed-like wooden structure. The "shed," given the name *The Franklin* was built inside the gallery as a way to comment on the transformation of the traditional idea of the "white cube" gallery. Artwork from over 20 artists was exhibited inside *The Franklin*. Beyond the quotidian gallery talk, visiting lecturers Catie Olsen and Erik Brown gave a lecture entitled "Domestic Spaces and Alternative Venues." The amount of press generated by this exhibition provided tremendous exposure for the university. Reviews of the exhibition were included in ***Timeout Chicago, The Chicago Tribune, 3arts.org, Flavorpill.org, and Gapers Block***. With over 200 visitors, including members of the press, the reception was a great success as well.

The *Annual Juried Student Art Exhibition* closed the spring semester. Previous exhibiting artist, Patrick Earl Hammie, Assistant Professor of Painting at the University of Illinois, was the juror for the exhibition. The work was exceptional and the show received much praise.

Beyond successful exhibitions, the gallery is committed to continual growth and engaging educational activities. Vida Sacic, Instructor of Graphic Design at NEIU, has graciously donated her design work to the gallery in the form of exhibition brochures and catalogs. The production of such publications is a vital resource that attracts quality artists, provides educational material, promotes university gallery events and

encourages press on behalf of the gallery. As the portion of the population who get their information from the internet continues to grow, the gallery is dedicated to an informative website and to keeping up with trends in social media. We are in the process of updating the website for the gallery including the inclusion of images, video and links to press for past, current and future exhibitions. The use of Constant Contact as a means to send gallery announcements as well as post information to sites such as Facebook continues.

Lastly and most importantly, the gallery continues to contribute to the university's educational curriculum and to provide opportunities for cultural enrichment. The exhibition committee recently agreed to host a visiting artist every year provided enough funding is available. The visiting artist will provide a host of venues for students, faculty, staff, and the public to observe and interact with artists such as slide presentations, gallery talks, critiques of student work, demonstrations and workshops.

I. Assessment

The visual arts are a discipline that has always embraced and utilized assessment before assessment was a university buzzword. Each studio course contains numerous critiques throughout a semester and each graduating senior is required to exhibit their work in order to graduate.

The last year has proven to be challenging in finalizing an assessment plan for our art history major, participating in the NCATE review and completing our yearly ISBE education report. More and more assessment evidence is being required and we have come to realize that we have too many tools to aid in reviewing our program. Over the course of the next academic year we are going to look at all of our assessment tools and attempt to trim the number of tools we use to evaluate the program.

In addition to evaluating our assessment plan, I am excited about two new possibilities that will aid in our assessment activities. With the university implementation of D2L, our new course management system, we now are able to utilize online portfolios. The department will also examine the possibility of using The IDEA Center for the evaluation of faculty.

During the 2012 academic year, we will be testing the portfolio option in D2L with our K-12 education students. Students currently complete a traditional paper portfolio during the course of the year and submit it for a final grade. The ability to institute online portfolios will not only allow multiple instructors and students to view the portfolios throughout the semester, we should be able to harvest data from the portfolios long after the courses are completed. If the pilot goes well, the department will consider adopting online portfolios to meet all of our assessment and accreditation needs.

The second option that we will be considering is using the IDEA Center to conduct our semester course evaluations. Currently several employees spend several days preparing evaluation packets and then several days processing the completed evaluations. Using the IDEA Center will save us untold hours in preparing and processing evaluations and

be able to provide us with additional data. The IDEA evaluations will supply us with traditional instructor evaluations and additional data related to our goals and outcomes. Another added benefit is we can have our results compared with other institutions of our choosing.

Our assessment goal is to have the online portfolio pilot underway way, examine using an outside source for course evaluation and trimming our current assessment tools.

II. Program Plan

The following long and short-term goals are a continuation of projects started last year.

A. Long term goals

Our long-term plans for the department include:

Continue to prepare for our next accreditation visit in 2015

The approval of a Bachelor of Fine Arts degree in Graphic Design(BFA)

A BFA degree in graphic design is a professional degree and will be better meet the needs of students entering the job market.

The approval of a Bachelor of Fine Arts degree (BFA)

A BFA degree in studio art is a professional degree and will be a more appropriate option for students wishing to continue to graduate school.

Installation of a working foundry

The addition of a foundry would make the program very attractive to prospective sculpture students and allow the department to develop workshops for high school students. The workshops would be used to build summer programs and used as a recruitment tool.

Funding

The department needs to develop several avenues of funding to support scholarships, widen alumni/ae support, and grants to fund workshops and community based activities that are currently supported through the department budget.

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

Over the course of the 2011-2012 academic year, the department will focus on:

Develop an on-line portfolio for students

The development of on-line portfolios would create relationships with graduating majors as well as helping them to be technically competitive.

Department Collaboration

Aggressively collaborate with other departments to create shared programs and create interdisciplinary opportunities for our students. We will continue to look at the creation of a Museum Studies program and the purchase of a 3-D printer.

Safety Plan

Complete individual area safety operating procedures.

Increase enrollment

Actively reach out to all two-year institutions to show that NEIU is a strong option for their graduates in the studio arts and education.

The completion of a new mission and goals for the department and gallery

The department needs to align a new mission and goals to the university mission.

Continued development of a maintenance/replacement plan for all department equipment.

A maintenance and replacement plan was developed for accreditation. We need to review and modify the current plan to meet safety requirements and growth.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International / Solo Exhibitions or Performances

Ambriz, Kim

The Point, Gallery 455, Mount Mary College, Milwaukee, WI 2010

Criner, David

Free, Delicious, Chicago, IL, 2011

Krueger, Deanna

Translucent/Opaque, Gallery H, Three Oaks, MI, July 16 – September 18, 2011

ZIA Gallery, Winnetka, IL, May 4 – June 16, 2012

Mathews, Nathan

Steenbock Gallery, The Center for Photography at Madison, Wisconsin Academy of Sciences Arts & Letters, Madison, Wisconsin; May – June 2012

Porterfield, Mary

Packer-Schopf Gallery, Chicago, IL, 2011

University of Illinois, Illini Union Art Gallery, Urbana, IL, 2011

Vera, Rafael

Voids, The Franklin, Chicago IL, 2012

Double Tangent, Cara and Cabezas, Kansas City MO; in collaboration with Mara Baker, 2011

2. Book Chapters, Regional Exhibitions or Performances

Ambriz, Kim

Juried exhibition: *Drawing Resurfaced*, Purdue University Galleries, West Lafayette, IN

Krueger, Deanna

Gallery Artists Group Exhibition, River Gallery, Chelsea, MI, summer 2011

Feast on Art, Revolving Collections Gallery – Feast, Chicago, June 29 – November 17, 2011

Seven x 11: Art for Art, Urban Institute for Contemporary Arts, Grand Rapids, MI, July 25 – September 4, 2011

Art Now Fair, Miami Beach, FL, with ZIA Gallery, December 1- 4, 2011
Collector's Choice 2012, Sylvia White Gallery, Ventura, CA, January 4 – February 11, 2012

One Inspired Evening, 20th Annual Fundraiser for Inspiration Corporation, Stephen M. Bailey Auditorium at

The Art of Human Rights Exhibition and Silent Auction, Coalition Gallery, Chicago, March 9 – 11, 2012

Weintraub, Jane

JEWISH CULTURE: Arts & Tradition, Anne Lloyd Gallery, Madden Arts Center, Decatur, IL, June 1 - July 28, 2012

3. Articles and Abstracts, Local Exhibitions or Performances and awards:

Criner, David

Healthy Junk Food, Prak-Sis Gallery, Chicago, IL, 2012
Knockout! Prak-Sis Gallery, Chicago, IL, 2011

Krueger, Deanna

First Place Award in Established Category, *One Inspired Evening* – Inspiration Corporation

Lempke, Paul

Exhibited with PrakSis Gallery
Toyth Show (curated by Ana Nieves) July 15, 2011 - July 30th

Out of Line Show (curated by Jane Georges) October 1, 2011 -
October 22nd

Slip N Slide: Multi Media Summer Event August 21, 2011

Northcenter Art Festival, April 14, 2012

Sacic, Vida

Two spread feature in a book on contemporary graphic design “**Fingerprint 2: The Evolution of Handmade Elements in Graphic Design**” edited by Chen Design Associates in San Francisco and published by HOW books in August 2011.

Inclusion in **Snapshot Book** highlighting selected design work from the Chicago region created in 2011, designed by the Museum of Contemporary Art Chicago design team and published by AIGA Chicago in June 2012.

Mathews, Nathan

Chicago Project IV Exhibition Catalog, 2011

Photo Technique Magazine, July/August 2011

Fifty Fourth Annual Beloit and Vicinity Exhibition Catalog, 2011

Spidale, Frank

"100 Artists to Watch", *Modern Painters*, January, 2012

Vera, Rafael

2011 Ben Scott, *Artist Interview: Double Tangent: Collaborative work by Mara Baker and Rafael E. Vera*,

Cara and Cabezas Contemporary , *July 16*

Blair Schulman, *The Duality of Forms, Flattening Time in the Third Dimension*,
arttattler.com July 2011

Essays

Jessica Cochran, *Structure as Subject*, 2011

Xu, Shencheng

Fly, The 11th Lincoln Park Community Art Initiative Public Art (June 2012 – June 2013)

Dream Seeker, The 10th Lincoln Park Community Art Initiative Public Art (May 2011 – June 2012)

Golden Eagle, Sculpture design for the Angelina Pedroso Center, Northeastern Illinois University (Started on August 2011)

4. Conference Presentations, Group Shows

Bagdzinski, Pam

**TOYTH* Group exhibition. Prak-sis Contemporary Art Association, Chicago, IL.
July 2011.

Criner, David

Art and Freedom, Northeastern Illinois University, 2011

Monster or Myth, Northeastern Illinois University, 2011

Krueger, Deanna

Public Presentations:

Artist Talk, Revolving Collections Gallery – Hotel Palomar, Chicago, September 9, 2011

Recent Work with Translucency, Group Exhibition of Gallery Artists,
ZIA Gallery, Winnetka, IL, July 29 – August 31, 2011

Group Show, Gallery H, Three Oaks, MI, February - August, 2011

Group Show, Gallery H, Three Oaks, MI, Spring 2012

Chicago Journeymen Plumbers Union Hall, Chicago, Curated by Francine Turk
and Peter Mars, Honorary Chair: Mayor Rahm Emanuel, March 2, 2012

Lempke, Paul

Toyth, Artist Talk, July 21, 2011

Nieves, Ana

“The Petroglyphs and Pictographs of Site X02, Nasca Valley (Río Grande de Nasca Drainage, Department of Ica, Peru): Analysis and Context” (co-author: Gori Tumi Echevarría), 40th Annual Midwest Conference on Andean and Amazonian Archaeology and Ethnohistory, Field Museum, Chicago, IL. (Organizers: Brian Bauer, Ryan Williams, Sloan Williams, and Jonathan Haas), 2012

University of Missouri-Saint Louis, Art Department, Lecture on November 29th, 2011: Death in the Andes: Life, Death, and Regeneration in the Art of the Nasca

Mathews, Nathan

55th Annual Beloit and Vicinity Exhibition, Wright Museum of Art, Beloit, Wisconsin; June – July, 2012

Rockford Midwestern 72, Rockford Art Museum, Rockford, Illinois; May -

September 2012

CoPA 5th Annual Midwest Juried Exhibition, Walker's Point Center for the Arts, Milwaukee, Wisconsin; December, 2011 - January, 2012

Art Faculty Show 2010, Waubensee Community College, Sugar Grove, Illinois; November, 2011 – January, 2012

Chicago Project IV, Catherine Edelman Gallery, Chicago, Illinois; July – September, 2011

54th Annual Beloit and Vicinity Exhibition, Wright Museum of Art, Beloit, Wisconsin, June – July, 2011

Early Morning, After Dark: From Dawn's First to Dusk's Last Light, Minneapolis Photo Center, Minneapolis, MN; June – August, 2011

The Photographic Experience, Preston Contemporary Art Center, Mesilla, New Mexico; juried by Douglas Dubler, Mary Anne Redding, and Paul Schranz; May – August, 2011

Porterfield, Mary

Rockford Midwestern, Rockford Art Museum, Rockford, IL, 2012

Artist and Nature, Uptown Arts Center, Chicago, IL, 2012

Wipe Out, Peanut Gallery, Chicago, IL, 2012

Draw the Line, Prak-sis Art Space, Chicago, IL, 2011

Anastasia Karpova. "Recommended: Wipe Out!/Peanut Gallery", *NewCity*, Jan. 19, 2012, p. 17.

Merlie, Melissa. "Chicago Artist's Works on Display", *Champaign-Urbana News-Gazette*, Wednesday, Nov. 9, 2011, p. B-10.

Sacic, Vida

Wood Type, Evolved: Experimental Letterpress & Relief Printing in the 21st Century, Center for Book and Paper Arts Columbia College, Chicago, IL, September 8 to December 10, 2011

Reproduce + Ability, Southside Hub of Production, Chicago, IL, December 3, 2011

Reader's Art: Longing for Home, Susan Hensel Gallery, Minneapolis, MN, March 15, 2012

Typeforce 3: The Annual Showcase of Typographic Allstars,
Co-prosperity Sphere, Chicago IL, March 30, 2012

In, On, Of Paper: National Juried Exhibit, Paper Circle: SE Ohio's Center for
Paper and Book Art, Nelsonville OH, May 17, 2012

Artist talk and Cityscapes project, presentation at Center for Book and Paper
Arts, Columbia College on February 29 2012.

Vera, Rafael

The Franklin, 3522 W. Franklin Blvd., this Saturday June 16th
2012 *On Making Things Matter: Strategies For Preservation*, SHoP, Chicago,
IL

The (Middle) Dinner, CAC Gallery, Chicago IL; in collaboration with Alberto
Aguilar

Home Knowledge Spectacular, North Branch Projects, Chicago IL

This House is Not a Home, SHoP, Chicago, IL

Xu, Shencheng

Facepot, Two-person show, Ronald Williams Library, NEIU, Chicago, IL
(Jan13 – 27, 2012)

Little Life, installation at the Knobe Gallery, Chicago, IL (Apr – Aug, 2011)

The Last Glacier, the Snow Days Chicago Snow Sculpture Competition at Navy
Pier, Chicago, IL (Jan 28 -30, 2012)

5. Funded grants

Ambriz, Kim

Grant: Community Arts and Assistance Program Grant, Chicago Department of
Cultural Affairs

Residency: Awarded an artist residency (w/stipend) at Jentel Artist Residency
Program, Banner, WY

Krueger, Deanna

Artist Residency:

Ragdale Foundation, Lake Forest, IL, June 7 – 20, 2012

6. Service

Carreno, Dubhe

July-2011-June 2012

Curated six solo exhibitions at Dubhe Carreño Gallery.

Krueger, Deanna

Juror for From Generation to Generation, American Jewish Artists Club Group Exhibition, Prairie Center for the Arts, Schaumburg, IL, December 1, 2011 – January 3, 2012

McKernin, Mark

Co-Chair, Conference Art in Response to Violence, Chicago, IL.

Co-Chair, Albany Park Sculpture Garden, Albany Park, Chicago, IL.

Advisory Council Member , Ten Thousand Ripples, Public Art and Peace, Chicago, IL.

Nieves, Ana

Co-Curator, *TOYth*, Prak Sis Gallery (1917 W. Irving Park, Chicago, IL 60613), July 15-26.

Curator, *KNOCKOUT*, Prak Sis Gallery (1917 W. Irving Park, Chicago, IL 60613), November 4-19.

Sacic, Vida

Co-chaired **Design Thinking** event series 2011/2012 and 2012/2013 lecture series through AIGA Chicago.

Mendoza, Jaime

COLLAGE COLLAB for COBALT, Fundraiser, Friday, May 25th / 6-9pm, Cobalt Studio, 1950 W. 21st St, Storefront, Chicago IL

B. Student Achievements

Kommanivanh, Chantala

MA show, Inova/art center gallery, University of Wisconsin Milwaukee, April 13-28

Salim, Hamza J.

Suicide bombers, Casa Aztlan art gallery, Chicago, IL, March 24-april 8th

Vlasek, Joe

Reclamation Conversation, Frankenstone Artisans, Chicago IL, March 24-April 24, 2012

Rosado, Francisco

April 9, 2012 (Chicago) - *Made In Logan Square/Hecho En Logan Square*, I Am Logan Square Gallery, Chicago, IL

NEIU Juried Student Show

Best in Show - Artiss Thomas (Gathering Memories)
Best in 2-D - Diane de Ribaupierre (The Depot's Collage)
Best in 3-D - Danait Araia (Wine in the wilderness)
Honorable Mentions - Jacqueline Hochbaum (Imogen), Linda White (Gulf Shores), Karolina E. Brodowicz (Self Portrait), Artiss Thomas (Niggas in Paris), Todd A. Irwin (\$29.99), Claudia Deltoro (Blinded by the light), Bridget LeFevre (Untitled), Steph Santos (Missing Piece)

Irwin, Todd

Mental Mapping, The Gallery at the Colonie, Chicago, IL, November, 2010

Novak, Kelly

Italy, Gallery 217, Northeastern Illinois University, Chicago, IL, October, 2011

Lenzen, Rachel

Ghana, Gallery 217, Northeastern Illinois University, Chicago, IL, October, 2011

Stitch, Caitlin

Tibet, Gallery 217, Northeastern Illinois University, Chicago, IL, October, 2011

Lee, Eden

Clothes Optional, Chicago, IL, February, 2011

Mubarek, Salah

Nicole Gallery, Chicago, IL, September, 2010

Lian Lim, Siew

MFA Thesis Exhibition, *Taming Training Balance*, NIU
Gallery 215 North, DeKalb, IL

Opening of FRANKENSTONE ARTISANS, October 2011

Artists showing work:

Erick Von Alroth
Amanda Rachmaciej
Megan Pigoni
Juan Montesinos
Rebby Montalvo

Jennifer Dickson
Stephanie Jirka
Sam See
Alison Greer
Brian Nolan
John Kercheval
Maricela Viramontes
Janet Davis
Cait Driscoll
Jacqueline Hochbaum
Annalise Kucan
Eden Lee
Milena Tomicic
James Durczak
Evil Eric
Wil Velez

BIOLOGY

Annual Report 2011-2012

Submitted by **John M. Kasmer**

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 have continued to make progress toward our goals. The major accomplishments of the department over this past year were the successful completion of a search for a tenure-track developmental biologist (see next paragraph) and the award of a Title III grant (Enhancing Career Opportunities in Biomedical and Environmental Health Sciences) to NEIU. In addition to providing two new tenure-line faculty positions for the department, the \$4.3M five-year grant will (among other things) provide support for curricular improvements and innovations, funding to support undergraduate summer research, new equipment for our teaching laboratories, and allow for the renovation of a number of teaching and research spaces. In this first year of the grant, four spaces in the department are being renovated: BBH-314, which had been being used for rough storage, is being converted into a fully-equipped faculty research lab; BBH-342 (the departmental computer lab) is being upgraded with cabinetry and desks for two new computer stations, and is having several interior doors removed and walled over; and BBH-331 (a teaching lab) is being renovated along with BBH-329 which we were able to acquire as an adjacent lab dedicated to cadavers. As part of the renovation of BBH-329 and 331, installation of a state-of-the art audio-video system will allow students and the instructor to seamlessly interact between the two rooms. Taken together, the Title III grant will help us make tremendous strides toward improving our ability to serve our students in functional, modern facilities.

There were two notable changes in personnel this year, including a new tenure-track hire to fill a gap in expertise in the department, and the retirement of our Naturalist Dr. **Ron Panzer**. Thanks to the dedication and hard work of the entire department, our search for a developmental biologist came to a successful conclusion when Dr. **Cindy Voisine** accepted the offer. Dr. Voisine comes to us from the University of Wisconsin – Madison, and post-doctoral fellowship positions at Harvard University and (most recently) Northwestern University. We look forward to having her as a colleague for the years to come, even as we thank Dr. Panzer for his many years of service to the university in his role of Naturalist and manager of the Gensburg-Markham Prairie. During his tenure, Ron oversaw the restoration and expansion of the prairie, earned his Ph.D. from UIUC, was awarded numerous grants to support his activities, published numerous papers on the conservation of prairies and prairie insects, and established deep and meaningful ties with private organizations such as The Nature Conservancy and with state and local agencies, including the Illinois Department of Natural

Resources and the Illinois Department of Transportation. In recognition of his life's work, Ron was this past year's recipient of the *Grassroots Conservation Leadership Award*, bestowed by Audubon Chicago Region and the Chicago Wilderness Habitat Project. Ron is an invaluable and irreplaceable resource, and we wish him the best in his retirement.

I am also pleased to report that our faculty members continue to be recognized for professional excellence. We congratulate Drs. **Olfelt** and **Mungre**, who have been promoted to the rank of full Professor, effective in Fall 2012, and are the first of what we hope will be a wave of promotions to this highest academic rank. In addition, Dr. **Slate** received a Faculty Excellence Award in the area of teaching, and Dr. **Nuss** received an Instructor Excellence Award for her teaching; we thank them for their dedication to the profession and to our students.

In terms of curricular issues, we have made progress on a number of longstanding efforts, and have taken up a few new initiatives. We continue to make progress (however slow) toward completing development of the new interdisciplinary major in Environmental Science, and hope (again) to get the proposal into governance in the upcoming year. Our efforts to revise our graduate program are somewhat ahead of this, and we are prepared to submit the proposal into governance by the end of this summer. Next, we used our annual departmental retreat to address two issues with BIO 150 (continued refinement of the course, and development of a test-out opportunity for a particular population of transfer students, which will be offered for the first time prior to the Fall 2012 semester) and to begin a conversation about how we address writing across our curriculum (with the goals of increasing the amount of direct instruction in disciplinary writing, and improving continuity and reinforcement of writing skills and expectations across courses and instructors).

We have also made strides as a department and as individuals toward expanding and improving course offerings and improving instruction. First, **Geddes** developed and offered a new graduate-level course in Community Ecology. Next, in the spring of 2012, the department hosted a workshop on pedagogical approaches to teaching introductory biology by Eric Simon from New England College (Henniker, NH); he is the lead author of "Essential Biology with Physiology", which is the text that we currently use for BIO 100. Our ability to offer effective hybrid and online courses was further enhanced by Instructors **Rihani** (Summer 2011) and **Nuss** (Spring 2012) successfully completing the Online Instructor Preparation course offered by the Center for Teaching and Learning. And Dr. **Andrew** participated in a FESIN (Fungal Environmental Sampling and Informatics Network) Workshop, prior to and in conjunction with the Mycological Society of America meeting, held in Fairbanks, AK (August 2011); the workshop was titled *Metamycology and Beyond: Using Fungi in Educational Contexts*. Finally, on a somewhat different note, we formed an *ad hoc* committee (**Geddes**, **Olfelt**, **Slate**, and **Stojković**) which began developing a comprehensive departmental advising plan; several pieces of the plan have been developed and implemented, and we expect to make additional progress in the coming year.

Our faculty members have also continued to be actively engaged on and off campus in a variety of ways. During the past academic year, **Geddes** and **Stojković** continued to

serve on the General Education Task Force, with Geddes serving as a member of the Steering Committee. We continued to be represented on the Graduate College Advisory Committee (elected) by **Geddes**, on the Assessment and Program Review Advisory Committee by **Kasmer** (appointed), and were represented on the Faculty Councils on Student Affairs (**Kimble**, elected) and Finance and Administration (**Stojković**, elected). **Olfelt** continued to serve on the Writing Intensive Faculty Advisory Committee (appointed) and as the faculty advisor of the Student Green Fees Committee. **Kimble** and **Slate** served on the Faculty Awards Committee (elected), and **Kimble** served again on the Faculty Senate (elected) and as the department's representative to the Executive Board of the NEIU Student Center for Science Engagement (SCSE). And at the 20th Annual NEIU Student Research & Creative Activities Symposium (April 2012), **Geddes** served on the Steering Committee, **Geddes** and **Kasmer** served as presiders, and **Andrew**, **Kimble**, **Nuss**, **Schirmer**, **Slate**, and **Stojković** served as discussants. In addition, **Geddes** served as the faculty mentor for the newly-established SACNAS@NEIU chapter, and served on a member of a post-screening discussion panel following the 14 Nov 2011 screening (which was co-sponsored by the department) of the inspirational film *Green Fire: Aldo Leopold and a Land Ethic for Our Time* (Nov 2011). Finally, in addition to serving on our own search-and-screen committees, **Mungre** (Anthropology), and **Stojković** (Elementary Education/Science Education) served as external members of search-and-screen committees for tenure-line faculty positions in other departments within the college, and **Kimble** served on search-and-screen committees for the SCSE (Biology Advisor, Coordinator), and for the Title III Grant (Articulation Coordinator, Grant Manager). I am proud that as a department, we are fully engaged citizens in the university community.

Faculty members in the department also participated in a number of events off-campus. At the invitation of the Biological Sciences Division Graduate Office, **Stojkovic** served on a career panel for the University of Chicago Diversity Day (March 2012), and served on a similar panel for the University of Chicago Postdoctoral Researcher Association (October 2011). **Schirmer** joined the ranks of those who have served as faculty mentors for the NU-START program (a grant-funded collaboration between Northwestern University and NEIU), taking Kyeorda Kemp under his wing. **Readey** continues to serve as a volunteer at Nobel Institute for Environmental Peace (Toronto). Finally, largely through the efforts of **Geddes**, the department has begun forging lasting relationships with colleagues at both UIC and UIUC: many of us met in September 2011 with Drs. Aixa Alfonso and Francisco Pina of UIC to develop connections with them and discuss potential opportunities for collaboration to benefit both faculty and students. Geddes also represented NEIU in San Antonio, TX (29-31 October 2011) at the HACU conference (Hispanic Association of Colleges and Universities) where she presented a workshop with Ana Fraiman from Chemistry and 2 colleagues from UIUC. As part of our USDA-funded CREAR project, we have collaborated closely with University of Illinois-Champaign Urbana and they presented the results of the first year of our collaboration at the meeting. This is a very exciting opportunity as this initiative has already contributed to the Illinois Partners for Diversity endeavor and will continue to do so in the future.

Student enrollment and student successes: As was the case last year, enrollments in the fall of 2011 were up yet again from the previous year, with a total of 589 majors,

14 Biology/Secondary Education majors, 44 minors, and 35 graduate students enrolled in classes in Fall of 2011. We are proud that our students are not only taking classes with us, but are also doing exceptionally well academically: over 40 students made the CAS Dean's List in each of the fall 2011 and spring 2012 semesters. And during the period covered by this report (Summer 2011-Spring 2012), we awarded a total of 66 B.S degrees and 5 M.S. degrees.

Students have also been extraordinarily active in conducting research with faculty, and presenting their results at both local and national/international venues: almost 40 different students were involved in over 40 different presentations (most with multiple authors), two students won competitive awards for their research presentation at the Annual Meeting of SACNAS, and three students swept the awards for research presentations at the regional meetings of the Louis Stokes Alliance for Minority Participation. Much of the research conducted by students in the department was funded by grants made to our faculty members from the NEIU Student Center for Science Engagement, and we thank the SCSE for this support.

I. Assessment

As part of preparing for our academic program review, we reviewed and modified (only slightly) our student learning goals and outcomes, as follows:

Student Learning Goal 1: Demonstrate a broad understanding of biological principles

Student Learning Outcomes:

- a. Identify unifying principles in biology with emphasis on natural selection and evolution.
- b. Demonstrate a working understanding of the subdisciplines of cell biology, genetics, and ecology.
- c. Increase depth of understanding of selected subdisciplines by studying a variety of topics in elective courses.

Student Learning Goal 2: Develop critical observational, thinking, and reasoning skills

Student Learning Outcomes:

- a. Competently use the library and internet databases to search scientific literature.
- b. Read, evaluate, and interpret primary research articles.

Student Learning Goal 3: Understand and apply the scientific method

Student Learning Outcomes:

- a. Formulate hypotheses and properly design experiments to test hypotheses.
- b. Proficiently use standard biological equipment and techniques.

Student Learning Goal 4: Demonstrate effective skills in scientific communication

Student Learning Outcomes:

- a. Write proficiently in a variety of discipline-specific formats, such as research-style reports, persuasive arguments, and grant proposals.
- b. Clearly explain scientific data through oral presentation.

We are pleased to have been able to document in our self-study report from 2010 that our Student Learning Goals align and integrate well with the recently defined NEIU Baccalaureate Goals. We are also happy to continue to collect data to use in program assessment, including having students registered in Biology Senior Seminar complete the Major Field Test (ETS) in Biology, and periodically administering the SALG (student Assessment of Learning Gains) in our core sequence of courses (BIO 201, 202, 301, 303 and 305). During this past year, we have continued to make improvements to our cornerstone course BIO 150 (Essential Skills for Biologists), and have begun an initiative to improve the extent to which we address writing across our curriculum (Learning Goal 4) (see Assessment Report, below).

II. Program Plan

A. Long term goals

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

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

We are happy to report that we are continuing to make progress toward achieving these goals.

B. Projected needs

1. Faculty: Although we completed two successful searches over the past two years (for a microbiologist to replace a retirement, and a new developmental biologist position), we are still in dire need of additional tenure-line faculty. Fortunately, the Title III grant includes two new tenure-line faculty positions, and these will go a long way toward enabling us to cover the breadth of disciplines within Biology, provide enough sections of enough different courses to our majors, and to effectively advise the more than 650 students in our undergraduate and graduate programs. However, with the continued growth in our enrollments, we will continue to rely heavily on non-tenure line instructors to provide essentially all of the instruction in our general education courses, and probably half of the instruction in courses for our majors/minors. Thus, we are indeed fortunate to be able to conduct two searches in the coming year (for a vertebrate zoologist qualified to teach a new cadaver-based human anatomy and physiology sequence of courses, and an animal parasitologist to allow us to expand our offerings in environmental and medical health). These new positions will go a long way toward allowing us to satisfy our curricular needs, and to enable the department to be fully engaged in the activities of the college and university.

2. Facilities and Equipment: With the help of the College of Arts & Sciences, Office of Academic Affairs, Facilities Management, other units of the university, funding from the Title III grant, and funds generated by course charges (lab fees), we have been able to make continued progress toward updating our teaching and research spaces, and updating an aging collection of equipment. In the past year, we made additional progress toward replacing an aging collection of microscopes, added digital microscopy capabilities to all of our teaching labs, increased our centrifugation capabilities, acquired a new chemiluminescent imaging system, updated computers in all of our teaching and research laboratories, acquired new computerized physiological data-acquisition set-ups, and have made continued progress toward updating other equipment in our teaching labs. The fact that our course laboratory fees are now being returned directly to the department is allowing us to continue to update aging/obsolete equipment (and make explicit plans to do so), but these funds alone will not be sufficient to update the equipment in all of our teaching labs. We hope that a combination of an increase in our budget line for equipment, continued support from the college, and targeted grant-writing will help to fill this gap.

At this point in time, we are also facing another constraint on our ability to support faculty and faculty research, and one that must be addressed immediately. Although the conversion of BBH-314 into a new faculty research space will accommodate one of the two new hires we expect to make in the upcoming year, we will have no place for the second hire. Thus, it is essential that we renovate an existing space in the upcoming year (either converting BBH-105 (currently used for storage), or the DNA Analysis Suite in BBH-324/328A/328B into a dedicated faculty research lab). Second, the department (as well as other departments housed in Brommel Hall, and in fact the entire college) faces a severe shortage of office space that can be assigned not only to an increasing number of full- and part-time instructors, but to any new tenure-line hires. Both of these issues regarding availability, assignment and utilization of space are ones that can

not be solved by any single department, and we look forward to working with the powers that be on coming up with solutions that will be universally acceptable (if not universally embraced!).

III. Accomplishments

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

A. Faculty Research/Creative Activities

1. Articles and Abstracts:

Nelsen, M.P., R. Lücking, J.S. Mbatchou, **C.J. Andrew**, A.A. Spielmann, and H.T. Lumbsch. 2011. New insights into relationships of lichen-forming Dothideomycetes. *Fungal Diversity* 51: 155 – 162.

Prete F.R., *R. Theis, J.L. Komito, J.M. Dominguez, S. Dominguez, G.J. Svenson,* and F. Wieland. 2012. Visual stimuli that elicit visual tracking, approaching and striking behavior from an unusual praying mantis, *Euchomenella macrops* (Insecta: Mantodea). *Journal of Insect Physiology* 58: 648-659

Thüs, H., T., L. Muggia, S. Pérez-Ortega, S.E. Favero-Longo, S. Joneson, H. O'Brien, M.P. Nelsen, R. Duque-Thüs, M. Grube, T. Friedl, J. Brodies, **C.J. Andrew**, R. Lücking, F. Lutzoni, and C. Gueidan. 2011. Revisiting photobiont diversity in the lichen family Verrucariaceae (Ascomycota). *European Journal of Phycology* 46: 399-415.

Tobias, F.G., A. Gawedzka, M.S. Goldmeier, A.C. Sakols, **E.A. Stojković**, S. Tsonchev and K.T. Nicholson. 2012. Scanning probe microscopy of bacterial red light photoreceptors. *MRS Online Proceedings Library*, 2012: 1465, mrss12-1465-ss07.

Toh K.C., **E.A. Stojković**, I.H. van Stokkum, K. Moffat, and J.T. Kennis. 2011. Fluorescence quantum yield and photochemistry of bacteriophytochrome constructs. *Phys Chem Chem Phys*. 13(25):11985-97.

2. Conference Presentations

Andrew, C.A. Soil nutrient legacies surpass the effects of CO₂ and O₃ concentration on mycorrhizal communities. (poster) Soil Metagenomics Workshop (Argonne National Laboratory), Chicago, Illinois, October 2011.

Díaz, R., A. Fraiman, **P. Geddes**, and M. Villamil. 2011. Building a bridge between an HSI and a Land Grant institution. Hispanic Association of Colleges and Universities (HACU) National Conference, San Antonio, TX. (oral presentation).

Geddes, P. 2012. Hybridizing invasive species: Challenges for invaded ecosystems. Graduate Program in Plant Biology and Conservation Seminar Series. Northwestern University, Chicago, IL. (invited oral presentation).

Geddes, P. and L. Volesky. 2012. Effects of native and non-native strains of *Phragmites australis* on freshwater wetlands. Wetlands Wisconsin Association Conference, Lake Geneva, WI. (oral presentation).

Olfelt, J.P. and N. Handzic. A new species of North American *Rhodiola* (Crassulaceae). (poster) Botanical Society of America Annual Meetings, St. Louis, MO 9-13 July 2011.

Toh, K.C., J. T. M. Kennis, A.W. Baker, C. N. Hernandez, W. B. Ozarowski, K. Moffat and **E.A. Stojković**. 2011. Specific biliverdin-PHY domain interactions in bacteriophytochromes from *Rhodospseudomonas palustris*. International Conference on Tetrapyrrole Photoreceptors of Photosynthetic Organisms (ICTPPO), July 2011. Berlin, Germany. (invited talk)

NEIU 2nd Annual Faculty Research & Creative Activities Symposium (4 November 2011):

Geddes, P. Understanding the effects of aggressive plant invaders.

Slate, J.E.*, T.C. Johnson (Large Lakes Observatory and Department of Geological Sciences, University of Minnesota Duluth), and T.C. Moore (Department of Geology, University of Michigan). What can algal fossils and other remains in lake sediments reveal about climate and the environment for the past 6000 years in Nicaragua?

Mungre, S.* and J. Al-Bazi. Curcumin protects P12 cells from apoptotic effects of methylglyoxal.

Baker, A.W., J.M. Dominguez, A. Salis, T. Slapinski, R. Theis, A.E. Varela, **F.R. Prete**, **E.A. Stojković**, and **A.E. Schirmer***. Circadian rhythms in behavior and physiology.

Woitowich, N.C., S.E. Kovaleva, W.B. Ozarowski, R. St. Peter, C.N. Hernandez, **A.E. Schirmer** and **E.A. Stojković***. Comparative structural analyses of photoreceptors with infrared fluorescent properties.

3. Funded grants

Externally-funded Research Grants:

Andrew, C. 2011. FESIN (Fungal Environmental Sampling and Informatics Network) Travel Grant, FESIN Workshop, 31 July – 1 Aug 2011, Fairbanks, AK.

Njogu, W. (P.I.); collaborators (in alphabetical order): J. Al-Bazi, S. Cordell, **P. Geddes**, L. Illian, **J. Kasmer**, **M. Kimble**, **S. Mungre**, J. Teuber. Department of

Education Title III Grant: Enhancing Careers and Opportunities for Biomedical and Environmental Health Sciences (ECOBEGHS). (\$4.3M; 5-year grant, awarded Fall 2011)

USDA-CREAR grant (Collaboration and Retention in Environmental and Agricultural Research)

Geddes, P. and J.P. Olfelt. A “molecular tool kit” to identify hybridizing cattail species: microsatellites and DNA sequencing as potential markers. (Summer 2012; \$11,000) Involves 3 undergraduate students (D. Blasini, M. Rios, and Y. Astudillo-Scalia (volunteer))

SCSE Undergraduate Summer 2012 Research Grants:

Nicholson, K.T., **E.A. Stojković** and S. Tsonchev. 2012. Environmental response of red-light photoreceptors as observed by scanning probe microscopy. (\$19,000)

Rumschlag-Booms, E. 2012. Comparative analysis of sialic acid usage in influenza entry. (\$4,000)

Schirmer, A. and F. Prete. 2012. Circadian modulation of appetitive behavior and visual sensitivity in praying mantises. (\$17,000)

Schirmer, A. and E.A. Stojković. 2012. In vivo cell imaging with novel infrared fluorescent proteins. (\$12,000)

Stojković, E.A. and A. Schirmer. 2012. Sequence and structural analyses of infrared fluorescent markers specific to imaging applications in mammalian cells. (\$17,000)

4. Service

Rumschlag-Booms served as an *ad hoc* reviewer for the journals *Phytotherapy Research*, *Virology Journal*, and PLoS One; she has also been accepted as a Contributing Editor for the *American Journal of Microbiology*.

Stojković reviewed a manuscript for *FEBS Letters* (April, 2012).

Prete served in 2011 as a consultant for the BBC Natural History Unit, Whiteladies Rd, Clifton, Bristol, UK, BS8 2LR.

B. Student Achievements

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

Student Center for Science Engagement 3rd Annual Research Symposium (16 Sept 2011)

Astudillo-Scalia, Y., J. Shaier, S. Wunderle, P. Geddes, J. Olfelt, and A. Schirmer. Use of microsatellites in the identification of hybridizing cattail species in the *Typha* genus (*T. angustifolia*, *T. latifolia*, and *T. x glauca*). (oral)

Dominguez, J.M., R. Theis, A. Salis, T. Slapinski, A. Schirmer, and F.R. Prete. Circadian rhythmicity in locomotor activity but not in responses to visual stimuli in two species of praying mantis: *Sphodromantis lineola* and *Popa spurca*. (oral)

Gonzalez, N., B. Teichert, and J. Olfelt. Relationships of North American *Rhodiola* species using chloroplast DNA sequence data. (oral and poster)

Hattaway, H., R. Javier, A. Zamora, T. St Hill, P. Miao, J. Johnson, A. Marconi, M. Kimble, and T. Puryear. Embryonic development in ED12 ICR mice. (oral)

Kovaleva, S.E., N.C. Woitowich, W.B. Ozarowski, A. Schirmer, and E.A. Stojković. Crystal structures of a bacteriophytochrome from *Stigmatella aurantiaca* reveal amino acids that modulate photoconversion. (poster)

Milenković, L.A., P.A. Carrizales, S.M. Vorpahl, A.C. Sakols, N.C. Woitowich, E.A. Stojković, S. Tsonchev, and K.T. Nicholson. Nanoscale comparison of light- and dark-adapted states of bacterial photoreceptors. (poster)

Perez, O., H. Punjabi, H. Hattaway, R. Javier, T. St. Hill, P. Maio, J. Johnson, A. Marconi, T.K. Puryear, and M. Kimble. Folate metabolism in the ICR mouse: behavioral and genetic analyses. (poster)

Reyes I.D., and A. Davis (Crop Sciences Dept., UIUC). Analyzing the damage niche of Palmer amaranth (*Amaranthis palmeri*) and shattercane (*Sorghum bicolor*) in Illinois at University of Illinois at Urbana-Champaign. (poster)

Sakols, A.C., S.M. Vorpahl, M.S. Goldmeier, E.A. Stojković, S. Tsonchev, and K.T. Nicholson. Characterization of a unique bacterial photoreceptor in the light-adapted state using atomic force microscopy. (poster)

Slavnic, B., S. Kosmin, T.K. Puryear, and S. Saszik. Novel effects of folinic acid and folate supplementation on locomotor development in embryonic zebrafish, *Danio rerio*. (oral)

St. Peter, R.M., S.E. Kovaleva, N.C. Woitowich, C.N. Hernández, A. Schirmer, and E.A. Stojković. Identifying novel fluorescent bio-markers. (poster)

Tobiasa, F., P. Carrizales, U. Chaudhary, L. Milenković, A. Sakols, K.T. Nicholson, E.A. Stojković, and S. Tsonchev. Characterizing architecture of red-light photoreceptors using scanning tunneling microscopy. (oral)

Varela, A.E., A.W. Baker, J.T.M. Kennis, A. Schirmer, and E.A. Stojković. Design of an infrared fluorescent marker for *in vivo* tissue imaging in mammals. (oral)

Veldman, K.A. and M. Villamil (Crop Sciences Dept., UIUC). Soil management in crop rotations. (poster)

20th Annual NEIU Student Research and Creative Activities Symposium
(13 April 2012)

Carrizales, P.A., L.A. Milenković, S.M. Vorpahl, A.C. Sakols, and B. Sorenson (Chemistry), D. Westcott (Biology), R. Tobias and U. Chaudhary (Chemistry), N.C. Woitowich (Biology), **E. A. Stojković**, S. Tsonchev and K.T. Nicholson. Nanoscale analysis of bacteriophytochromes using AFM and STM. (oral)

Freyman, W.A., M.J. Rios, B.J. Teichert and **J. Olfelt**. Relationships of North American *Rhodiola* species using DNA sequence data. (oral)

Javier, R., H. Hattaway, T. St. Hill, A. Zamora, A. Marconi, **M. Kimble** and **T.K. Puryear**. Differential effects of folic acid on embryonic development and behavior in D12 ICR mice. (oral)

Kovaleva, S.E., N.C. Woitowich, W.B. Ozarowski, **A. Schirmer**, **E.A. Stojković**. Crystal structures of a bacteriophytochrome from *Stigmatella aurantiaca* reveal amino acids that modulate photoconversion. (poster)

Marquart, M.A. and **K. Galvan**. The effect of feeding-based enrichment on coprophagy rates in captive chimpanzees. (oral)

Patel, H.A. (Chemistry), S.E. Kovaleva, N.C. Woitowich, and **E.A. Stojković**. Crystallization and preliminary X-ray crystallographic analysis of a complete photosensory module of a bacteriophytochrome from *Stigmatella aurantiaca*. (oral)

Pieri, D.S.¹, L.E. Warburton², A. Wilson², D. Larkin² and **J. Slate**. (¹University Without Walls (Honors Program), ²Chicago Botanic Gardens, Glencoe, IL.) The effects of European buckthorn and restoration on microbial metabolic processes and fungal communities in an oak woodland chronosequence. (oral)

Popkiewicz, B., R. Theis, **A. Schirmer**, and **F. Prete**. The first analysis of the ERG in praying mantises. (oral)

Punjabi, H.K., **M. Kimble** and **T. Puryear**. Analysis of effects of varying levels of folic acid on the behavior of mice. (oral)

Sakols, A.C., B. Sorenson, D. Westcott (Biology), S.M. Vorpahl, **E.A. Stojković**, S. Tsonchev and K.T. Nicholson. Characterization of a unique bacterial photoreceptor in the light-adapted state using atomic force microscopy. (poster)

Slapinski, T., W. Bogue, R. Theis, and **F.R. Prete**. Object recognition in two unusual species of mantis. (oral)

St. Peter, R.M., S.E. Kovaleva, N.C. Woitowich, C.N. Hernández, A.E. Schirmer and E.A. Stojković. Identifying novel fluorescent bio-markers. (oral and poster)

Varela, A., A.W. Baker, J.T.M. Kennis, A. Schirmer, and E.A. Stojković. Design of an infrared fluorescent marker for in vivo tissue imaging in mammals. (oral and poster)

Wunderle, S., J. Shaier, Y. Astudillo-Scalia, P. Geddes, J. Olfelt, and A. Schirmer. Field to lab and back: molecular techniques to identify invasive cattails. (oral)

Student Presentations at Regional/National/International Meetings

Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) National Meeting, San Jose, CA (27-31 October 2011) – poster presentations

Astudillo-Scalia, Y., J. Shaier, S. Wunderle, P. Geddes, J. Olfelt, and A. Schirmer.* Use of microsatellites in the identification of hybridizing cattail species in the *Typha* genus (*T. angustifolia*, *T. latifolia*, and *T. x glauca*). (*award for best poster in category of General Biology)

Dominguez, J., A. Salis, T. Slapinski, D. Laudier, A. Schirmer and F.R. Prete. Circadian rhythms in the mantis, *Sphodromantis lineola*.

Ejupovic, A. and J. Olfelt. Population dynamics of Leedy's roseroot using molecular marker data.

Kovaleva, S.E., N.C. Woitowich, W.B. Ozarowski, A. Schirmer and E.A. Stojković. Crystal structures of a bacteriophytochrome from *Stigmatella aurantiaca* reveal amino acids that modulate photoconversion.

Milenkovic, L., P. Carrizales, S. Vorphal, A. Sakols, N. Woitowich, K. Nicholson, S. Tsonchev and E. Stojković. Nanoscale comparison of light and dark-adapted states of bacterial photoreceptors.

Perez, O. and M. Kimble. Folate metabolism in the ICR mouse, behavioral and genetic analysis.

St. Peter, R.M., S.E. Kovaleva, N.C. Woitowich, C.N. Hernández, A. Schirmer and E.A. Stojković.* Identifying novel fluorescent bio-markers. (*award for best poster in the category of Genetics)

Teichert, B., N. Gonzalez, J. Olfelt. Phylogeny of the North American *Rhodiola* based on chloroplast DNA sequence data.

Varela, A.E., A.W. Baker, J.T.M. Kennis, **A. Schirmer** and **E.A. Stojković**.
Design of an infrared fluorescent marker for in vivo tissue imaging in mammals.

Regional Louis Stokes Alliance for Minority Participation (LSAMP) Spring Symposium & Research Conference, Chicago, IL (3-4 February 2012)

Astudillo-Scalia*, Y., J. Shaier, S. Wunderle, **P. Geddes**, **J. Olfelt**, and **A. Schirmer**. From genes to ecosystems: using microsatellite markers to identify problematic invasive plants. (*awarded 2nd place prize for oral presentation in Biology)

Javier*, R., H. Hattaway, J. Davila, T. St. Hill, A. Zamora, **M. Kimble** and **T.K. Puryear**. Differential effects of folic acid and folate on embryonic development in D12 and D17 ICR mice. (*awarded 3rd-place prize for oral presentation in Biology)

Varela*, A.E., A.W. Baker, J.T.M. Kennis, **A. Schirmer** and **E.A. Stojković**.
Design of an infrared fluorescent marker for *in vivo* tissue imaging in mammals.
(awarded 1st prize for oral presentation in Biology)

Gordon Research Conference: Photosensory Receptors and Signal Transduction, Galveston TX (January 2012)

Woitowich, N.C., S.E. Kovaleva, W.B. Ozarowski, R. St. Peter, C.N. Hernandez and **E.A. Stojković**. Crystal structures of a bacteriophytochrome from *Stigmatella aurantiaca* reveal amino acids that modulate photoconversion.

Society for Developmental Biology 70th Annual Meeting, Chicago, IL (21-25 July 2011)

Hattaway*, H., S. Kosmin, **T.K. Puryear**, and S. Saszik. Novel effects of folic acid and folate supplementation on locomotor development in embryonic zebrafish, *Danio rerio*.

Perez*, O., H. Punjabi, H. Hattaway, R. Javier, T. St. Hill, P. Maio, J. Johnson, A. Marconi, **T.K. Puryear**, and **M. Kimble**. Folate metabolism in the ICR mouse: behavioral and genetic analyses.

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

Prizes and Awards

Yair Astudillo-Scalia (General Biology) and Rachael St.Peter (Genetics) won awards for best research poster in their respective categories at the national meeting of SACNAS, held in San Jose, CA (27-31 October 2011). Only 15 awards were given, and there were over 700 undergraduate participants from universities and colleges from around the nation.

Our students swept the awards given at the Regional Louis Stokes Alliance for Minority Participation (LSAMP) Spring Symposium & Research Conference, Chicago, IL (3-4 February 2012): *Angela Varela* was awarded the 1st-place prize, *Yair Astudillo-Scalia* was awarded 2nd place, and *Rodrigo Javier* was awarded 3rd place.

Internships and research positions

Christopher Craddock (NDP-IDS/Biology) is participating in the University of Chicago REU (Research Experience for Undergraduates; funded by the National Science Foundation) program in summer 2012.

Joanna Kondracki is participating in the UIUC College of ACES REU and conducted an internship at Lincoln Park Zoo.

Chris Sferra is participating in the University of New Hampshire REU to conduct research at Toolik Lake, AK in summer 2012.

Courtney Moran is participating in the summer 2012 UIUC Biology Scholars Research Program

Dayani Pieri (NDP-UWW/Biology) obtained an Ecological Society of America SEEDS Fellowship to conduct research at Argonne National Labs this summer, under the direction of Dr. Michael Miller.

Chelsee Strojny is conducting research through Northwestern University's 2012 Summer Research Opportunities Program (SROP).

Shumaila Tariq is conducting research at the Northwestern University Cancer Research.

Shameram Gabriel obtained a summer internship as a Biological Science Aid at the USDA in Peoria, IL. She will conduct research with white grubs with Dr. Behle.

Anna Krembs, *Lisa Murata*, *Brendon Reidy*, and *Oana Vadineanu* are conducting internships at The Field Museum in summer 2012. *Brendon Reidy* also obtained a summer 2012 internship at the Peggy Notebaert Nature Museum

Acceptances to graduate/professional schools

Varinder Kaur (2011) and *Anton Khlopas* (2012) have been accepted to the MD program at Saba University School of Medicine (Dutch Caribbean) and will begin classes this year.

Mahwish Shah (2012) and *Natalie Wozny* (2012) have been accepted to the Illinois College of Optometry and will begin the program in fall 2012.

Rachael St. Peter (2012) was accepted to New York College of Podiatric Medicine, and she will start there in fall 2012.

David Stanley (NDP/Biology; 2011) has been accepted into the Loyola University Chicago Nursing Program.

Liz Wasil (2012) will begin the nursing degree program at North Park University in the fall.

Peter Boucas (2011) was accepted to the pharmacy programs at UIC, Northwestern University, Roosevelt University, Rosalind Franklin University and Chicago State University; he will begin the program at Northwestern University's Chicago College of Pharmacy in fall 2012.

Christopher Guzman (2012) has been accepted to Chicago State University's College of Pharmacy and will start classes in fall 2012.

Liweza Yalda (2010) has been accepted to the Pharmacy School of Roosevelt University.

Shanna Stocker was accepted to PhD programs at UIC, University of Michigan, and Colorado State University; in fall 2012, she will begin the program in Human Nutrition at Colorado State University.

Angela Varela (2011) has been accepted into the PhD program in Biophysics at the University of Wisconsin-Madison, where she will be fully supported by a graduate student research assistantship.

Dragan Makovic (2009) has now entered the PhD program in physiology at Northwestern University.

Carrie Channell (Minor; 2006) began the M.A. in Medical Humanities and Bioethics at Northwestern University in summer 2011.

Other achievements of alumni of our program

Holly Hathaway (2011) is now working on AIDS research in the lab of Thomas J Hope, Professor in Cell and Molecular Biology, Northwestern University.

Marie Benas (2011; Biology/Secondary Education) is teaching biology and genetics at Lane Tech High School.

BIOLOGY

Assessment Report 2011-2012

Submitted by John M. Kasmer

In addition to continuing to administer a nationally-normed standardized test (the Major Field Test (MFT) in Biology, from ETS) to all students in our capstone courses, the department began work on three major efforts with respect to assessment of our program, including: developing a mechanism by which transfer students can potentially

“test out” of having to complete our cornerstone course BIO 150 – Essential Skills for Biologists; continuing to refine the content of BIO 150 to make it a more cohesive and meaningful course; and assessing the extent to which we address writing across our curriculum. We began addressing these issues at our Annual Retreat (which we held in May 2012 at Northwestern University, with the sponsorship of the Morimoto Laboratory), and will be working on them over the upcoming year.

Testing-out Option for BIO 150

Currently, we require all students majoring in Biology to take BIO 150, regardless of whether they have completed any coursework in Biology that counts toward the major elsewhere. However, some students may legitimately have acquired the laboratory, mathematical, library-research and computer skills that we introduce in this course. A large group of both tenure-line and non-tenure line faculty discussed what a student would have to demonstrate in order to be waived from requiring to take BIO 150, and devised a two-stage test that could be completed in a single day (with completion of the second part being contingent upon successfully completing the first part). The proposal was discussed and approved by the department as a whole, and we agreed to offer the test to transfer students who have completed the equivalents of both BIO 201 and BIO 202 at their previous institutions, beginning in August 2012, and then one-to-several weeks in advance of each subsequent semester (including the summer terms). Frankel agreed to take a leadership role in developing and coordinating the initial offering of the test.

Continuing Refinement of BIO 150

Based on both feedback (course evaluations and informal verbal communications) from students who have taken the course, and the experiences of the instructors who have been involved in teaching BIO 150, we are continuing to discuss and implement ways to make the course more cohesive and meaningful for students, and more straightforward for faculty who teach the course. To this end, we agreed to make several changes to the organization of the course. First, we will make additional efforts to organize the content of the course around fewer but more sustained laboratory exercises, so that there is always a clear context for each of the skills that we are trying to inculcate in our students. Next, we determined that some of the topics that are addressed in BIO 150 are being addressed sufficiently in BIO 201 (the corequisite for BIO 150), and that we can therefore omit them from the syllabus for BIO 150 (e.g., making oral presentations using PowerPoint). And finally, we agreed to explore incorporating some pedagogical techniques that can improve learning while reducing the amount of what is perceived as “busy work” by both students and faculty (e.g., by having students engage in more ungraded, informal, in-class peer-review activities). Some of these changes are being piloted this summer (2012) by Campbell, and will be implemented on a broader scale in the fall 2012 and spring 2013 semesters. We will revisit these issues at next year’s retreat, and hope to see favorable responses from students who take the course in the coming year.

Writing Across Our Curriculum

(What follows is a summary of the discussion that took place at our annual departmental retreat, compiled by **Geddes** and **Slate**.)

“As a follow up from our writing-within-the-curriculum session at our retreat, Jennifer and I compiled some information from the assignments you provided. First of all, thanks to all of you who submitted assignments and rubrics. We did calculate some basic numbers and we hope this is just the start of surveying and addressing how writing gets incorporated into our curriculum.

From the assignments you all submitted, this is what we found:

Overall, for undergraduates, the samples submitted belong to 15 courses (out of 35 total departmental courses). Within those 15 courses, faculty submitted 32 assignments (some courses have multiple writing assignment samples). Of those 32 assignments, 29 require some writing greater than or equal to 2 pages. Of those 29 assignments that require 2+ pages of writing, 22 have a rubric that explicitly addresses some form of quality of writing.

Overall, for graduates, the samples submitted belong to 13 courses (out of 31 total departmental courses). Within those 13 courses, faculty submitted 19 assignments. Of those 19 assignments, 18 require some writing greater than or equal to 2 pages. Of those 18 assignments that require 2+ pages of writing, 11 have a rubric that explicitly addresses some form of quality of writing.

As you can see, this is encouraging because of those assignments that were submitted, many explicitly addressed some form of writing.

We believe some of the areas we need to work on are as follows:

Improve our ability to distinguish between what specific aspects related to quality of writing we are all addressing. For example, are we looking just at grammar mistakes and typos or do we also include some higher-order issues such as sentence and paragraph structure? It would be ideal to be able to address different kinds of levels of quality of writing.

Out of our 35 undergraduate courses, we have data on only 15 of those courses. For the graduate curriculum, out of 31 courses, we have data on only 13 of those courses. It would be great if we could have information from all courses in the program. It is true, however, that the number of total courses may be inflated as we have not taught some courses in a long time, but it's worth looking at the list more closely.

Thanks again for a great session at the retreat and hopefully we can all continue to work hard at improving our students' writing skills.”

Further discussion identified the need to identify a single textbook that focuses on writing in the discipline (currently, one text is used in BIO 150, another is used in BIO 305, and many instructors in other courses are unaware that they can refer students to use one of these texts to support their writing assignments). In addition, we are looking into putting together a library of common rubrics/checklists that establish common standards across the department for different kinds of writing assignments. We have arranged for Kate Hahn (Center for Academic Writing) to conduct a one-day workshop with is in the fall (2012) to help us move forward on making writing a common and consistent activity in the courses that our students complete as they move through our curriculum.

CHEMISTRY

Annual Report 2011-2012

Submitted by John Albazi

Executive Summary

The Chemistry Department continues to fulfill the program mission in becoming a department well-known in the Chicagoland area for its strong B.S. and M.S. programs. The curriculum prepares students for careers in chemical industry, graduate studies, and professional studies. It also provides appropriate background for students planning careers in medicine, dentistry, pharmacy, and related professional health fields.

The major news for the department for this year has been demerging from Earth Science and Physics and becoming an independent department, which has been effective since January 2012. Dr. Albazi was elected unanimously by the faculty and appointed Chair of the Chemistry Department. Ms. Kristin Klopack was assigned as the Office Manager and Ms. Niroshi Meegoda was hired as the Lab Manager to replace Ms. Nancy Abubaker who acted as the interim lab manager until December 2011.

The Chemistry department continues to follow a curriculum in strict compliance with guidelines established by the American Chemical Society (ACS). We have recently submitted the ACS five year report on June 22, 2012. The Chemistry program has 124 majors, 35 minors and 25 graduate students. The program awarded 17 bachelor and 2 Master degrees during the 2010-2011 academic year. Four of the graduates will pursue a Ph.D. in Chemistry. Sarah Vorpahl will begin a Ph.D. program in Chemistry at the University of Washington (Seattle, Washington). She will be a Distinguished Energy Fellow of the Advanced Materials for Energy (AME) Institute at the University of Washington beginning Fall 2012. Umesh Chaudhary will begin a Ph.D. program in Chemistry at Iowa State University (Ames, Iowa). Alexandra Sakols has been admitted into a Ph.D. program in Forensics at Florida International University (Fort Lauderdale, FL). She will begin her graduate work in Fall 2012. Fernando Tobias has been admitted into a Ph.D. program in Chemistry at the University of Illinois at Chicago. He will also begin his graduate work in Fall 2012.

The Chemistry faculty has successfully completed a search for a tenure-track position in Medicinal Chemistry through the hiring of Dr. Jing Su. Dr. Su graduated with a Ph.D. in chemistry from The University of Chicago and has five years postdoctoral experience at Northwestern University. Dr. Su taught for NEIU as a full-time instructor during the 2011-2012 academic year. Dr. Stefan Tsonchev was awarded tenure and promoted to Associate Professor. Dr. Veronica Curtis-Palmer was awarded Fall 2012 sabbatical leave to write a textbook entitled, "Introduction to Spectroscopy: A Problem-Solving

Approach". Dr. Ana Fraiman has been selected among the finalists for the Audrey Reynolds Distinguished Teaching Award.

The chemistry faculty continues to be actively involved in serving the college and the university. Ana Fraiman served as a member of the Faculty Senate. She also continued to serve as a member of the steering committee on the General Education Task Force. Dr. Ken Nicholson served as the Department's representative to the Executive Board member of NEIU Student Center for Science Engagement. He also continued to serve on the working group designed to establish a new major in Environmental Science. Dr. Nicholson is also the department representative in the College of Arts & Sciences Academic Affairs committee. Dr. John Albazi continues to coordinate the NEIU Faculty as well as the Student Symposia. Dr. Chandana Meegoda, Dr. Dilusha Harischandra and Dr. Jing Su were among the 53 faculty members who presented their research work and creative activities on November 4, 2011. Dr. Jan Mataka chaired a session at the symposium. The Chemistry faculty continues to be actively involved with students in research. During 2011-2012 academic year, 12 students were involved in presenting eight research projects at the 20th Annual Student Research and Creative Activities Symposium, and nine students presented three research projects at the SCSE Summer Research Symposium. At the regional and national level, nine students presented three research projects at the national SACNAS Conference in San Jose, CA, while five students presented a paper in the 43rd American Chemical Society Central Region Meeting in Dearborn, Michigan, in June 2012. Additionally, the support that was provided by the Student Center for Science Engagement allowed Stefan Tsonchev and Ken Nicholson to engage with four undergraduate students in undergraduate research during summer 2012.

In terms of curriculum development, the Quantitative Analysis CHEM-213 was modified and is approved by the academic affairs to fulfill the writing intensive requirement. Two new in-depth courses, Principles of Toxicology CHEM-350 course and Principles of Pharmacology CHEM-353 course were developed by Dr. Jan Mataka and added to our curriculum in 2011. In fall of 2012, Dr. Jong Su will develop another advanced course in medicinal chemistry. Dr. Huseyin Colak, Education Inquiry and Curriculum Studies, Dr. Tom Weaver and Dr. John Albazi are working in launching a Chemistry Teacher Certification program. The department will continue to build in the Graduate Program in Separation Science and to expand it to include an emphasis in the Chemical Education. It is the goal of the Chemistry Department to introduce new degree tracks in the Environmental Chemistry, Pre-Pharmacy, Forensic and Separation Sciences. In the year 2009, the chemistry laboratories were evaluated as inadequate. The general chemistry laboratory was renovated in the summer 2010. The workstations are configured so that students will do the experiment on the wet side and feed data into their laboratory notebooks and laptops on the dry side. This summer, work is underway to renovate the organic chemistry and instrumental analysis-spectroscopy labs. The Chemistry Department works close with the University Safety Committee to better articulate safety procedures and policies for the chemistry labs. It has developed the following standard operating procedures (SOPs) that specifically target safety of students working in the chemistry labs.

- Safety Rules in the Chemical Laboratory
- Incident Reporting
- Chemical Storage Guidelines
- Hazardous Waste Management
- Emergency Evacuation Procedure
- Particularly Hazardous Substances
- Highly Reactive Chemicals, Peroxides and Chemicals forming Peroxides
- Flammable/Combustible Gases and Liquids
- Laboratory Cleanout and Decontamination
- Particularly Hazardous Substances
- Chemical Spill Response
- Laboratory Safety Audits

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.

I. Assessment

As a program accredited by the American Chemical Society (ACS), we must file an annual report to the Society reviewing the general status of our department. In addition to this report, a more extensive report is required once every five years. The 2012 five years report was submitted on June 22. According to this report, the chemistry department must follow the 2008 American Chemical Society guidelines. This includes the curriculum, student research and student skills. In addition, we have given the American Chemical Society General Chemistry and Organic Chemistry exams every year, which help us to see if our courses meet national expectations of General Chemistry and Organic Chemistry. We also think that it is an educational benefit to our students, many of whom are going to end up taking a national, standardized exams containing general chemistry information for the purpose of graduate or professional schools. The exam covers General Chemistry I and II as well as Organic Chemistry I and II. The last fact does disadvantage many of our students who have a break, sometimes a break of a few years, between the two halves of General Chemistry. However, we require everyone in the Chemistry II classes, not just a selected few, because our goal is to serve all of our students.

During the first year that we gave the exam, only 18% of the students were at or above the national median (see table below). That number has increased slowly to around 39% of

the students in years 2007, 2008 and 2009 and slightly decreased to 35.7% in year 2011. At the same time, we have seen a slow increase in the number of students in the top 10% national to reach a maximum of 9.8% of the students in year 2011. In addition, we have observed an increase in the retention rate and in the number of students who successfully complete General Chemistry II. The number of students who have successfully completed General Chemistry II has more than doubled in the ten year period. Obviously, our two goals of increasing performance and increasing retention are at odds with each other; we could increase the percentage over the national median by simply “weeding out” more of the weaker students before the end of General Chemistry II.

Year	01	02	03	04	05	06	07	08	09	10	11
Number	40	60	59	62	68	74	90	85	88	71	112
Top 10% national	1 (2.5%)	5 (8.3%)	2 (3.4%)	1 (1.6%)	1 (1.5%)	6 (8.1%)	8 (8.8%)	7 (8.2%)	8 (9.0%)	6 (8.5%)	11 (9.8%)
> median national	7 (18%)	19 (32%)	18 (31%)	10 (16%)	11 (16%)	27 (36%)	35 (39%)	33 (39%)	34 (39%)	24 (34%)	40 (35.7%)
Median score of NEIU students	25	26	28	26	26	28	32	31	32	32	32

We continue to conduct written student evaluations that cover the lecture as well as the laboratory sections of our courses. Also, we returned to our practice of conducting a survey of all students registered in courses that apply toward the undergraduate major/minor, of graduate students as well as alumni in order to better understand our student and the challenges they face in making academic progress.

For the last four years, we began using student assessment of learning gains (SALG) survey for general chemistry I and II to better understand what learning methods employed inside and outside the classroom help the students gain an understanding of the course material most effectively. From this survey, we analyze the impact of the textbook, lecture notes, group learning activities in lecture, peer-led team learning in seminar, and the hands-on laboratory exercises on student learning. In addition, by student response, we are able to get new insight regarding how this course affects retention in the chemistry program and the STEM disciplines in general.

Table 1: Summary for General Chemistry II (Fall 2011)

	Number of Respondents	Mean Response
<i>How much did the following aspects of the class help your learning?</i>		
The Class Overall		
The instructional approach taken in this class	29	4.5

How the class topics, activities, reading and assignments fit Together	28	4.6
The pace of the class	29	4.1
Class Activities		
Attending lectures	29	4.8
Participating in discussions during class	27	4.1
Listening to discussions during class	28	4.7
Laboratory Experiments	28	3.8
Assignments, Graded Activities, and Tests		
Graded assignments (overall) in this class	29	4.1
The number and spacing of tests	29	4.4
The fit between class content and tests	29	4.5
The feedback on my work received after tests or assignments	29	4.4
Class Resources		
The textbook?	29	4.2
Blackboard notes and materials posted by the instructor	29	4.6
Lecture Notes	29	4.8
Problem Sets	29	4.5
The information you were given		
Explanation of how the class topics, activities, reading and assignments related to each other	29	4.2
Explanation given by the instructor of how to learn or study the materials	29	4.2
Support for you as an individual learner		
Interacting with the instructor during class	29	4.1
Interacting with the instructor during office hours	19	4.2
Working with peers outside of class	28	4.2
Working with peer leaders in seminar/workshop	24	3.8
<i>As a result of your work in this class, what gains did you make in your understanding of each of the following areas?</i>		
Class Content		
Main Concepts	29	4.4
Relationships between the main concepts	29	4.3
How ideas in this class relate to ideas encountered in other classes within this subject area	29	3.9
<i>As a result of this class what gains did you make in the following areas?</i>		
Skills		
Identifying patterns in data	29	4.2
Recognizing a sound argument and appropriate use of Evidence	29	4.1
Developing a logical argument	29	3.8
Class impact on your attitudes		

Enthusiasm for the subject	29	3.9
Interest in taking additional classes in chemistry	29	3.9
Confidence in the field of chemistry	29	3.9
Comfort level in working with complex ideas	29	3.9
Willingness to seek help (instructor, peers, tutors) when working on academic problems	29	4.1
Integration of your learning		
Connecting key ideas with other knowledge	29	4.0
Applying what I learned in this class in other situations	29	4.0
Using systematic reasoning to approach problems	29	4.3

Key: 1 = no gains/no help, 2 = little gain/ little help, 3 = moderate gain/some help, 4 = good gain/much help, 5 = great help/great gain

Table 2: Summary for General Chemistry I (Spring 2012)

	Number of Respondents	Mean Response
<i>How much did the following aspects of the class help your learning?</i>		
The Class Overall		
The instructional approach taken in this class	43	4.6
How the class topics, activities, reading and assignments fit together	43	4.6
The pace of the class	43	3.9
Class Activities		
Attending lectures	43	4.8
Participating in discussions during class	37	4.2
Procedure driven laboratory experiments	42	3.9
Assignments, Graded Activities, and Tests		
Graded assignments (overall) in this class	41	4.5
Occasional quiz (Announced)	43	4.7
The number and spacing of tests	43	4.6
The fit between class content and tests	43	4.6
The feedback on my work received after tests or assignments	42	4.4
Class Resources		
The textbook?	43	3.9
Lecture Notes?	43	4.7
General Chemistry Workshop Materials?	30	4.4
Blackboard Materials?	43	3.9
Peer Led Team Learning	28	3.8
The information you were given		
Explanation of how the class topics, activities, reading and assignments related to each other	43	4.4
Explanation given by the instructor of how to learn or study the materials	43	4.3

Support for you as an individual learner		
Interacting with the instructor during class	40	4.2
Interacting with the instructor during office hours	32	4.0
Working with peers outside of class (e.g. study groups)	31	4.1
Working with Peer Leaders in Workshop/Seminar	34	4.3
<i>As a result of your work in this class, what gains did you make in your understanding of each of the following areas?</i>		
Class Content		
Main Concepts	43	4.5
Relationships between the main concepts	43	4.4
<i>As a result of this class what gains did you make in the following areas?</i>		
Skills		
Problem solving?	42	4.3
Identifying patterns?	41	4.1
Making a logical argument?	37	4.2
Class impact on your attitudes		
Do you have a better appreciation for the field of chemistry and its applications?	43	4.4
Do you approach chemistry with more confidence?	43	4.2
Are you more likely to major in chemistry or continue studying chemistry as a compliment to your major field of study?	42	3.7
Integration of your learning		
Connecting key ideas with other knowledge	43	4.1
Using systematic reasoning to approach problems	42	4.2
Using a critical approach to information and arguments encountered in everyday life	42	4.1

Key: 1 = no gains/no help, 2 = little gain/ little help, 3 = moderate gain/some help, 4 = good gain/much help, 5 = great help/great gain

Notes about the survey:

- Students participate voluntarily in this survey outside of class. The students are not required to answer every question on the survey. Students were given the opportunity to provide open response to many of the questions (not included in this summary). The instructor only knows which students participated in the survey; the individual responses are blind.
- Based on the student response and the open-ended questions, students said the lecture notes, practice exams, exam study guides, and outside of class practice problems were the greatest help for their success in chemistry.

- Students commented the newly renovated laboratory and its design enabled their learning. Another positive comment from the lab is the student appreciated the experience learning how to use Microsoft Excel for preparing charts and completing calculations. However, some students felt the detail required in the laboratory reports was unnecessarily time consuming. Some students reported the pre-lab lecture was too long.
- Students who participated in Peer-Led Team Learning reported an average of 4.0 when asked how much it helped their learning (“much help”). These workshops clearly engage students with the material in a comfortable setting and provide a good arena for questions to be discussed.
- For retaining students in STEM disciplines, it is noteworthy that students responded “good gain/much help” when asked about their confidence in the field of chemistry (Average 4.2). Students also reported gains in their willingness to continue studying chemistry in the future after taking the general chemistry sequence (Average 3.9).

Program Plan

The Chemistry Department will continue to improve undergraduate course scheduling to include more daytime and evening classes, and to provide required courses at appropriate frequencies. The department will continue to build in the Graduate Program in Separation Science and to expand it to include an emphasis in the Chemical Education. It is the goal of Chemistry Department to introduce new program in Teacher Certification, and to introduce new degree tracks in Environmental Chemistry, Pre-Pharmacy, Forensic and Separation Sciences.

Long term goals

The goals of the Chemistry Department will continue to be the following:

- a. To maintain a curriculum meeting guidelines established by the Committee on Professional Training of the American Chemical Society (ACS).
- b. To continue curriculum development and revision
- c. To continue to articulate chemistry courses with potential transfer institutions.
- d. To step up the recruitment efforts for new students, and work out better strategies to retain and graduate existing students
- e. To maintain high academic standards across our curriculum, to insure success for our graduates in the chemical industry, at national laboratories, in graduate and professional schools, or when entering related professional fields.
- f. To continue to develop in 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.

- g. To motivate students to become involved in research early in their undergraduate work
- h. To actively support research activities of faculty working with undergraduate students.
- i. To encourage faculty to explore new teaching strategies and technologies
- j. To support faculty to attend conferences and workshops
- k. To strive to create a modern, pleasant, and professional teaching and research environment for faculty and students in the classroom, laboratory, and office.
- l. To take action and implement changes to the level and content of the individual Chemistry courses.
- m. To fully implement the Chemical Hygiene Plan to maintain our labs in a safe environment.
- n. To maintain and expand contacts and networks with local chemical industries to insure internships and employment for our students.
- o. To continue the Program assessment.

Program Plan requirements/projected needs

1. Faculty

Our ultimate success and timeliness is dependent on resources available and the continued success of current and recruited faculty. The Chemistry department will add a tenure-track faculty in the Medicinal Chemistry fall 2012. However, in order to reach the goals, we hope that the department will receive additional support staff and an additional tenure-track faculty line in the Bio/analytical Chemistry with emphasis in Separation Science

2. Students

- Increase in student aid money to hire chemistry students to support teaching labs
 - Increase in student waivers to support our graduate program
- As the department grows, we are in need of more space. For now, faculty are making some of teaching labs available for research work of faculty and student.

4. Budget increase to support the following:

- * Purchase of state-of-art instruments
- * In house calibration and maintenance of small instruments
- * Service Contract and repairing state-of-art equipment
- * Support role of Chemistry Department in the University wide policy on safety compliance

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

- **Ana Fraiman**, “Collaborative Reflection with Web 2.0”, Proceedings of ICERI2011 (International Conference in Education Research and Innovations) November 2011
- Fernando G. Tobias, Anna Gawedzka, Max S. Goldmeier, Alexandra C. Sakols, **Emina A. Stojković, Stefan Tsonchev and Kenneth T. Nicholson**; “Scanning Probe Microscopy of Bacterial Red Light Photoreceptors,” *MRS Online Proceedings Library*, **2012**, 1465, mrss12-1465-ss07. (doi:10.1557/opl.2012.1006)

2. Conference Presentations, Group Shows

- **Chandana Meegoda** and Michael Trenary, “Deposition of Metal Boride Thin Films and Surface Characterization of CaB₆”, NEIU 2nd Annual Faculty Research & Creative Activities Symposium, November 2011
- **Dilusha N. Harischandra**, Gerald Lowery, Rui Zhang and Martin Newcomb “Production of a Putative Iron(V)-Oxo Corrole Species by Photo-Sproportionation of a Bis-Corrole Diiron(IV) M-Oxo Dimer; Implication for A Green Oxidation Catalyst”, NEIU 2nd Annual Faculty Research & Creative Activities Symposium, November 2011.
- **Jing Su**, Feng Chen, Vincent L. Cryns and Phillip B. Messersmith Polymers for Bioresponsive, Targeted Drug Delivery to Cancer Cells”, NEIU 2nd Annual Faculty Research & Creative Activities Symposium, November 2011.
- **Jing Su**, Feng Chen, Vincent L. Cryns and Phillip B. Messersmith, “Dynamic catechol-boronic acid conjugates for selective killing of cancer cells”, ACS national meeting-Spring 2012, San Diego, CA, March 2012
- **Ken Nicholson** attended and gave a presentation entitled, “Scanning Probe Microscopy of Bacterial Red Light Photoreceptors” Materials Research Society Spring National Meeting (April 2012, San Francisco, CA)
- **Sue Mungre** and **John Albazi** “Curcumin Protects Pc12 Cells from Apoptotic Effect of Methylglyoxal”, NEIU 2nd Annual Faculty Research & Creative Activities Symposium, November 2011
- **Ana Fraiman**, “Collaborative Reflection with Web 2.0”, Proceedings of ICERI2011(International Conference in Education Research and Innovations), Madrid, Spain. November 2011
Session Chair “Technology in Teaching and Learning” Web 2.0 and Social Networking ICERI2011.

- **Ana Fraiman**, “Building a Bridge Between an HSI and a Land Grant Institution”, Workshop presentation at Hispanic Association of Colleges and Universities (HACU) in Texas, San Antonio, track “Executive Leadership for Successful Institutional Strengthening. October, 2011

3.Funded grants

- Emina Stojkovic (Biology), Stefan Tsonchev, and Ken Nicholson received funding for a grant proposal from the Student Center for Science Engagement for Summer 2011.
- Emina Stojkovic (Biology), Stefan Tsonchev, and Ken Nicholson received funding for a grant proposal from the Student Center for Science Engagement for Summer 2012.
- NSF-STEM Scholarship Program (Award Number: 0806716). Ken Nicholson serves as an advisor and Co-PI.

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

- John Albazi, reviewer of the Journal of Chromatographic Science publication.
- Ana Fraiman, reviewer for the Journal of Chemical Education
- Stefan Tsonchev, Serving on the Editorial Advisory Board of ‘The Open Nanomedicine Journal’
- Stefan Tsonchev, Refereed numerous articles submitted to the Journal of Physical Chemistry
- Stefan Tsonchev, Participated in the Northwestern University Graduate School Orientation for underrepresented minority students together with students Oscar Herrera; April, 2012.
- Ken Nicholson, member on the research proposal review board for the Center for Nanoscale Materials at Argonne National Laboratories
- Ken Nicholson, reviewer for the ACS publication, Langmuir

5.Workshops and Conferences

- John Albazi, Organized the NEIU 2nd Annual Faculty Research and Creative Activities Symposium, November 2011.
- John Albazi, Organized the NEIU 20th Annual Student Research and Creative Activities Symposium, April 2012.
- Jan Mataka, “Second Annual Symposium on ALS and Neurodegeneration”, Robert H. Lurie Comprehensive Cancer Center of Northwestern University (May 7, 2012)

- Jan Mataka, “H Foundation Basic Science Symposium: How Tumors Grow”, Robert H. Lurie Comprehensive Cancer Center of Northwestern University (June 8, 2012)
- Ana Fraiman, “Workshop at Hispanic Association of Colleges and Universities (HACU)”, Track “Executive Leadership for successful Institutional Strengthening”, Texas, San Antonio, October 2011
- Ana Fraiman, “Social Networking in the Classroom”, CTL Faculty Workshop (March, 2012).
- Ana Fraiman, “Participant in the Chem Ed DL and Chemical Education Summit” 2011 (Online June 2011)
- Ana Fraiman, “Improving Outcomes through Technology.” Pearson,(Loyola University at Chicago), February 2012
- Jing Su, “Improving Outcomes through Technology.” Pearson,(Loyola University at Chicago), February 2012
- Jing Su, “Chicago Drug Discovery Consortium”, University of Illinois at Chicago, May 2012
- John Albazi, “Chicago Drug Discovery Consortium”, University of Illinois at Chicago, May 2012
- Veronica Curtis-Palmer, “Improving Outcomes through Technology.” Pearson,(Loyola University at Chicago), February 2012
- Ken Nicholson attended and coauthored a presentation entitled, “Characterization of a Unique Red Light Photoreceptor by Atomic Force Microscopy” at the American Chemical Society (ACS) Regional Meeting (June 2012, Dearborn, MI). He traveled with three undergraduate students.

Student Achievements:

1. Presentations, conference papers, symposium participation, publications

- **Taral J Patel** and John Albazi, “Reversed-Phase Liquid Chromatography Analysis Of Imatinib Mesylate And Impurities/Degradants In Raw Material,” NEIU 20th Annual Student Research and Creative Activities Symposium, April 2012
- **Ngan Tran, Thach Nguyen** and Ana Fraiman, “A Fresh Approach To Undergraduate Chemistry Laboratory Using Mastery Learning Model,” NEIU 20th Annual Student Research and Creative Activities Symposium, April 2012

- **Monika Pacek** and John Albazi, “Reversed-Phase Liquid Chromatography Analysis Of Thiocolchicoside And Impurities/Degradants In Raw Material,” NEIU 20th Annual Student Research and Creative Activities Symposium, April 2012
- **Ngan Tran** and Ana Fraiman, “Mastery Learning Model: New Approach to Undergraduate Chemistry Laboratory”, Biennial conference on chemical education, Pennsylvania, University Park, Pa. July 2012
- **Zaid Sadik and Lubna Musa** and John Albazi, “Method Development And Validation For Determination Of Oxcarbazepine In Raw Material And Drug Product By Using Reversed-Phased Liquid Chromatography,” NEIU 20th Annual Student Research and Creative Activities Symposium, April 2012.
- **David L. Well**, Method Development and Validation Study for the Determination of Manganese, Cobalt, and Bromine in Acetic Acid Mother Liquors by X-Ray Fluorescence (XRF) Spectroscopy (May 2012), Dr. John Albazi Thesis Advisor
- **B. Sorenson, D. Westcott**, Alexandra Sakols, Max Goldmeier, Sera Vorphal, Ken Nicholson, Stefan Tsonchev, Emina Stojkovic, “Characterization of a unique bacterial photoreceptor in the light adapted state using atomic force microscopy”, 43rd ACS Central Region Meeting in Dearborn, Michigan, June 2012; .
- **A. Sakols**, S.Vorpahl, M. Goldmeier, E. Stojkovic, S. Tsonchev, and K. Nicholson, “, SACNAS National Conference in San Jose, California, October 2011 Characterization of a Unique Bacterial Photoreceptor in the Light-Adapted State Using Atomic Force Microscopy”
- **F. Tobias, P. Carrizales**, U. Chaudhary, L. Milenkovic, A. Sakols, K. Nicholson, E. Stojkovic, S. Tsonchev, “Characterizing Architecture of Red-Light Photoreceptors Using Scanning Tunneling Microscopy”, Third Annual SCSE Symposium, NEIU, September 2011
- **F. Tobias, U. Chaudhary**, A. Sakols, K. Nicholson, E. Stojkovic, S. Tsonchev, Characterizing the Architecture of Red-Light Photoreceptors Using Scanning Tunneling Microscopy; SACNAS National Conference in San Jose, California, October 2011
- **A. Sakols**, S. Vorpahl, M. Goldmeier, E. Stojkovic, S. Tsonchev, and K. Nicholson, “Characterization of a Unique Bacterial Photoreceptor in the Light-Adapted State Using Atomic Force Microscopy,” Third Annual SCSE Symposium, NEIU, September 2011
- **A. Sakols**, B. Sorenson, D. Westcott, S. Vorpahl, E. Stojkovic, S. Tsonchev, K. Nicholson , “Characterization of a Unique Bacterial Photoreceptor in the Light-Adapted State Using Atomic Force Microscopy”, NEIU 20th Annual Student Research and Creative Activities Symposium, April 2012

- **L. Milenkovic, P. Carrizales, S. Vorpahl, A. Sakols, N. Voitowich, E. Stojkovic, S. Tsonchev, and K. Nicholson**, “Nanoscale Comparison of Light and Dark-Adapted States of Bacterial Photoreceptors” Third Annual SCSE Symposium, NEIU, September 2011
- **L. Milenkovic, P. Carrizales, S. Vorpahl, A. Sakols, A. Gawedzka, N. Voitowich, E. Stojkovic, S. Tsonchev, and K. Nicholson**, Nanoscale Comparison of Light and Dark-Adapted States of Bacterial Photoreceptors; SACNAS National Conference in San Jose, California, October 2011
- **P. Carrizales, L. Milenkovic, S. Vorpahl, A. Sakols, B. Sorenson, D. Westcott, F. Tobias, U. Chaudhary, N. Voitowich, E. Stojkovic, S. Tsonchev, K. Nicholson** “Nanoscale Analysis of Bacteriophytochromes Using AFM and STM”, NEIU 20th Annual Student Research and Creative Activities Symposium, April 2012
- **F. Tobias, U. Chaudhary, E. Stojkovic, S. Tsonchev, K. Nicholson**, “Characterizing the Quaternary Structure of Red-Light Photoreceptors Using Scanning Tunneling Microscopy”, NEIU 20th Annual Student Research and Creative Activities Symposium, April 2012

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

- Kelly A. Mulvaney, Outstanding Chemistry Department Achievement Award in Analytical Chemistry
- Brian Lampert, Outstanding Chemistry Department Achievement Award in Physical Chemistry
- Rafal Turek, Outstanding Chemistry Department Achievement Award in Organic Chemistry
- Angelica Marconi, Outstanding Chemistry Department Achievement Award in General Chemistry
- Sarah Vorpahl has been admitted into a Ph.D. program in Chemistry at the University of Washington (Seattle, Washington). She will be a Distinguished Energy Fellow of the Advanced Materials for Energy (AME) Institute at the University of Washington beginning Fall 2012
- Umesh Chaudhary has been admitted into a Ph.D program in Chemistry at Iowa State University (Ames, Iowa). He will begin Fall 2012.
- Alexandra Sakols has been admitted into a Ph.D. program in forensics at Florida International University (Fort Lauderdale, FL). She will begin her graduate work in Fall 2012.

- Fernando Tobias has been admitted into a Ph.D. program in Chemistry at the University of Illinois at Chicago. He will begin his graduate work in Fall 2012.
- Lara Milenkovic has been admitted into a Pharm. D. program at Roosevelt University (Chicago, IL). She will begin her graduate work in Fall 2012.
- Ian Karall continues to pursue a Pharm.D at Roosevelt University (Chicago, IL).
- Huong Le continues to pursue a Doctor of Dentistry degree at The Ohio State University (Columbus, OH).
- Linh Le continues to pursue a Nursing degree at the Univ. of Illinois (Chicago, IL).
- Susan Lopez is attending a University of Illinois (Chicago, IL) in Fall 2011 designed to prepare students for medical school (at UIC).
- Ariadna Martinez continues to pursue a Pharm.D. program at Depaul University (Lincoln Park Campus) in Fall 2011
- Evan Moosh left Abbott Laboratories to join Hospira
- Madzida Mehremic left Monosol Rx to join Celgene pharmaceuticals.
- Adelf Alvarado left AVA Incorporated to join Nexus Pharmaceuticals.

Alumni News

- Harshad Shah the Founder, President and CEO of Hamilton Plastics, Inc. graduated from Northeastern Illinois University with BS in Chemistry in 1980. The company was established in 1986 in Chattanooga, TN. See www.hamiltonplasticsinc.com.
- Dr. Sharon Ayd, an alumnus graduated in 1981 with double major in Chemistry and Biology has been recently appointed as Chief Scientific Officer of Pinnacle Biologies, Inc. Dr. Ayd received her MBA at Lewis University and her Ph.D. in Biopharmaceutical Sciences at University of Illinois, Chicago.
- Scott Rice enrolled in the Ph.D. Program in Electrical and Computer Engineering at Michigan State University.
- Jim Home is attending Pharm D. Program at Chicago State Pharmacy School (Chicago, IL)
- Steven Jerome continues to pursue a Ph.D in Chemistry at Columbia University (New York, NY). He transferred to Columbia from UCLA in the Fall 2011. He has recently been awarded a prestigious fellowship from the National Science Foundation (NSF).

- Ganish Sittampalli left Bio-Technology, Inc. to join Merz-Aesthetics (Franksville, WI).
- Abdul Bottos left Baxter Healthcare to join Scelgene Corporation as a principle scientist.
- Ryan Pritzlaff joined Emergent Bio (Michigan)
- Richard Tyler left Akron Inc. to join Medline pharmaceuticals
- Md Shaheedul Alam left Morton Grove Pharmaceutical, Inc. to join Qualityest Pharmaceuticals (Huntsville, Alabama)
- Muhammad Aamir left Morton Grove Pharmaceuticals to join Abbott Laboratories.
- Balamani Sittampalli, left VA Medical Center (Bedford, MA) to join Harvard University as a researcher in the Neurology Department.
- Sean Skomurski joined Universal Oil Company, IL
- David L. Wells works for BP Amoco Chemical Company.

COLLEGE OF ARTS AND SCIENCES EDUCATION PROGRAM (CASEP)

Annual Report 2011-2012

Submitted by Jim Blair

Executive Summary

The College of Arts and Sciences Education Program (CASEP) is a pre-service education initiative for full time, first and second-year students. It employs cohorts, team teaching, community initiatives, professional development, field experiences and a laboratory school setting to enhance student retention and produce high quality teachers. CASEP emerged from the Illinois Professional Learners' Partnership (IPLP), a federal grant supporting the creative pedagogical framework for teaching General education courses to pre-service teachers. CMT faculty was, from its inception, at the forefront of the organizational and instructional development of the IPLP/CASEP Program.

CASEP was formed around three of CMT's general education courses--Introduction to Communication (CMTC 100) and Introduction to Theatre (CMTT 130), as well as one core CMT course, Fundamentals of Communication (CMTC 101), all taught by CMT faculty. IPLP/CASEP represents a successful model of collaboration between NEIU's College of Arts and Sciences and College of Education. (EDFN 305 and EDFN 306 are two of CASEP's sophomore courses.)

All CASEP classes employ the Cohort Model. Two groups of 20-25 students each take nine classes together over four semesters helping to facilitate their transition into NEIU'S College of Education, and all first year CASEP students are required to spend a minimum of 20 hours observing and assisting public school classroom teachers. CASEP's sophomores also spend a minimum of 20 hours of school observation. All of this takes place prior to entering NEIU's College of Education.

CASEP's Three Over Arching Goals: *1. Decrease time to graduation. 2. Increase overall retention at Northeastern Illinois University. 3. Create high quality teachers who remain committed to the teaching profession.*

CASEP acceptance and enrollment are based on the following criteria:

- *Enrolled as full time student*

- *Qualifies for English 101 on NEIU Placement test.*
- *ACT scores at or above average*
- *Submits an essay (writing sample)*
- *Interviewed by CASEP coordinator and/or other team members, which may include current CASEP students and/or CASEP Faculty.*

CASEP Students Excel:

Three CASEP freshmen students were employed as CPS tutors through NEIU's GEAR UP Program, and one other student is assisting the instructor in CASEP's Adventure Education course. Also of note is that CASEP student Jessica Mamola was selected as Northeastern's Lincoln Scholar and received her award in Springfield. CASEP student Sarah Paulis was selected to represent Northeastern at the August Republican Convention and CASEP student Evan Schaller was awarded the William Itkin award in Special Education. Two CASEP students graduated from NEIU's College of Education in three and a half years. The CASEP current 4 year graduation rate is approximately 20% and our 6 year graduation rate is approximately 50-55%.

Partnerships:

CASEP continues its long standing partnership with Audubon Elementary School, where first year CASEP students have an opportunity to observe and assist CPS classroom teachers. CASEP has recently begun a partnership with Ravenswood Elementary School where CASEP students have begun classroom observations.

All first year CASEP students are required to spend a minimum of 20 hours in a public school classroom and to document their experiences in a journal. The journal and observations are a critical component of CASEP, because it enables students to explore their true commitment to the teaching profession. Additional CASEP partnerships include the Golden Apple Foundation and Chicago's international acclaimed Redmoon Theater. Almost every Golden Apple Scholar who enrolls at Northeastern enrolls in CASEP.

In addition, our partnership with Redmoon Theater has resulted in the development of a new CMT course—*Integrating the Arts across the Disciplines*--(CMTT 392). We are encouraging second to fourth year CASEP students to enroll in this course. Recently CMTT 392 went through the University governance process and is now a permanent course in CMT. This course is open to students in the COE, CAS, and COB.

I. Assessment

Qualitative Assessment: Feedback from Former CASEP Students Currently Teaching:

Question: What impact did CASEP have on your college and teaching experience?

It had a nice sense of family, and it helped me know exactly what classes I needed to take in my concentration, which helped me graduate as soon as possible. It taught me

important values that show in my teaching every day and also made my think about how to be a better teacher. (Dana: Special Education: 2005)

Smaller class sizes and the opportunity to be in a classroom as a first year college student, strengthened my drive to become a teacher, and showed me how to teach in a fun and trusting atmosphere. (Anonymous: elementary education: 2009 graduate)

It had a very positive one. I completed many courses that I needed in order to graduate. It also helped me orient myself to a new school. It also had a positive effect on my teaching. Some of the courses taken gave me ideas for my classroom and taught me different strategies to use. (Leticia: Special Education: Dec. 2011 graduate. 3 1/2 years)

I loved it. It allowed me to have a set path into the courses that I needed to take to graduate. I loved the fact that we were in schools earlier (classroom observations); therefore, we knew whether we wanted to pursue education or not. I learned how to deal with various personalities since we were together for two years. It also allowed me to focus more on what teaching was really like. It allowed me to become a more creative educator. It showed me strategies to teach reading or writing in a creative way. I believe that it had a structure that allowed for people to be open minded and deal with differences which is what I try to have in my classroom. (Diana: Bilingual/bicultural education: 2010 graduate)

I met amazing people and am so happy that I have them in my life. CASEP made a commuter school feel like a university that had dorms. Many people state that attending NEIU is difficult because it is so hard to meet people. CASEP made it easy and I'm still friends with people I met on the first day of class. I use CASEP's Adventure Education all the time. (Jennifer: Elementary education: 2008 graduate)

I feel CASEP helped me make friends in the educational field and get close with a great group of people. This in turn was reflected in my future teaching, by giving me a network of resources. (Mehreen: elementary education: 2011 graduate)

The CASEP program helped me a great deal. It helped me determine at a very early stage what I wanted to do for my career and it helped me stick with it. It also helped to be grouped with others that knew they wanted to do the same thing. The classes that I took helped me see what I was getting myself into and helped me build my confidence in becoming a better teacher. I loved the leadership classes that we had and the team building experiences that we had. They helped build me as a person as well as a teacher. (Sarah: Early childhood: December 2011 graduate. Will be teaching in Florida)

Through (school) observations I was able to see that I truly wanted to spend my life teaching. Met great peers coming into college. (Brittney: Special Education: Graduated Dec. 2011. In 31/2 years)

It helped give me experience working with kids early on. It helped confirm that I wanted to work with kids. It let me get to know others interested in the same field and created a small community, which is awesome during the first scary year of college. It gave me

strategies with kids and how to manage a classroom and lesson, games, and ideas I still use today. (Misty: Physical Education. Graduated 2009)

I was able to learn the ways of teaching in different subjects and allowed me to feel comfortable in front of a class. (Anonymous: Interdisciplinary Studies: Graduated Spring 2011)

Focused my career and all my classes towards my degree and gave me field experience. Although I have not begun teaching, I believe that all the classes I took will somehow help me with my teaching experience. (Anonymous: Elementary education: Graduated May, 2009 and plans to be a teacher.)

The following are ten student journal entries highlighting their first year (2011-2012) observation experiences:

I really enjoyed my time at Ravenswood Elementary. The students were super nice for the most part and I learned a lot about teaching in a classroom. Mr. H. was a great mentor for me and he gave me some great advice. Fifth grade seems much easier now. The kids asked if I was going to teach at Ravenswood because they really liked me. I said "Not yet" as a tear rolled down my cheek. I had a blast and the kids taught me a lot. I now know how to use an I pad and I know the population of Zimbabwe! It was an experience I'll never forget and I'll use a lot of what I learned in my own classroom (Nick).

I like to observe the teachers because I know that from each teacher I observe I can take something with me back to my future classroom (Gabriela).

Today was my last day of observing. I bought in a snack for the children and the staff as a goodbye gift. I loved observing this age group (pre-school) and I absolutely loved the staff. They taught me so much (Zoe).

One the first day I came in (observing) I knew I wanted to be an early childhood education teacher. But now, aside from that, I also want to be a bilingual teacher. I realized that all my teachers up to 3rd grade were of such great help to me. And if it weren't for them I probably wouldn't have learned English the way I did....I want to be able to not only be a part of a child's learning experience, but also guide them while learning a different language (Maria).

After my three days back in high school I am proud to say that I now want to be a teacher more than ever. I learned a lot and had a great experience in the classroom. Thanks for making us do this assignment (Tyler).

Overall through observing Ms. S's class I have learned that I want to be the type of teacher that does not stress students out but allows them to feel that they should produce quality work. I would like to establish an environment where my students feel comfortable enough to speak their mind....(Alexandria).

My experience was amazing....The staff was very informative and the students were such a pleasure to work with. I hope to continue going there on my free time to help out more....This experience has gotten me even more excited for what's to come (Rebecca).

The observation experience was definitely what I needed. I learned a lot from every teacher I observed. This experience has even opened my eyes to the teachers that currently teach me....This opportunity made me realize that teaching is what is made for me....I can't wait to do it again and eventually student teach (Farrah).

It was a great experience. It sure opened my eyes to different areas where I would want to teach and it brought up some challenges I would face (Tiana).

...I learned a lot about how to approach students and how to make sure that they understand all the assignments they are supposed to do. I also get a better idea on how to communicate with people better and that you shouldn't be afraid to speak up when giving presentations. Overall, I think this was an amazing experience for me and I'm extremely glad I had the opportunity to do this (Abby).

The following is a summary of statistics which support goals one and three:

The CASEP fall 2011 Cohort enrolled 43 students, which were divided into two groups, one group of 21 and the other of 22. One student left after her first semester and four are not returning due to poor academic standing. Of the remaining 38 students, one did not re-enroll because of medical issues and we have been unable to contact one other student. Currently Thirty-six have registered for the fall 2012 semester. Thirty-three are remaining in CASEP and three have decided to enroll in other programs.

2011-2012 Cohort:

Enrollment:	43
Registered for fall 2012	36
Retention Rate:	84%
Remaining in CASEP:	77%

Quantitative Assessment: Four Years, supporting goals one and three.

2008-2009 Cohort:

Enrollment:	40 (fall 2008)
Graduates:	06 (December 2011 and May 2012)

Registered for fall 2012	15
Left	19
Four Year Graduation Rate:	15%
Retention Rate:	52.5% (have graduated or are currently enrolled)

II. Program Plan

A. Long Term Goals

CASEP will be beginning its 13th year fall 2012. Our current focus is to sustain trainability. I have in mind two individuals who have the background and experience to assume responsibility for CASEP if and when I retire. (Currently, I have made no retirement plans.) Recruitment has become more challenging in the past two years because CASEP has been replicated in the College of Education. The COE program, Chicago Teacher Partnership Program (CTPP), is currently recruiting elementary and/or Bilingual/Bicultural majors. In the past all of these qualified students had access to CASEP. Over 50% of CASEP students were elementary education and Bilingual education students. Currently CASEP only recruits secondary and special education students and a handful of early childhood. Therefore, recruiting—though continuing at about the same level—has become more challenging. In addition, Advising no longer has a budget to mail acceptance packets. In the past all of these packets contained CASEP information and an application. Currently, we are attempting to do this online; however, the on-line response is not as strong as direct mail. Fortunately we receive significant support from Academic Advising. Advising's Jamie Riess is the CASEP counselor and her support and commitment to CASEP is invaluable. In addition, Rene Quinonez is an essential person from Academic Advising offering CASEP the tech support we need to contact current and past students and receive on-line applications. CASEP remains a viable program because of Academic Advising's and CMT's unqualified and continued commitment. In addition, this coming school year the CASEP earth science class will include students in CTPP. We view this as an important link to the College of education.

B. Program Plan Requirements/Projected Needs:

In a couple of CASEP courses faculty turnover is an issue which I and department chairs confront each year. Fortunately, we receive support chairs and faculty in the following departments: Communication, Media and Theatre, English, Inquiry and Curriculum (COE), Earth Science, and Physical Education (COE). This coming school year Sociology 100 will replace U. S. History 214.

CASEP has no budget; therefore, it is quite an achievement to continue to maintain a successful program over 12 years. We have been able to do this through the support of the Provost's Office, CMT, Academic Advising, Enrollment Services, and MSTQE. All of these programs have provided financial assistance and/or support services. Currently, CASEP coordinator Jim Blair has unlimited copying privileges through MSTQE. In the past Enrollment Services has paid for and printed CASEP Brochures and Academic

Advising has included us in their mailings. We are in the process of printing new brochures for this coming year and they will come out of the CMT budget.

III. Accomplishments:

CASEP Coordinator **Jim Blair** was the recipient of an excellence award in teaching for the 2010-2011 school year. In addition, on May 19, 2012 Jim's Radio Play, which he also directed, aired in front of a live audience at Wisconsin's NPR affiliate in Kenosha.

CASEP instructor **Lisa Cantwell** directed Neil Simon's "The Odd Couple" at Northeastern's Stage Center Theater and performed in Stage Center Theater's productions of "As You Like It" and "You Can't Take it With You."

COMMUNICATION, MEDIA AND THEATRE

Annual Report 2011-2012

Submitted by Katrina Bell-Jordan

Executive Summary

During the 2011-2012 academic year, the Department of Communication Media and Theatre focused on the implementation of plans deriving out of our 2010-2011 IBHE program review and Self-Study Report. The CMT Department continues to offer its multidisciplinary major, along with a CMT Minor, a Minor in Media and a Minor in Theatre that focuses on new and meaningful ways to integrate technology and a liberal arts curriculum. We also continue to serve NEIU's General Education program with two course offerings in the Fine Arts, *Introduction to Theatre* (CMTT 130) and *The Art of Film and Video* (CMTM 160), along with one course in the Humanities, *Introduction to Communication* (CMTC 100). We strive to provide an academic foundation that prepares students for more advanced study in the CMT program through our General Education offerings, as well as promote effective oral and written communication skills.

CMT's 2011-2012 goals included putting into action plans identified in the first year of a multi-year program plan, resulting from last year's IBHE program review. Some of our major activities this year included a search for a new hire in Theatre; major program development, including revisions to the CMT Minor and the development of a new Minor in Communication and a new Minor in Journalism; as well as review of Stage Center Theatre programming and production issues; as well as revision of our Department Application of Criteria (DAC) and Instructor Application of Criteria (IAC). Our program goals continue to focus on balancing the theoretical knowledge, practical skills and opportunities for professional development that students need to compete in today's workforce and to achieve personal success and gratification. Thus, we are proud to report that faculty-directed internships, service learning experiences, and hands-on work in our Theatre and Media areas continue to be essential elements of our curriculum and hallmarks of our students' experience in the program. The rich learning experiences of our students continue to be delivered by talented and dedicated faculty and technical staff, whose professional, scholarly and community engagement are also key characteristics of the program. We are finally proud to report continued CMT student and alumni achievements that reflect their positive experience in the program, as well as the high quality of instruction, advising and support for professional development provided by CMT faculty.

The CMT program continues to show steady growth in enrollment, with undergraduate majors more than doubling in number over the last eight years (from 114 majors in Fall 2003 to 335 enrolled in Fall 2011). Undergraduate minors increased substantially (from 89 in Fall 2003 to 156 in Fall 2007). And despite the elimination of NEIU's minor requirement in 2008, CMT enrolled 91 minors (across our three minor programs) in Fall 2011. Over the last three years alone, enrollment in CMT's undergraduate major increased steadily (from 302 in Fall 2009 to 335 in Fall 2011). Enrollment in CMT's graduate program has stabilized at an average of 25-30 active graduate students over the last three years, after nearly tripling between 2002 and 2007. Further, undergraduate degree conferrals increased from 93 to 101 between Fall 2009 and Fall 2011, and graduate degree conferrals increased in the same three-year period (from 8 to 12 degrees conferred).

CMT offered 5,994 student credit hours in Fall 2011, and CMT credit hours have remained relatively steady (5,626 to 5,994 SCH) for the last three years. Despite these strong enrollment numbers, CMT remains forced to rely heavily on part-time and full-time instructors to meet student demand and to satisfy program objectives. For example, tenure-track faculty taught 1,934 of SCH in Fall 2011, representing 32% of the total SCH. And while we have seen a slight increase in the percentage of credit hours taught by tenure-track faculty in the last three years (27% to 32%), we continue to face an imbalance when considering the overall ratio of tenure-track faculty in the CMT Department (37% of sections in Fall 2011) to non-tenure-line faculty (63% of sections). This imbalance also manifests itself in the form of high CMT advising loads – a responsibility that currently cannot be supported by CMT instructors.

Nevertheless, the CMT Department is pleased to have been given an opportunity to conduct a search in the Theatre area during the 2011-2012 academic year, and as a result we are welcoming a new faculty member, Angela Sweigart-Gallagher (Ph.D., University Of Wisconsin-Madison), in the area of applied theatre and theatre education. We look forward to Dr. Sweigart-Gallagher teaching courses at the introductory and advanced undergraduate level, along with teaching Theatre courses at the graduate level. We also anticipate Dr. Sweigart-Gallagher's active involvement in the CMT Department and NEIU community.

Program Accomplishments

Special Events/Opportunities

Alumni Night

The CMT Department and Stage Center Theatre hosted our first Alumni Night event in November, 2011, in conjunction with opening night of the first Main Stage production of the 2011-2012 season, *Twelfth Night* (William Shakespeare). CMT and Stage Center Theatre alumni were invited for a reception and as our special guests for this performance.

New Bernard J. Brommel Scholarship

The CMT Department was gratified by the continued generosity of Professor Emeritus, Dr. Bernard Brommel, who established a third endowed scholarship to students in the CMT program. The *Brommel-Adams-Bell-Jordan* Scholarship in Communication, Media and Theatre was established this year in support of an undergraduate senior or graduate student pursuing a CMT degree, and it will be awarded for the first time during the 2012-2013 academic year. This new endowment now joins the Brommel-Hanson-Ijams-Hayward Scholarship and the Brommel-Kramer-Barnitz Scholarship in their support of CMT students, and we look forward to formally recognizing and celebrating Dr. Brommel's gifts to the program.

Mark P. Orbe Presentation: "Obama, Race and the Media"

CMT invited Dr. Mark P. Orbe, Professor of Communication and Diversity at Western Michigan University and author of *Communication Realities in a "Post-Racial" Society: What the U.S. Public Really thinks about Barack Obama* (Lexington Books, 2011), to present "Obama, Race and the Media." Dr. Orbe is an internationally known educator, author, and consultant/trainer, and his book goes beyond existing public polls regarding President Barack Obama, by offering a comprehensive treatment that resists mass generalizations based on race, gender, age, political affiliation, or geographical location. Dr. Orbe uses the voices of everyday Americans to advance our understanding of how identity politics influence public perception. Dr. Orbe's presentation was included in NEIU's January 19, 2012 day of Tribute to Reverend Dr. Martin Luther King Jr.: "History Carved in Stone: Yesterday, Today, Tomorrow," which was sponsored by the Angelina Pedroso Center for Diversity & Intercultural Affairs." Dr. Orbe also participated in a book signing following the presentation.

David Protess Guest Lecture: "Exposing Injustices"

David Protess, President of the Chicago Innocence Project, a nonprofit investigative reporting group that exposes wrongful convictions and other problems in the criminal justice system, presented a guest lecture in CMT's News Writing (CMTM 367) class. CMT Professor Edie Rubinowitz invited Mr. Protess to speak to our students about the power of investigative reporting and the importance of journalism in exposing societal injustices. Mr. Protess served for twelve years as director of the Medill Innocence Project at Northwestern University, where his work with Northwestern students provided evidence that led to the release of twelve prisoners, five of whom had been on death row in Illinois.

Stage Center Theatre

The Stage Center Theatre continues to be an integral part of NEIU's liberal arts education, and CMT's Theatre area continues to expose students to all aspects of theatre. Our program introduces them to the technical, organizational and management skills needed for success in the theatre industry, and to the conceptual and artistic elements necessary to understand the theatre field. All Stage Center Theatre productions involve students from the CMT program, community members, and actors from Chicago's professional theatre world. Students are involved in lighting, sound, set

construction, costumes, publicity, and the Box Office. Ever energizing the Theatre area is the fact that in 2011, CMT involved approximately 250 students in every aspect of Theatre production –from technical and management work to acting – via the Stage Center Theatre’s Main Stage, Studio Series and Children’s Theatre. Through this involvement, CMT students develop skills in leadership, group problem solving, team building, planning, organizing, and critical/creative thinking.

We would be remiss if we did not reiterate each year that the Theatre area continues to provide a valuable theatrical experience to Chicago area students, many of whom have little access to the arts. The Theatre curriculum and its related stage productions are therefore important not only as valuable “hands-on” experience for our students, but also as community outreach.

The Department was pleased to again offer four Main Stage and two Studio Series productions, two Summer Theatre productions, and two Children’s Theatre productions (which we regularly report bringing hundreds of public school children to NEIU each semester). This year Stage Center Theatre productions included *Twelfth Night* (William Shakespeare), *The Odd Couple* (Neil Simon), *Fuddy Meers* (David Lindsay-Abaire), *The Misanthrope* (Moliere)), *Censored on Final Approach* (Phyllis Ravel), and *A Man’s World* (Rachel Crothers). Children’s Theatre productions included *Anne and the Tiger Raja* (David Eliet), and *A Toby Show* (Aurand Harris).

In response to recommendations from our IBHE Program review this year, we also turned our attention to the Stage Center Theatre production schedule. In an effort to respond to these recommendations, the season schedule was adjusted to better accommodate the necessary preparation for each production. Modifications in the planning and execution of next year’s production are already underway as well.

In 2011-2012, we saw significant changes to the Stage Center Theatre and F-Wing: The flooring, carpet, and seating in the Theatre were replaced, making for a more attractive space and more comfortable experience for the audience. The actors and crew also benefited from the installation of a backstage restroom. New tile was installed in the Stage Center Theatre lobby, Box Office, and F-109 classroom. Photo banners of past Stage Center Theatre productions were created by former CMT student Dave Ropinski, and they now line the Theatre lobby. Finally, the installation of new lighting (dimmer system) in the Theatre was completed in 2012.

In 2011, Professor Rodney Higginbotham became the Managing and Artistic Director of the Stage Center Theatre, returning to a position he held in years past. And in 2012, the CMT Department and Stage Center Theatre saw the retirement of Professor Anna Antaramian. Professor Antaramian had been a faculty member in CMT since 1990. She served for several years as the Managing and Artistic Director of the Stage Center Theatre, and she directed more than 50 productions for the Theatre. Professor Antaramian also taught thousands of students and more than a dozen different courses during her tenure in the CMT Department.

E112 Media Lab

The CMT Department's E112 Media Lab, continues to be a tremendous asset to our Media area, and specifically in support of our media production curriculum. The Lab, which is equipped with digital, non-linear HDDV video and audio editing stations, as well as graphic and DVD authoring programs, is in its fourth year of operation and supports both our audio and video production courses. The hands-on experience CMT students gain from use of the E112 Media Lab clearly responds to their professional development needs and addresses an important curricular goal of the CMT Program. Student tutors in the Media Lab enhance their own learning and that of the media production classes they assist.

CMT Program/Curriculum Development

Development of Minor in Communication

The CMT undergraduate curriculum already allows students to pursue a Minor in Media or a Minor in Theatre. Offering a Minor in Communication makes the CMT undergraduate curriculum more uniform and accessible to prospective students who are interested in any one of our three core areas.

Development of Minor in Journalism

The CMT program has long wanted to develop a Journalism Minor to enhance its media offerings. This 21st century Journalism Minor responds to the demands of a competitive media workplace and the evolving technological landscape where reporters are storytellers who must deliver content across media platforms.

Revision of Minor in Communication, Media and Theatre

The Minor in Communication, media and Theatre (available to non-majors only) was revised to be more consistent with revisions to the CMT major in recent years. The current CMT major requires courses to be taken from all three areas of the program, and the revised CMT Minor now reflects that range as well. In addition, the revised CMT Minor eliminates courses that are not currently on regular rotation (such as *Introduction to Semantics*, CMTC 201), replacing them with ones that are more frequently taught and/or are now required for the CMT Major (such as *Theories of Communication, Media and Theatre*, CMTC200- WI).

New CMT Course Offerings

FYE Course: Chicago on Video: One Pixel at a Time (CMTM 109A)

This course provides hands-on video production experience that engages students in interactive learning and that involves producing children's theatre, conducting fieldwork, examining issues of social justice, and getting a taste of documentary production. Students explore the uses of video at the community level--from high school students producing documentaries and covering sports events, to local immigrants keeping their cultural ties alive through television programming.

This media production course contributes to NEIU's First-Year Experience (FYE) Program, a university-wide initiative that engages students in activities designed to ensure their success in higher education through a series of classes called the FYE Colloquium (FYE 109), as well as through out-of-class events specifically targeted for first-year students. *Chicago on Video: One Pixel at a Time* (CMTM 109A) is part of the

FYE Colloquium, and successful completion of the course is a stepping stone to academic success at the university level.

Mediated Communication (CMTC 300)

This course is an investigation of the effects media and technology have on social interaction and communication behaviors, such as speaking, listening, understanding, and interpreting. A course in mediated communication is an important addition to the CMT program for two reasons: First, it provides students an opportunity to examine the relational components of media, particularly how media/mediated technologies influence human interaction. Second, it is being considered for later development as an online course, which will support a CMT Department initiative to offer our first fully online course in the very near future.

Community Media (CMTM 368)

This course introduces students to different forms of community media – print, video, audio, and new technologies – and how these contribute to the building of community. It seeks to make students familiar with the important journalistic function uniquely served by community-based media, a function increasingly important in today's media landscape of centrally produced content that is controlled by fewer and fewer owners, and that is focused primarily on the economic needs of those owners and their advertisers. Students will examine some specific local examples of community-based media, such as Street Level Youth Media; Chicago Independent Radio Project; CAN-TV; Community Media Workshop; and NEIU's WZRD radio station. This course provides many students with their first experience with community organizations and encourages their understanding of how important community media are to these organizations.

Television Genres (CMTM 379A)

This course focuses on theory and criticism and covers a variety of scholarly approaches to the study of television programs. Genre is the primary way that television programs are categorized by producers and consumers, and one of the major ways that audiences understand television texts is through their genres. Genres can be studied for how they change over time, and how they respond to cultural changes or economic exigencies. This course will take up theoretical questions of televisuality (the aesthetic conditions of the television text), and then focus on a number of particular genres. The course also examines genres in their industrial contexts, as formulas and formats are often driven by economic factors such as ratings, syndication potential, and globalization. For example, this course looks at the development of TV cartoons, the ideological underpinnings of various kinds of reality programs (e.g., *Big Brother*, *Home Improvement*, cooking shows), and how viewers, fans, critics and television industry workers participate in the discursive construction of "television."

This special topics course contributes to our undergraduate Media curriculum in much the same way as does our undergraduate Special Topics in Film Studies. Whereas much of media studies concerns itself with all of the mass media, it is still important to have courses that distinguish among the media, particularly film and television, which have their own particular aesthetics, industrial histories, and audience practices.

Studies in Communication (CMTC 400) (initial offering planned for Spring 2013)

This special topics course provides graduate students with an opportunity to study in depth a particular area of Communication (e.g., intercultural, group, gender, family, organizational, interpersonal), topic (e.g., identity and difference, intimacy and desire, corporate consulting, political rhetoric), or method (e.g., rhetorical criticism, auto/ethnography, content analysis) of studying communication. The focus will be on critically examining foundational and contemporary works that advance the theory, research and practices of particular communication areas, topics or methods. This course also offers the ability to rotate topics for each area, method or topic.

Furthermore, given that the CMT graduate curriculum already has a special topics course in Theatre, *Studies in Theatre (CMTT 473)*, this Communication course will help make the CMT graduate curriculum more uniform. The first special topic planned is *Communication and Difference*.

Media and Cultural Studies (CMTM 466) (initial offering slated for Fall 2012)

This course expands the Media offerings in the CMT program at the graduate level by providing a “cultural studies” approach to studying media. Students will explore foundational and contemporary material in the field of cultural studies and critical media studies. Students will understand and articulate how structures of power and inequality are present in culture, and be able to critically analyze the way in which these structures of power materialize in media texts and industrial formations. They will be able to understand and articulate how structures of power and inequality relate to the politics of identity and experience.

Studies in New Media (CMTM 478)

This course also expands the graduate-level Media offerings in the CMT program, with a primary focus on new media. This course gives our graduate students an opportunity to explore critical approaches to studying new media through historical and theoretical readings. The course is designed with careful consideration of the dual meaning of the term “new media.” On one hand, it is a term that describes both the sense of “newness” often accompanying media technologies that disrupt or replace existing technologies and industrial models. On the other hand, it is a term that describes the important shift from analog to digital media. As more of their professional and social worlds necessitate engagement with new media, students will benefit from a clearer understanding of the form, functions, and implications of these media technologies. This course also provides students with a better understanding of debates surrounding contemporary digital media, while giving them the ability to frame these debates within appropriate historical and cultural contexts. Considering the broader sense of new media, this course examines the history of several media technologies at critical moments of development, change, or rupture.

In the realm of digital media, students will have an opportunity to analyze issues relevant to new media such as file sharing, social networking, identity theft, smart mobs, and cyberwarfare. For example, students produce projects on distance education, mobile phones, reality television, science-fiction cinema, as well as projects related to social media and concerns of privacy, emotional attachment, and identity formation.

New Interdisciplinary Initiative: CMT Course Offerings for LGBTQ Studies Minor

The CMT Department is pleased to now contribute two courses to NEIU's new LGBTQ Studies Minor. The LGBTQ Studies Minor offers an interdisciplinary approach to studying the lives, histories and cultures of Lesbian, Gay, Bisexual, Transgender and Queer communities and their allies. Courses in history, culture, health, politics, justice, education, literature and the arts reflect a commitment to understanding and representing the contributions of LGBTQ individuals and communities. The CMT Department will contribute the following courses to the LGBTQ Studies Minor: *Communication, Gender and Identity* (CMTC 313) and *Gender and Media* (CMTM 377).

Ongoing Interdisciplinary Initiatives

CASEP (College of Arts and Sciences Education Program)

The CMT Department continues its participation and commitment to the College of Arts and Sciences Education Program (CASEP). CASEP is a pre-service education program for full-time, first- and second-year students that employs a cohort model, team teaching, community initiatives, professional development, field experience and a laboratory school setting, in order to enhance pre-teacher retention and produce high quality teachers. CMT's involvement in the CASEP program is through two linked General Education courses, *Introduction to Communication* (CMTC 100) and *Introduction to Theatre* (CMTT 130), as well as one of our core CMT courses, *Fundamentals of Communication* (CMTC 101). Each CASEP course is taught by CMT instructors who enjoy the team teaching model, who bring unique professional experience to the classroom, and who are committed the mission of the CASEP program.

CMT/Redmoon Theatre Course

The CMT/Redmoon Theatre course collaboration, *Integrating the Arts Across the Disciplines: Art as a Tool for Teaching and Training* (CMTT 392), was offered for the second time in Spring 2012. The course is a collaboration between The CMT Department and Chicago's acclaimed Redmoon Theatre. The course is an interdisciplinary offering to students in NEIU's College of Arts and Sciences, College of Business and Management and College of Education. It uses project-based learning as a way of exploring, integrating, and enhancing the academic disciplines of math, science, social studies, as well as the language arts. The course focuses on using creative inquiry and methods to develop leadership skills and strategies for the workplace, and it encourages students to integrate communication skills, artistic experience and technology. Through fieldwork experience, NEIU students practice and demonstrate skills in collaboration, project management, and innovative teaching and training techniques. The CMT/Redmoon Theatre collaboration represents an important interdisciplinary initiative, and the course has now moved from a temporary to regular CMT program offering.

ComMuniTy Newsletter

The CMT Department re-established publication of its annual *ComMuniTy* newsletter in 2011. The *ComMuniTy* newsletter serves three purposes: 1) to maintain contact with

CMT alumni, 2) to inform alumni and current students about the CMT program, and 3) to celebrate the successes of students, alumni and faculty of the CMT Department. The 2011-2012 issue of *ComMuniTy* featured CMT program updates and events; faculty, staff, alumni and student activities; Stage Center Theatre information and programming; CMT Department events; and links to the CMT Department website, Facebook Page and Twitter Account.

Ongoing Community Partnerships

The CMT Department continues to cultivate relationships with the Chicago area community. We continue to celebrate a strong connection to local NPR affiliate, Chicago Public Radio (WBEZ, 91.5 F.M.). We also continue our affiliation with Volcalo – a separate station and website under the auspices of Chicago Public Media (the parent entity), which targets a younger and more diverse audience demographic in the form of internships, student volunteer opportunities, and mentorship relationships with the Volcalo staff.

Professional Development Opportunities for CMT Students

During the 2011-2012 academic year, CMT students had internships at the following locations: ABC News-Chicago, Radio Cosmos and WIQI Radio; Telemundo, and Univision; Atomic Imaging Inc.; Golan Productions; Georgia Nut Company; Red Frog (events planning); as well as in public relations for Giachello Consulting, Walker Sands Communications (which now employs our former student), and NEIU's Office of Public Relations.

Faculty Engagement

It is important to recognize the significant level of engagement among CMT faculty. They remain actively involved in their areas of study, dedicated to serving the University, their discipline, and their community, and committed to providing a quality educational experience for our students.

CMT faculty participated in the University Council Working Group, Council on Marketing and Communication, Minority Mentorship Program, Latino and Latin American Studies (LLAS) Faculty Board, African Summer Institute, and Gay, Lesbian, Bisexual and Transgender Alliance. CMT faculty continued their involvement in the General Education and Shared Governance Task Forces, University Honors Board, Global Studies and International Programs Advisory Committees, and as members of the College of Arts and Sciences and University-level screening/hiring committees. CMT faculty continued to serve with NEIU constituencies, such as the College of Arts and Sciences Academic Affairs Committee and the NEIU chapter of the University Professionals of Illinois. CMT faculty also participated in important University initiatives such as the 20th Annual NEIU Student Research and Creative Activities Symposium, the 2nd Annual NEIU Faculty and Creative Activities Symposium, NEIU's Asian American Heritage Conference, NEIU's Black Heritage Programs, and NEIU Empowerment Through Technology (NETT) Day 2.0. CMT faculty maintain offices in professional, local/community and state organizations; they serve on professional editorial boards and as manuscript reviewers; they facilitate professional workshops; and they chair and/or have leadership roles in various community organizations.

Furthermore, three CMT faculty received NEIU Excellence awards in the areas of teaching, research and/or service, and one CMT faculty member received a \$5000 NEIU research stipend to pursue research that emerges out of his recent book.

Finally, it is important to note each year that CMT instructors regularly publish, direct and/or perform in professional theatre and media productions. For example, CMT instructors directed three productions for the Stage Center Theatre; two CMT instructors were recognized at the NEIU Faculty Authors Reception for books published in 2011; and one of these authors moderated a panel discussion on children's literature at Northwestern University this year.

A specific enumeration of CMT faculty teaching, research/creative activities, and service to the Department, College, University, academic/professional organizations, and community at large, is presented in the "Accomplishments" section of this report. We are also proud to highlight the achievements of CMT students and alumni in the "Student Achievements" section of this report.

I. Assessment

Assessment Overview

There is significant and ongoing consideration in the CMT Program of our mission, program goals and program outcomes – with close attention to national and disciplinary trends. Assessment in the CMT program continues to be considered from this vantage point, and with input from teaching and technical faculty, current and prospective students, as well as alumni and administrative staff, using both formal and informal mechanisms. It is important to reiterate that because assessment is conducted from various vantage points in the CMT program, assessment is not a singular, monolithic process. Rather, it is an ongoing process of perspective taking, information gathering, and results-oriented activities – with a focus on student recruitment, retention, and degree completion. For example, what has developed out of our assessment of the CMT program and curriculum, has been a lengthy and meaningful interrogation of our program mission and goals (as articulated in our 2010-2011 IBHE program review and Self Study Report). This led to significant revision to our undergraduate curriculum and program offerings during the 2011-2012 academic year. Our goal continues to be providing an academic experience that prepares students for a competitive workplace and/or for further academic study, and that continually innovates to increase student enrollment and retention in our programs of study.

Assessment Goals and Planning

While we engage in the typical assessment of courses at the end of each semester, and while we regularly solicit feedback from our students about our undergraduate and graduate programs, the CMT Department seeks to improve the assessment of overall student satisfaction and student learning.

In keeping with this goal, CMT faculty participated in a NEIU assessment workshop in order to learn ways to implement more comprehensive assessment strategies, such as conducting an annual or bi-annual student/graduate survey, as well as more course-

specific assessment strategies. In doing assessment and soliciting feedback, we hope to better improve our curriculum design and instruction.

Assessment plans for next year include the administration of our CMT Student Feedback Survey, as well as consideration of a pre-test/post-test mechanism to measure the achievement of course objectives in CMT courses. We also plan to review assessment mechanisms for CMT's practicum, internship, service learning and/or technical production experiences. CMT's Student Feedback Survey was last administered in Fall 2010, and it is scheduled to be conducted every other year. Thus, the survey is slated for the upcoming Fall 2012 semester. A pre-test/post-test process has not yet been defined, yet it will be under consideration for the 2012-2013 academic year.

II. Program Plan

The Department of Communication, Media and Theatre has the following program goals, as well as program requirements and projected needs, as described below.

A. Ongoing Program Goals/Planning

Program Review and Development

The CMT Department continues to be guided by our overall goal of stressing the ways that our three areas of study support student success, professional development, and preparation for the workforce through: a curriculum that integrates technology and liberal arts and is future-oriented; hands-on, practical experiences in our Theatre and Media production classes; service-learning opportunities in our classes; and faculty-directed internships.

This year CMT engaged in significant curriculum development at the program and course level. (Please see the "Program Accomplishments" section of this report for a full description of these activities.) This year CMT also identified the following areas for consideration during the upcoming 2012-2013 academic year:

- Ongoing review of CMT undergraduate and graduate programs of study (with specific attention at the undergraduate level to consideration and development of hybrid and online courses, and at the graduate level, to how we meet students' professional and/or academic needs)
- Review and update of the Minor in Theatre, based on CMT program revisions in recent years
- Review of 300-level course offerings in CMT, which currently earn graduate credit (by establishing criteria for review and assessment of the courses that should continue to be offered for graduate credit)
- Review of CMT's internship program by a subcommittee of CMT faculty, already established to address the following: internship program structure, internship

requirements, internship application issues, and other logistics related to executing the internship program

- Redesign of our Summer Theatre program, based on program changes in recent years, and with continued attention to recruitment. Plans are underway to explore a summer workshop model, in which the primary objective is using summer classes and Summer Theatre productions as an active recruitment/retention tool.

We continue to keep in mind longer-term program initiatives as well, which include offering additional practicum or experiential learning opportunities for CMT students; promotion of NEIU Global Studies initiatives; and more active encouragement of international experiences through study abroad and exchange programs.

Recruitment and Retention

Recruitment and retention are major and ongoing CMT program goals that involve continuing to grow our majors and developing our graduate program. We hope to achieve recruitment and the retention of CMT majors by offering an effective and relevant curriculum, an interactive learning environment, and opportunities for our students to develop skills that will provide them professional success and personal satisfaction. This involves ongoing attention to curriculum development, program and professional advising, and effective communication with our students. In the coming year, we also hope to make strides in our goal of recruiting more CMT majors and program minors who are currently involved in student media at NEIU, such as *The Independent* and WZRD, as well as consideration of ways to build stronger relationships with these students (e.g., possible practicum opportunities through their work with these organizations).

Thus, we reiterate our understanding of the need to continually innovate in the area of recruitment and retention, as well as our goal of continuing to emphasize activities that have been successful:

Department Website/Facebook Page/Twitter

Significant revision was done to the CMT Department website over the last year and a half. These revisions have already enhanced our effectiveness in delivering CMT program information, and we have already seen an increase in CMT student interest and interaction with the CMT website. The creation of CMT's Facebook page (NEIU Department of Communication, Media and Theatre) and Twitter account (@cmtneiu) also have encouraged our use of new media in the recruitment, enrollment and retention of our students.

ComMuniTy Newsletter

We will continue to use the Department's *ComMuniTy* newsletter in our efforts to recruit and retain CMT students, as well as to connect with alumni. Student and alumni updates provide an opportunity to showcase the academic and professional accomplishments of CMT students and alumni, and demonstrate what CMT program graduates are achieving.

Department Promotional Brochures

We will continue to publish brochures and other print materials that promote the CMT program, our course offerings, and student learning experiences. This will be done in conjunction with maintaining a strong web presence for the program, with links and PDF access to print materials for those who seek it.

Children's Theatre Workshop

Recruitment will continue via the Children's Theatre Workshop, whose student productions bring an average of 20 Chicago-area elementary and middle schools (including about 1800 students and teachers) to NEIU each year, and by including these schools in our yearly mailing list. Related, we plan to continue our yearly mailing of Stage Center Theatre and Theatre education brochures to counselors and teachers at high schools from which many NEIU students graduate.

Program Advising

To reiterate from last year's report, the CMT Department constantly seeks new ways to meet the ongoing – *and growing* – advising needs of CMT majors and minors, by providing guidance, program information and planning, as well as professional consultation. Intentional advising, together with strong curriculum, attractive course offerings and careful scheduling, are all best practices for encouraging the recruitment and retention of CMT students. Under consideration for the upcoming year is the development of a CMT Student Handbook. Review of NEIU models and disciplinary best practices will be the next step in this proposed process.

Two items are important to note from the 2011-2012 academic year:

CMT Degree Audit

CMT's new degree audit, which became available in late Summer 2011, has contributed positively to our program advising and retention efforts. Access to the CMT degree audit has increased the accuracy and efficiency of program advising, reduced advising errors, and facilitated the graduation application process for CMT majors and advisors.

New Four-Year CMT Course Rotation

CMT has always maintained a four-year course rotation plan as the basis for advising and scheduling. A four-year course rotation plan is a critical component in our efforts to address time-to-degree questions and concerns for all students. Further, it is a response to the reality that NEIU students have a high rate of employment while pursuing their studies. CMT's new 2012-2016 course rotation plan took effect in Fall 2012.

Alumni Relations

Alumni relations have been a more intentional focus this year, as we sought more information about how well the CMT major prepares graduates for the workforce and/or further academic study. These efforts also support our ongoing goal of developing a network of CMT alumni as professional connections for our current students and graduates. As described in the "Program Accomplishments" section of this report, we held our first Alumni Night event, in conjunction with opening night of the first Main Stage production of the 2011-2012 season, *Twelfth Night* (William

Shakespeare). We are currently considering making Alumni Night a yearly event. A faculty and alumni showcase is also under consideration for the upcoming year.

Likewise, CMT continues to look at ways that social media can help us maintain contact with prospective and current CMT students, faculty and alumni. As indicated in the section on “Recruitment and Retention,” the creation of a Department Facebook page and Twitter account have already begun to illustrate how new media are encouraging our alumni community to stay interested and invested in the CMT Program.

Fundraising and Outreach

There is continued consideration of fundraising and outreach that promote CMT program initiatives, student development and the Stage Center Theatre – from revenue-generating activities to hope for structural re-development of the F-Wing. For example, we would like to work more closely with NEIU’s Marketing, Public Relations and Alumni Relations offices to enhance the visibility of the Stage Center Theatre. It is also critical to continually reiterate that structural development in the F-Wing would have a significant and positive impact on the CMT Program – providing infrastructure, space, and technology that would support Theatre area growth, Media area expansion (via a proposed Black Box studio) – as well as on the arts at NEIU.

B. Program Requirements (Current and Projected Needs):

Based on the identification of ongoing program needs, disciplinary changes, and the social and economic circumstances facing the University and higher education generally, the following continue to be important resource issues facing the CMT Department:

Faculty/Instruction

Despite our new hire in Theatre (to begin Fall 2012), significant faculty losses in this area have had a long-term impact on the CMT program. Since the retirements of our last four Theatre faculty, two Theatre professors (one of whom just retired this summer) have engaged in work that six faculty members used to accomplish – keeping up with increasing enrollments, supporting the teaching and curricular demands of offering a Theatre minor, assessment and program development, supporting professional development opportunities for Theatre students, and addressing the advising needs that accompany these positive developments. So we were gratified that, after four years of repeated requests for a tenure-line faculty position in Theatre, we finally had an opportunity to conduct a search in Theatre this year. This search resulted in the hiring of Dr. Angela Sweigart-Gallagher (Ph.D., University of Wisconsin-Madison). *However, the retirement of Theatre Professor Anna Antaramian this summer will return us to having only two tenure-track faculty in Theatre this fall.*

We are hopeful that if we are granted a search for an additional tenure-line faculty member in Theatre, he/she will contribute to curriculum development, long-range planning, and recruitment in the Theatre area – all which have fallen to a limited number of Theatre faculty, and which our highly capable, but part- or full-time Theatre instructors cannot support. This new hire could help integrate the practical and theoretical aspects of the Theatre program at the undergraduate level, and help develop

both the praxis-oriented and scholarly/creative aspects of the Theatre discipline at the graduate level. Additionally, we hope to continue and expand CMT's relationship with interdisciplinary programs (such as Women's Studies, Global Studies and LGBTQ Studies) with another new hire in Theatre.

Technical Instruction/Direction

CMT's Theatre practicum courses and production needs in the Stage Center Theatre's Main Stage, Studio Series, Summer Theatre and Children's Theatre, necessitate the hiring of an additional full-time technical instructor/director. CMT's Theatre area curriculum is designed to prepare students to meet current workforce needs through hands-on training, teamwork and production experience, which are all highly transferrable to numerous fields. However, the tireless efforts of our two existing technical instructors/directors are simply not sufficient for accomplishing this work. To be sure, an additional technical instructor/director in Theatre (bringing expertise in master carpentry and scenic design) is critical to meeting CMT's instructional needs and student demand for our Theatre practicum and Theatre production courses (approximately 10-11 sections each year). And while the Stage Center Theatre continues to maintain its level and quality of programming, managing the technical demands of a Main Stage, Studio Series, Summer Theatre and Children's Theatre are significant and our two technical instructors/directors struggle to meet these demands.

Administrative Staff

We are pleased to have been given an opportunity in Fall 2102 to hire a full-time Office Support Specialist, which is assisting us in meeting the needs of our constantly growing student body, active faculty, and multifaceted program structure.

However, we remain eager to address our administrative needs in the Theatre area. The Stage Center Theatre's Main Stage, Studio Series, Summer Theatre and Children's Theatre requires additional support personnel in the form of administrative/business management staff member. This work has been accomplished by highly capable extra help staff. But budget constraints and resulting turnovers call for a more permanent staff assignment to assure consistency and oversight of administrative and business issues. A permanent staff position would assist greatly the work of the Managing and Artistic Director of the Stage Center Theatre in handling such tasks as Box Office management, publicity and accounting. This staff member could also support the Department's efforts to provide leadership, training and development for practicum and scholarship students working with the Theatre.

Equipment and Technology

In order for CMT to meet the programmatic needs and student demand for the E112 Media Lab, the development of resources, ongoing technical support and continued access to the space remain essential areas of consideration each year. These needs include general maintenance of the facility, as well as essential upgrades of instructional equipment and software to assure that technology in the Lab remains current. Continued support is also needed for equipment and software that would facilitate developments in our video production and audio production curriculum, TV studio production, and film instruction for Media students. Additionally, continued support is

needed for student tutors in the Media Lab – an important aspect of the learning accomplished in this important space.

Infrastructure

We were gratified to have repairs made to the F-Wing during the 2011-2012 academic year, including flooring and seat replacement in the Stage Center Theatre, flooring in the F-109 classroom and external hallway, and the installation of a backstage restroom.

However, there remains a need to address space issues in the F-Wing, in terms of equipment, props, and material storage. Addressing these space issues would increase storage efficiency in the F-Wing (specifically in the F-109 classroom), and respond to *significant concern about recurring flood damage to costumes and props stored in the basement of the Fine Arts Building*. Adequate space would preserve valuable props, costumes and other attire, and provide storage for essential stage equipment.

III. Accomplishments

A. Faculty Research/Creative Activities

Antaramian, Anna

Director (June/July 2011). *As You Like It*, NEIU's Stage Center Theatre.

Director (July/August 2011). *You Can't Take It With You*, NEIU's Stage Center Theatre.

Director (June 2012). *Censored On Final Approach*, NEIU's Stage Center Theatre.

Director (December 2011). *Twelfth Night*, NEIU's Stage Center Theatre.

Producer (Summer Season 2011, and 2012). Two plays for NEIU's Stage Center Summer Theatre.

Higginbotham, Rodney

Director (April, 2012). *The Misanthrope* at NEIU's Stage Center Theatre.

Creator/Webmaster. The Theatre Ephemera website

<http://www.neiu.edu/~rghiggin/ephem/Ephemera.html>

1. Books, National/International Exhibitions or Performances

Adams, Tony

Adams, T. E. & Ellis, C. (2012). Trekking through autoethnography. In S. D. Lapan, M. Quartaroli, & F. J. Riemer (Eds.), *Qualitative Research: An Introduction to Designs and Methods* (pp. 189-212). Hoboken, NJ: Jossey-Bass.

Moran, Cyndi

Moran, Cyndi (Editor). (2012). *CURE 2012: Hope Through Research*. [Motion picture]. Chicago, IL: C.U.R.E. (Citizens United for Research in Epilepsy). Documentary presented at the following venues:

- Premiered in San Francisco, April 2012

- Presented in Chicago and introduced by David Axelrod at CURE fundraiser, June 2012
- Used internationally via CURE Website and at CURE events

2. Book Chapters, Regional Exhibitions or Performances

Adams, Tony

Adams, T. E. & Ellis, C. (2012). Trekking through autoethnography. In S. D. Lapan, M. Quartaroli, & F. J. Riemer (Eds.), *Qualitative Research: An Introduction to Designs and Methods* (pp. 189-212). Hoboken, NJ: Jossey-Bass.

Alvarez, Wilfredo

Alvarez, W., Orbe, M. P., Urban, E. L., & Tavares, N. A. (2012). Transnational Dominican cultural through phenomenological analysis. In A. Kurylo (Ed.), *Inter/Cultural communication: Representation and construction of culture*.

3. Articles and Abstracts, Local Exhibitions or Performances

Adams, Tony

Wyatt, J. & Adams, T. E. (2012). Introduction: On (writing) fathers. *Qualitative Inquiry*, 18, 118-120.

Adams, T. E. (2012). Missing each other. *Qualitative Inquiry*, 18, 193-196.

Adams, T. E. (2011). Review of *Body, Paper Stage: Writing and Performing Autoethnography* and *Leaning: A Poetics of Personal Relations*. *Liminalities*, 7, <http://liminalities.net/7-3/spry-pelias-rev.html>

Adams, T. E. (2011). Legislating humanity. *Sexuality and Culture*, 15, [Review of *From Disgust to Humanity: Sexual Orientation and Constitutional Law*]

Rubinowitz, Edie

Rubinowitz, E. (April 2010). Review: The living room candidate, *Journal of Media Education*, 88-89.

4. Conference Presentations, Group Shows

Adams, Tony

Adams, T. E. (2012, April). Identity-as-achievement: A queer concept. Couch/Stone Symposium of the Society for the Study of Symbolic Interaction, Evanston, IL.

Adams, T. E. (2012, March). Bad autoethnography. Central States Communication Association, Cleveland, OH.

Adams, T. E. (2012, March). The people we should stigmatize: An exercise in labeling and acknowledgment. Central States Communication Association, Cleveland, OH.

Adams, T. E. (2011, November). LGBTQ Publishing. National Communication Association, New Orleans, LA.

Alvarez, Wilfredo

Alvarez, W. (2012, May). Qualitative Analysis of Latina/o Immigrant Custodial Workers. Paper presented at the annual meeting of the Congress for Qualitative Inquiry, Urbana-Champaign, IL.

Alvarez, W. (2012, April). Connecting Across Linguistic and Racial Differences: Spanish-Speaking Latina/o Immigrant Custodial Workers' Everyday Co-cultural Communication Experiences. Paper presented at the annual meeting of the Central States Communication Association, Cleveland, OH.

Alvarez, W. (2012, March). Empowering Latin@ Voices in/through communication research. Paper presented at the annual meeting of the National Association of Chicana and Chicano Studies, Chicago, IL.

Alvarez, W. (2011, November). *Communication Experiences of Latina and Latino Immigrant Custodial Workers within a University Setting*. Paper presented at the meeting of the National Communication Association, New Orleans, LA

Alvarez, W. (2011, November). Close Encounters of the Immigrant Kind: Taking a closer look at Latina/o Immigrant Custodial Workers' "Mundane" Communication Experiences with Host Society Members in a U.S. Higher Education Organization. NEIU Second Annual Faculty Research & Creative Activities Symposium. Chicago, IL.

Mun, Seung-Hwan

Mun, S. (2011). **"Not-So-Romantic" Authorship: A Historical Analysis of Authorship in China's Printed Communication**. Paper presented to the History Division of the 2011 Annual Conference of AEJMC, St Louis, MO.

Mun, S. (2012). **Show Me the Money: Revisiting Global Software Piracy**. Paper presented to the Technology & Policy Division of the 2012 Annual Conference of ICA, Phoenix, AZ.

Pepper, Shayne

Pepper, S. (2012, May). HBO's Cultural and Public Service Programming in the 1980s. Society for Cinema and Media Studies Conference. Boston, MA.

Pepper, S. (2011, November). Rethinking Ownership and Accessibility in The Age of Digital Reproduction. National Communication Association Conference. New Orleans, LA.

Pepper, S. (2011, November). When Public Television Goes Private: Early AIDS Documentaries on PBS and HBO. NEIU Second Annual Faculty Research & Creative Activities Symposium. Chicago, IL.

Pepper, S. (2011, October). Social Media: Logics of Gaming/Logics of Markets. NETT Day 2.0 (NEIU Empowerment Through Technology). Chicago, IL.

Pepper, S. (2012, March). Beyond the Sunday Night Line-Up: 40 Years of HBO (1972-2012). Panel Organizer and Chair at the Society for Cinema and Media Studies Conference. Boston, MA.

Pepper, S. (2011, November). Girls and Boys (Who Like Boys) Who Like Girls: Cultural Performances of Gender and Sexuality. Panel Chair at the National Communication Association Conference (Critical and Cultural Studies Division). New Orleans, LA.

Pepper, S. (2011, November). The Representation and Practice of Activism: Communication For and Against Resistance. Panel Respondent at the National Communication Association Conference (Critical and Cultural Studies Division). New Orleans, LA.

4. Invited Lectures/Presentations:

Adams, Tony

Adams, T. E. Discussion of *Narrating the Closet*. University of South Carolina-Upstate. Spartanburg, SC (2011, September 20); Northern Kentucky University (2011, June 14); University of North Carolina Greensboro (2011, October 10); University of Missouri-Columbia (2011, October 31); University of Alabama (2011, December 5).

Holman Jones, S. and Adams, T. E. (2012, May). LGBTQ communities and qualitative inquiry: Experiences, issues, and seeking change. Workshop to be held at the Eighth International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Adams, T. E. (2012, April). Teaching Autoethnography as a Method for Communication Research. Short Course held at Central States Communication Association. Cleveland, OH.

Adams, T. E. (2011, November). The purpose of autoethnography: Possibilities for communication research. Doing Autoethnography conference. Wayne State University, Detroit, MI.

B. Service:

1. Academic/Professional Organizations, Editorial Boards

Adams, Tony

Guest Editor (with J. Wyatt). Special issue of *Qualitative Inquiry* devoted to sons, fathers, and life writing (February, 2012).

Editorial Board Member, *The Qualitative Report* (July 2010-Present)

Editorial Board Member, *Kaleidoscope: A Graduate Journal of Qualitative Communication Research* (March 2006–Present)

Editorial Board, *Humanities and Technology Review* (3/11-Present)

Guest Editorial Board Member, Communication Studies (February 2011-Present)
Guest/ad-hoc reviewer:
Sexuality & Culture (2/12)
Liminalities (2/12)
Health Communication (8/11)
Qualitative Inquiry (4/12)
Cultural Studies ↔ Critical Methodologies (4/12)
Qualitative Sociology (5/12)
Journal of Organizational Ethnography (12/11)
Qualitative Communication Research (2/12)
Manuscript Reviewer, Ethnography Division, National Communication Association (March, 2012)
Manuscript Reviewer, Communication Theory Interest Group, Central States Communication Association (October, 2011)
Chair, Book Chapter Award Committee, Ethnography Division, National Communication Association (December 2010-August 2011)
Chair, Sexual Orientation and Gender Identity Caucus, Central States Communication Association (April 2010-April 2012)
Member, Legislative Assembly, National Communication Association (January 2010-Present)

Alvarez, Wilfredo

Reviewer, Handbook of Autoethnography
Reviewer, Social Construction Division, National Communication Association
Reviewer, Ethnography Division, National Communication Association

Bell-Jordan, Katrina

Editorial Board Member, Critical Studies in Media Communication (2007-present)
Editorial Board Member, Women's Studies in Communication (2000-present)

Mun, Seung-Hwan

Editorial Board Member, Integrative Studies (October 2011-Present)
Reviewer, Asian Journal of Communication (2011-Present)
Reviewer, Communication Law & Policy Division, International Communication Association (November 2011)
Advisory Consultant, Seoul Broadcasting Systems (July 2011)

Pepper, Shayne

Submission Reviewer for the National Communication Association Conference
Critical and Cultural Studies Division
Mass Communication Division
Submission Reviewer for the Central States Communication Association Conference
Sexual Orientation and Gender Identity Caucus
Article Reviewer for Radical Pedagogy
Article Reviewer for Kaleidoscope

Rubinowitz, Edie

Coordinator, Ongoing Editorial Partnership with Vocalo, 89.5, Chicago Public Media
Co-founder/Designer, Audio Educators Website and Google Group

2. Community / State and Region / National / International

Community:

Antaramian, Anna

President, Kemper Hall Alumnae Association
Member, Kenosha Education Association

Bell-Jordan, Katrina

Member, Board of Education, Skokie, Illinois School District 68 (2011- Present)

Moran, Cyndi

Produced and edited 6th annual fundraising video for Decatur Classical School, Chicago Public Schools: One Day: Decatur 2012
Presented a series of Documentary workshops to 5th and 6th grade classes at Decatur Classical School (Spring 2012) in support of the Chicago History Fair projects

Mun, Seung-Hwan

Member, Advisory Committee, Chicago Korean American Chamber of Commerce

Potee, Nanette

Chair, Fall Family Social, Baker Demonstration School (2011-2012)
Member, Baker Demonstration School Library Council (2011-2012)

Rubinowitz, Edie

Member, Chicago Headline Club
Member, Harvard Club of Chicago

State &Region:

Adams, Tony

Member, Central States Communication Association

Alvarez, Wilfredo

Member, Central States Communication Association

Antaramian, Anna

Member, Illinois Theatre Association
Association Member, Wisconsin Education

Rubinowitz, Edie

Member, Association of Women in Journalism

National:

Adams, Tony

Member, National Communication Association

Alvarez, Wilfredo

Member, National Communication Association
Member, National Association Chicana/Chicano Studies

Antaramian, Anna

Member, Association of University Women

Bell-Jordan, Katrina

Member, National Communication Association
National School Boards Association, National Affiliate Program

Moran, Cyndi

Member, University Film and Video Association

Mun, Seung-Hwan

Member, National Communication Association
Member, Korean American Communication Association

Pepper, Shayne

Member, National Communication Association

Potee, Nanette

Member, National Communication Association

Rubinowitz, Edie

Member, Association for Education in Journalism and Mass Communication
Member, Broadcast Educators Association

International:

Adams, Tony

Member, International Association of Qualitative Inquiry

Alvarez, Wilfredo

Member, International Association of Qualitative Inquiry

Mun, Seung-Hwan

Member, International Communication Association
Member, Association for Education in Journalism and Mass Communication

Pepper, Shayne

Member, Society for Cinema and Media Studies

Rubinowitz, Edie

Co-founder, Audio Educators Group, Affiliated with the Third Coast International Audio Festival and Conference

B.Student Achievements

Presentations, Conference Papers, Symposium Participation, Publications

Babcock, Jeremy

Babcock, Jeremy. (April 2012). Improv for the Classroom Community and Beyond. Presenter at the 20th Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL.

Wight, Julie

Wight, J. (2011). Facing gender performativity: How transgender performances and performativity trouble facework research. *Kaleidoscope*, 10: 73-90.

Wight, J. (November, 2011). Facing Queer Gender Performativity: How Queer Gender Performances Trouble Facework Research. Competitively selected paper for *Powerful Queer Voices*. Sponsored by the Gay, Lesbian, Bisexual, Transgender, and Queer Communication Studies Division, National Communication Association Conference, New Orleans, LA.

Wight, J. (November, 2011). The “It Gets Better Project” and Queer Voices of Engagement and Dissent. Panelist/Chair of competitively selected panel for *Voices of Change: The Role of Social Media in Social Change and Activism*. Sponsored by the Mass Communication Division, National Communication Association Conference, New Orleans, LA.

Wight, J. (November, 2011). Negotiating Gender. Panelist/Chair of competitively selected panel for *Voices of Negotiation*. Sponsored by the Convention Theme Group, National Communication Association Conference, New Orleans, LA.

Acceptance to Graduate/Professional Schools; Other Honors/ Scholarships /Awards

Clepper, Ainka

(MA, 2007). Accepted to Ph.D. in Communication at the University of Illinois at Chicago.

Wight, Julie

(M.A., 2012). Accepted to Ph.D. program in Communication at the University of Minnesota.

C.Alumni News

Clover, Mark (B. A., 2009). Received his M.F.A. in Creative Writing from Roosevelt University (2011).

Dear, Denise (B.A., 2004). Received her Paralegal Certificate from Loyola University (2005) and currently employed with the Chicago Park District while seeking a paralegal position.

Gleason, Cat (B.A., 1995). Received an M.F.A. in Directing (Theatre) from Southern Illinois University Carbondale (1999). In 2010, completed a Ph.D. in Theatre Research at the University of Wisconsin-Madison (Dissertation: *Mapping the Lincoln Park Nexus: Historiography and the Origin of Chicago's Off-Loop Theatre Movement*). She is currently an Assistant Teaching Professor at the University of Missouri—Columbia.

Greco, Nancy (M.A., 1996). Employed as a professional actress and Theatre and Humanities instructor at Moraine Valley College. Appeared in *The Ritz* at Circle Theatre in April 2012.

Keasler, Christina (B.A., 2011). Completing a degree in Library and Information Sciences from the University of Illinois.

Kowalczyk, Paulina (B.A., 2010). Employed as a Family Resource Specialist at Illinois Action for Children.

Kramer, Michael W. (M.A., 1982). In 2010 accepted position of Chair of the Department of Communication at the University of Oklahoma in Norman, after 19 years at the University of Missouri. Published a second book, *Organizational Socialization: Joining and Leaving Organizations*. He continues to teach and research organizational communication, with current emphasis on volunteers in organization. A third book is under contract for 2013.

McNeil, James (B.A., 2012). Employed as a senior media relations specialist at Walker Sands Communications, an award-winning Chicago public relations firm.

Podgorski, Kimberly (B.A., 2010). Employed as web editor for NBC Chicago, and recently hired as a WGN assignment editor.

Randhawa, PJ (B.A., 2008). Graduated with a Master's degree in Journalism from DePaul University and working as a TV News Reporter for ABC Television in Rapid City, South Dakota.

Shaw-Liggins, Patricia F. (B.A., 2007). Received an M.A. in Counseling from St. Xavier University (2011), and was a member of Saint Xavier University's Kappa Delta Pi International Honor Society in Education. Now working as a Fifth grade facilitator at Chavez Elementary School (Chicago).

Young, Vershawn Ashanti (M.A., 1998). Published two books: *From Bourgeois to Boogie: Black Middle-Class Performances* (Wayne State University Press) and *Code-Meshing as World English: Pedagogy, Policy, Performance* (National Council of Teachers of English). Host of the New Books in African American Studies podcast ([http:// newbooksinafroamstudies.com/](http://newbooksinafroamstudies.com/)).

COMPUTER SCIENCE

Annual Report 2011-2012

Submitted by Marcelo Sztainberg

Executive Summary

The academic year 2011-2012 was a year of transition, planning and growth for the Computer Science Department. The transition was expressed with a change on leadership with a new Department Chair and a new Graduate Program Facilitator. The Department welcomed a new faculty member, Dr. Francisco Iacobelli, and learned of two new retirements by the end of the academic year.

In line with the strategic plan defined in the summer of 2010 the Curriculum Committee worked on the development and modification of courses that would be a better overall fit for our new curriculum at the undergraduate level. With the participation of the majority of the faculty of the Department more than 15 courses were modified or created and advanced throughout the appropriate Academic Governance channels. Some of these changes will take effect as early as the fall 2012 semester with the expectation of a full implementation by spring of 2013.

In terms of growth, the Department enrollment grew at a 15% pace with respect to the previous year. Overall the Department's student body has grown almost 30% in the past two years. This growth mirrors the recovery of Computer Science as a field that is at the top five for most rankings that reflect job market outlook and most valuable degrees. This growth also restates the need for our faculty to stay current with progress in the discipline as well as work on the opening and development of labs where our students can work on similar environments as the ones that they will face once moving into the workforce.

One of the main goals for the Department for the year was to "make a more concentrated effort to spur Department research" (Annual Report 2010-2011). To that extent many department members participated in our bi-weekly seminars, collaborated with other departments in research and grants proposals, and worked on partnerships with external organizations and funding agencies. The Department also worked on improving its research infrastructure by opening its first new laboratory in more than fifteen years: the CS ST&R lab, for Scalable Technologies and Research. The goal of that lab is to provide a platform for faculty and students to work on cutting edge applications that could be implemented in multiple platforms and devices

As we move into a world where people are more "connected", with applications of Computer Science that can be used in almost any field of life, the Computer Science Department will continue to augment its teaching and research capabilities to better

serve the needs of our student population, our university community and our society in general.

Department/Faculty Achievements

The academic year 2011-2012 set a new high for the Department in term of faculty participation in academic and research proposals. Faculty members were integral part of new multidisciplinary initiatives, collaborative grant submissions, and activities geared towards the general community. A new book, book chapters, journal papers and participation in reviewing panels and boards highlighted an increased exposure that is already showing benefits to our student body. Many students were placed on internships for the summer of 2012, with INTEL and GOOGLE being part of their top destinations.

In terms of academic initiatives, professors **Iacobelli** and **Sztainberg** participated in the formulation of a proposal for a new Digital Humanities major headed by the English department. Professor **Iacobelli** also started collaborative work with faculty of the Linguistics program and is planning new collaborations with the department of Psychology.

Two grant proposals were submitted to the *National Science Foundation (NSF)* under the leadership of professor **Sztainberg**. One of the proposals, *Noyce Scholars*, will fund the development of a teachers' track for current certified teachers and will provide scholarships for future students of that track. The second proposal, in partnership with the Chicago Teachers Center (CTC), *CE 21*, will provide support for summer programs for Middle and High School students from the Chicago Public School System. These programs aim to increase student interests in choosing Science and Technology majors (STEM) for their college degrees. A proposal was submitted to the *National Institute of Health (NIH)* under the *MARC* framework. Professor **Iacobelli** was part of the submission group. The aim of the proposal is to prepare underrepresented students to succeed in biomedical majors and careers.

With the intent of extending the Department's exposure with funding agencies and potential partners, professors Iacobelli and Sztainberg were invited to a workshop of the *NSF* funded *Minority Serving Institution – Cyberinfrastructure Empowerment Coalition (MSI-CIEC)* and professor **Sztainberg** attended an *NSF* meeting for the *Computing Education for the 21st Century (CE21)* funding initiative. Professors **Iacobelli** and **Sztainberg** worked during the academic year to strengthen the Department links to the *Society for Advancement of Chicano and Native American in Sciences (SACNAS)* and the *Computing Alliance for Hispanic Serving Institutions (CAHSI)*. Both groups are great supporters of resources for underrepresented students, and will help with recruitment, retention and graduation efforts of the Department.

For the first time this past year, the Computer Science Department was represented in two activities that are destined to the general community. Professor **Iacobelli** lead a workshop at the *NEIU Empowerment Through Technology Day (NETT 2.0)*. Professors **Iacobelli** and **Sztainberg** were part of the organizing committee for this

event. Professor **Sztainberg** was a panelist and professor **Iacobelli** a moderator for a panel in the context of *NEIU Money Smart Week*. Both events had participation from outside the university community, extending the visibility and reach of the Department.

Professor **Neapolitan** had a new book published, *Contemporary Artificial Intelligence*, a book chapter in *The Oxford Handbook of Probability and Philosophy*, and a second chapter in *Probabilistic Graphical Models for Genetics*. Professor **Iacobelli** had a book chapter in *Information finding with robust entity detection. the case of an online news reader in Human-Computer Interaction: The Agency Perspective*, and a peer reviewed paper in the *proceedings of the Workshop on Machine Learning for Affective Computing at the Affective Computing and Intelligent Interaction (ACII 2011)*.

Professor **Georgakis** received an award from the NSF ADVANCE project, “*Advancing the Careers of Women in Science, Technology, Engineering, and Mathematics at Predominantly Undergraduate Institutions through Professional Networks*.” Professor **Georgakis**, along with professor **Srinivas**, from the Department of Physics, will represent NEIU at a series of annual workshops and initiatives to increase women participation in STEM careers.

I. Assessment

The Assessment report and the strategic plan developed in the year 2010-2011 served as the main guidelines for a comprehensive curricular transformation at the undergraduate level. The Curriculum Committee worked on the redefinition of our major’s concentrations into three options: *Information Technology, Computer Networks and Security*, and *Computer Science*. Course content and pre-requisites were revisited for our core courses and some of the elective courses. New courses were developed to extend the reach of each concentration. The curriculum committee expects to perform a similar task during the year 2012-2013 for our graduate curriculum.

The Department’s Advisory Board held its annual meeting November 22, 2011. The Board was established in 2001 with the goal of providing guidance on curricula. The Advisory Board is a community-based focus group, consisting of individuals in computer-related positions in large companies throughout the Chicago area. These companies include Walgreen’s, AON Company, United Airlines, Harris Bank, Discover, Blue Cross Blue Shield, and Microsoft. Many Board members are Alumni from the Department. The Advisory Board gave its approval to the proposed undergraduate curriculum and was very enthusiastic about helping the Department increase its internship program. The goal of this program is to increase student exposure and preparedness for current workforce conditions and demand.

The Department’s Alumni Panel was held on April 29th, 2012. While the goal of the panel is to give an opportunity to our current students to learn and network with Alumni, the Department organizes an informal reception before the event to informally discuss with our Alumni the Department’s plans.

II. Program Plan

A. Long term goals

The Department's long term goal is to provide an environment where our students can attain their career goals by being exposed to the fundamentals and best practices of the field. To maximize the ability of achieving this goal the academic curriculum, faculty research portfolios and Department's facilities must be aligned.

In line with the Department's Strategic Plan, Assessment Report, and feedback from the Advisory Board and Alumni Panel a new curriculum was developed for the undergraduate program. This curriculum is presented at the end of this report. A similar revision will be performed in the year 2012-2013 for the Graduate program.

Our program review in 2010 recommended that "the Department should strive to make the CS Department the center of a dynamic university curriculum." In line with that recommendation the Department will continue to explore partnerships with other departments and programs. A new academic proposal with multiple departments, headed by the English Department was presented to the College of Arts and Science Dean's Council

To highlight the research portfolio of our faculty the Computer Science Seminar hosted many department members as regular presenters. Many external professionals completed a diverse set of presentations with a breadth of content that extended throughout multiple areas of the field. In the context of a faculty search, students attended presentations from each of our candidates generating new expectations for the future of student research at the Department.

The Department had an increase in participation in activities organized by the Student Center for Science Engagement at NEIU, as well as collaboration in university-wide activities like the NETT 2.0 day, the Money Smart Week series of talk, and the faculty research symposium. This increase in participation generated more exposure to prospective students that might find the transformation that the Department is undergoing appealing thus ratifying the appropriateness of the long term direction that the Department is undertaking.

B. Program Plan Requirements/projected needs

1. Faculty

Professors **Neapolitan**, and **Naimipour** retired from the Department in June of 2012. Professor **Neapolitan** was the Chair of the Department for more than a decade. With their retirement the number of faculty retired from the Department since 2008 reached more than half of the Department's tenured and tenure-track field (six faculty retired altogether). Professor Iacobelli joined the Department in fall of 2011. Two new junior faculty members will join the Department in the year 2012-2013, Rachel Adler and Aron Culotta. With their addition the tenured and tenure-track count will stand at eight.

With enrollment levels in a steady growth pattern (a total of 30% growth for the past two years) the Department faces a challenge in terms of providing appropriate support

to our students. Instruction can be supplemented with the support of a strong group of instructors and professional adjuncts. In research and career mentoring and opportunities the expectations rely mainly on the shoulders of the tenured and tenure-track faculty. At the graduate level this expectation is already compromised as the number of students that require mentoring for their final projects or theses is putting too much pressure on advisors that have to take on more students than what would normally be recommended.

2. Equipment

The Department opened its newest lab in the spring of 2012. The *CS ST&R: Scalable Technologies and Research* lab aims to give our majors the opportunity to develop applications that can be implemented in multiple devices. From simple mobile applications to strong programs that could be accessed using different tools, students will have the chance to design and test technologies that are at the forefront of both research and current business developments.

The opening of the *CS ST&R* lab should serve as an incentive and blueprint for other labs for the Department. Areas like Artificial Intelligence, Human Computer Interaction, and Network Security will benefit from well equipped capabilities where students can put into practice the concepts that they work on their curriculum. Given the access that today's students have to laptops and other mobile devices, the main need for our labs is mostly a dedicated space and a modest budget for computer servers that would support the students' work.

III. Accomplishments

A. Faculty Research/Creative Activities

Albright, James.: Presidential Lifetime Volunteer Service award for providing over 4,000 hours of volunteer community service

1. Books, National/International Exhibitions or Performances:

Neapolitan, R.E., and X. Jiang, *Contemporary Artificial Intelligence*, Taylor and Francis, Boca Raton, FL, 2012

2. Book Chapters, Regional Exhibitions or Performances

Jiang, X. and **R.E. Neapolitan**, "Scoring and Searching Bayesian Network Models of GenePhenotype Association," to appear in Sinoquet C, and R. Mourad (Eds.): *Probabilistic Graphical Models for Genetics*, Oxford University Press, 2012

Francisco Iacobelli, Nathan Nichols, Larry Birnbaum and Kristian Hammond, "Information finding with robust entity detection. The case of an online news reader," to appear in M. Zacarias and J. Valente de Oliveira (Eds.): *Human-Computer Interaction:*

The Agency Perspective, Springer, 2012.

3. Articles and Abstracts, Local Exhibitions or Performances:

Francisco Iacobelli, Alastair Gill, Scott Nowson and Jon Oberlander (2011). "Large Scale Personality Classification of Bloggers." In proceedings of the *Workshop on Machine Learning for Affective Computing*, 2011.

4. Conference Presentations, Group Shows

Francisco Iacobelli, Alastair Gill, Scott Nowson and Jon Oberlander (2011). "Large Scale Personality Classification of Bloggers." At the *Affective Computing and Intelligent Interaction (ACII 2011)*, Oct 9-12, 2011

5. Service

Iacobelli, Francisco

- Reviewer for EMNLP: Empirical Methods in Natural Language Processing, 2012. This is peer-reviewed conference sponsored by the association for computational linguistics since 1996.

Neapolitan, Richard

- Served on the Editorial Board of *Intelligent Decision Technologies*, an International Journal.

Sztainberg, Marcelo

- Served as Ambassador and Faculty mentor in the SACNAS Annual Meeting, San Jose, CA, October 2011.
- Member of the planning committee for CAHSI activities for the SACNAS Annual Meeting, Seattle, WA, October 2012

Tracy, Kim

- ABET Computing Accreditation Commission Commissioner – Voted on decisions for all computing program accreditations done by ABET (CS, IT, and IS).
- Served on the Editorial Board of *IEEE Potentials Magazine*.
- Member of Infragard (a partnership with FBI for protection of nation's infrastructure).

COMPUTER SCIENCE

Assessment Report 2011-2012 (Undergraduate Curriculum)

Submitted by Marcelo Sztainberg, Chair.

This curriculum has been proposed and is currently being presented to the appropriate Academic Governance bodies. Some of the courses have been already approved. The new curriculum will be fully implemented by the spring semester of 2013.

Major in Computer Science for the Bachelor of Science Degree (48 credit hours)

Required Core Courses (24 credit hours) –

All undergraduate students majoring in Computer Science must complete the following:

CS 200 Programming I

CS 201 Discrete Structures

CS 207 Programming II

CS 301 Computer Organization

CS 304 Data Structures

CS 308 Operating Systems

CS 319 Fundamentals of Software Engineering

CS 324 Intro. To the Design of Algorithms

CS majors must complete course work for one of the following major concentrations. Each concentration has a set of three required courses, three electives from a group of courses that is specific to the concentration, and two electives from the rest of the program.

Information Technology Concentration

Required (9 credit hrs):

CS 315 Data Base Management

CS 331 Computer Networks

CS 339 IT Project Management (new course)

Three courses (9 credit hrs), chosen from the following:

CS 300 Client Side Web Development

CS 310M Tpcs: Mobile Applications

CS 321 Server Side Web Development

CS 334 Open Source Systems

CS 335 Artificial Intelligence

CS 360 Cyber Security

CS 346 Business Intelligence (new course)

CS 342 Human Computer Interaction (new course)

Other electives, any two 300-level CS courses (6 credit hrs).

Computer Networks and Security Concentration

Required (9 credit hrs):

CS 331 Computer Networks

CS 355 Cryptography

CS 360 Cyber Security

Three courses (9 credit hrs), chosen from the following

CS 315 Data Base Management

CS 323 Cyberlaw

CS 334 Open Source Systems

CS 345 Network Security

CS 346 Business Intelligence (new course)

CS 344 Computer Systems Administration (new course)

CS 341 Parallel Computing and Distributed Systems (new course)

CS 361 Secure Programming and Testing (new course)

Other electives, any two 300-level CS courses (6 credit hrs).

Computer Science Concentration

Required (9 credit hrs):

CS 307 Programming Languages

CS 325 Automata, Languages, and Theory of Computation

CS 335 Artificial Intelligence

Three courses (9 hrs), chosen from the following

CS 315 Data Base Management

CS 331 Computer Networks

CS 334 Open Source Systems

CS 340 Computer Graphics

CS 355 Cryptography

CS 342 Human Computer Interaction (new course, F. Iacobelli)

CS 343 Natural Language Processing (new course, Fr. Iacobelli)

CS 341 Parallel Computing and Distributed Systems (new course)

Other electives, any two 300-level CS courses (6 credit hrs).

EARTH SCIENCE

Annual Report 2011-2012

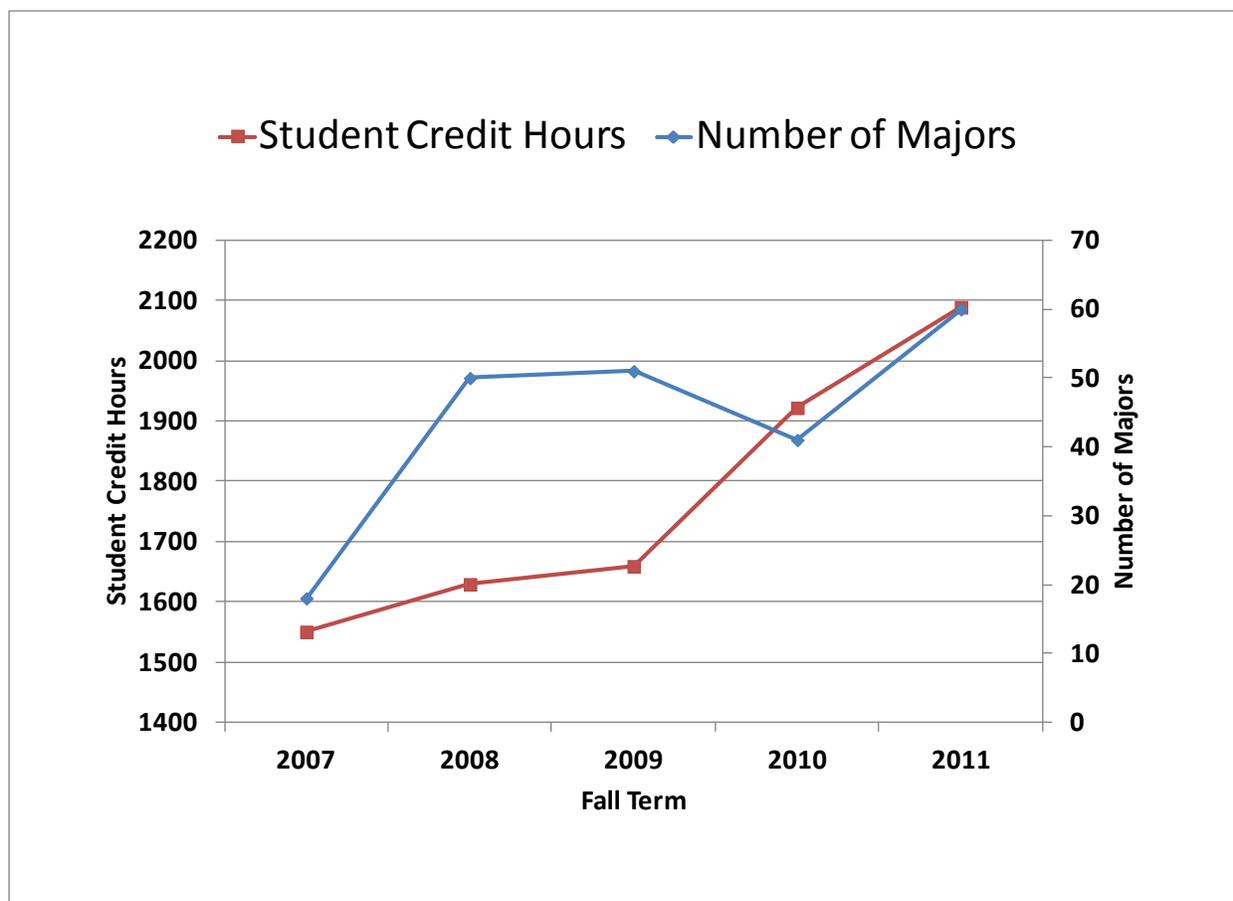
Submitted by Kenneth Voglesonger

Executive Summary

In 2011 – 2012, the Earth Science Department experienced a growth in the number of majors, continued to work towards the implementation of curriculum revisions, worked on the implementation of external grants, sought additional external funding, was involved in college and university-wide initiatives, built on partnerships with other universities and government agencies, and involved students in numerous research and internship opportunities.

The department continued to make progress towards streamlining and modifying our curriculum to focus on the field of Environmental Geology. Our curriculum revisions are nearly complete, and propose a Bachelor of Science in Environmental Geology, a minor in Environmental Geology, and a minor in Geology. In the past year, we have focused on removing outdated courses, updating prerequisites for our existing courses, and finalizing course proposals for new courses in Mineralogy and Petrology, Field Methods in Environmental Geology, and Sedimentation and Stratigraphy. We have worked to develop a curriculum that will provide our students with a foundation in basic geologic principles that will prepare them for the variety of opportunities within the geosciences (e.g. careers or graduate studies), while providing a focus on Environmental Geology that is especially relevant to students in our urban environment. Along with these curriculum revisions, we have developed a plan to change the name of the department to Geological Sciences. This new name more accurately represents the department, and it is hoped it will attract more students and more applicants in faculty searches. This new focus and name will also better support the proposed interdisciplinary major in Environmental Science.

As the Earth Science Department has grown over the past 4 years, the faculty and students have worked to develop a sense of excitement about our program, and to increase the visibility of Earth Science on campus. Thanks to the hard work of the entire department, the number of majors and enrollments in the 2011 – 2012 academic year has continued to increase. By the fall of 2011 the number of declared Earth Science majors rose to 60, representing a 233% increase in the past 5 years. Enrollments have also grown over the past year, as shown in the figure below.



Members of the department continued to offer our newest First Year Experience (FYE) course: Muddy Waters, Chicago's Environmental Geology. This course is part of a program funded by the Opportunities for Increasing Diversity in the Geosciences program, funded by the National Science Foundation. This \$189,145 grant supports the development and implementation of a course focused on exposing first-year students to the relevance and importance of environmental geology in the urban environment through hands-on field and laboratory experiences dealing with water quality and soils. In the fall of 2011, two sections of this course were offered, and one section was offered in the spring of 2012.

During the summer of 2011, members of the department also continued work on the \$250,000 United States Department of Agriculture (USDA)-funded *Targeted Investigations of Earth Resources Related to Agriculture (TIERRA)* project. This 10-week experiential research experience for students following their first year at NEIU recruits students from the two Earth Science First Year Experience courses, and offers them a paid opportunity to complete a research project, visit professionals working for USDA in the field of soil science, visit potential graduate schools, learn the connections between STEM fields and agriculture and be exposed to the importance of agriculture in their everyday lives. Thirteen students participated in the project in the summer of 2011, which resulted in 10 presentations at local and national conferences. Out of the 13 participants in the first year of this project, 8 of them are Earth Science majors. Three

of these students went on to participate in USDA related internships in the summer of 2012. There are 16 students participating in the project in the summer of 2012, and all of them have submitted abstracts to present their research at the National Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) Conference in the fall of 2012.

The synergy between the Earth Science FYE courses and the *TIERRA* project focuses on increasing diversity within the geosciences, and within the geosciences/agricultural workforce. Assessment of the results of these projects is currently underway, and the results from the first year were presented at the National Geological Society of America (GSA) Conference in the fall of 2012. We are currently collecting data on the second year, and the results will again be presented at the 2012 GSA Conference.

Faculty in the Earth Science department, along with colleagues in the Mathematics, Chemistry, and Biology Departments continued their work on the \$250,000 USDA funded project *Collaborations for Retention in Environmental and Agricultural Research (CREAR)*. Along with colleagues at the College of Agriculture, Consumer, and Environmental Sciences at the University of Illinois at Urbana-Champaign (UIUC), the project funded NEIU students majoring in either Chemistry, Earth Science, Biology, or Mathematics to participate in research opportunities in Agricultural and Environmental Sciences, and to help all NEIU majors in these four areas successfully apply for internships, jobs, and graduate school in Agricultural and Environmental Sciences.

A National Aeronautics and Space Association (NASA) grant was also funded to a member of the department. In conjunction with the NASA Astrobiology Institute and the NASA Minority Research Institute Program, \$10,000 was awarded to one faculty member and two students to study the composition of the atmosphere on the early Earth in conjunction with colleagues from the University of Madison-Wisconsin. This work was also supported in part by the Student Center for Science Engagement (SCSEs).

Additional sources of external grant funding were also sought during the 2011 – 2012 academic year. These include a USDA proposal entitled *TIERRA NUEVA* for \$300,000, which proposed to build upon the work of the *TIERRA* project, with a focus on water resources as well as soil science (not funded). A resubmission of a proposal to the USDA Multicultural Scholars Program is currently being written, which focuses on providing scholarships and experiential learning opportunities to students that will major in either Earth Science or Chemistry, while minoring in the other discipline. The goal of this proposed project is to provide students with the necessary training in the field of water resources so that they can enter the workforce of the USDA in this critical area of natural resource conservation.

Members of the faculty are very active in the development and submission of externally funded projects, primarily focusing on providing our diverse student body with opportunities to further their education in STEM fields, and giving them the skills required to compete for careers in STEM. During these times of budget uncertainties, these externally funded projects have provided the department a means to connect our students with these opportunities, and the results are shown in the expectation of our

students to participate in internships, research opportunities, and other experiential learning programs during their time at NEIU. During the summer of 2012, nine Earth Science majors are enrolled in internships or research opportunities at other universities or government agencies, and two of them are currently involved in research based on campus.

Internally funded research was also active in the department during the 2011 – 2012 academic year. Three projects were funded by the SCSE in the summer of 2011. These included one faculty member and 6 students, and individually focus on the atmospheric composition of the early Earth; the igneous petrology and geochemistry of the Judith Mountains, Montana; and the igneous petrology and geochemistry of the Rattlesnake Hills, Wyoming. In the summer of 2012, one project was funded through the SCSE to support work on carbonatite magmas and the source and evolution of carbon dioxide in the Earth's atmosphere. This grant supported one faculty member and two students, and resulted in a student presentation at the NASA Astrobiology Science Conference in the spring of 2012.

We continued to develop external collaborations with the College of Agricultural, Consumer, and Environmental Sciences at UIUC by working with them to involve our NEIU students in their proposed projects, and by providing letters of support for their proposals aimed at improving participation of minority students in STEM fields. We developed a new collaboration with the USDA National Soil Erosion Research Laboratory, located at Purdue University, where four Earth Science majors participated in a 10-week internship during the summer of 2012.

Outside of faculty achievements, this has been an excellent year for our students. We have one graduate who is pursuing an advanced degree at the University of Missouri. As stated above and shown in the section on student achievements, many of our students are participating in research opportunities or internships, and have made numerous research presentation over the past two years (including two award winning presentations). The Earth Science Club continues to be a driving force within the department. They hosted guest speakers from UIUC and Northern Illinois University, held numerous fundraising events, and spent their spring break on a field trip to southern Missouri. The development of an active student club has been very important in the recruitment of students to the department, and in increasing the visibility of our department to the student body.

Members of the department continued to be deeply involved with the SCSE, FYE, and in the development of an interdisciplinary Environmental Science major at NEIU.

In summary, the Earth Science Department has had an excellent year, and will continue to work towards the revision of our curriculum, increasing the number of majors and enrollments, securing external funding to support our work, and developing a vibrant and successful program.

HONORS AND AWARDS

Duke, Genet I. Continued Honorary Fellow Position at the University of Wisconsin-Madison.

Duke, Genet I. Continued Research Fellow of the NASA Astrobiology Project-Minority Institution Research Support (NAP-MIRS) Program.

I. Assessment

As the Earth Science works towards the completion of the revision of our curriculum and degree programs, we are also planning on revising our assessment plan. We are planning to move away from an informal portfolio-based assessment program wide assessment to a more formal, quantitative method for the assessment of our program goals and learning outcomes.

II. Program Plan

A. Long term goals

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

- 1) Continue to work to implement curricular changes in support of the department focus on Environmental Geology.
- 2) Streamline electives and upper division courses to better serve our students.
- 3) Revise our current curriculum to better harness the expertise of the faculty, to support the new focus of the department, and to provide our students with a set of distinctive and useful courses.
- 4) Develop a systematic assessment plan for the program.
- 5) Continue efforts to recruit and retain more students, with particular efforts to increase student diversity within the department.
- 6) As the department continues to strive and flourish, work to secure additional tenure-track faculty positions to support our recent and future growth.
- 7) Continue to secure external funding to support student centered programs focused on research opportunities and career development.

B. Projected needs

1. Faculty: As the new focus of the department is further developed, our course offerings are expanded, and as our number of majors continues to increase, additional faculty hires are needed to strengthen the breadth of faculty areas of expertise, to allow the department to offer an appropriate variety and scope of elective and required courses to our majors, and to increase our ability to serve the general education and FYE programs. As of spring 2012, we have three tenured/tenure-track faculty. As of the fall of 2011, only 29% of our course sections were taught by tenured or tenure track faculty. Given that our number of majors (declared and intended) has risen dramatically and continues to rise, new hires are required to support this increase. As our department continues to increase enrollment, focus and develop new curriculum, participate in interdepartmental collaborations, participate in college and university level committees

and initiatives, and secure external grant funds, it is evident that the number of tenured and tenure-track faculty members is insufficient to comprise a “critical mass” required to support service obligations necessary to maintain the functioning of the department within the larger institutional context, actively recruit students, conduct research (both within the department and in collaboration with colleagues outside the department), advise students, and keep up with the day-to-day tasks of running the department. The additional new faculty would allow us to better distribute these responsibilities, as well as allow us to focus more on the urgent tasks of curriculum revision, student recruitment and retention, and the development of an assessment plan. Currently, participation in activities outside of those absolutely critical to the department is difficult, due to the fact that the number of tenure-line faculty is small, and we are over-extended with our departmental and other service obligations.

2. **Equipment:** The Earth Science Department needs to update equipment relevant to the study of Environmental Geology 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 controlled by out-of-date software installed on an out-of-date computer. X-ray diffraction is a fundamental tool 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. While they teach students the basics of these concepts, they do little to prepare them for the advanced equipment that they will be exposed to in their careers and in graduate schools.

3. **Other Resources:** 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 have arisen 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 expand and flourish.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances: Earth science faculty members are indicated in bold.

Duke, Genet Ide, R.W. Carlson., C.D. Frost. 2012. *Linear Trend of Mid-Continent Alkaline Volcanism, USA: Slab Edge Focus*. Abstracts of the Goldschmidt Meeting.

Duke, Genet Ide. 2012. *Implementation of Astrobiology Research at a Hispanic Serving Institution (HSI) in Chicago via the NAI-MIRS Program*. Abstracts of the NASA Astrobiology Science Conference.

Loubere, P., **Fariduddin, Mohammad**, Richaud, M. 2011. *Glacial marine nutrient and carbon redistribution: Evidence from the tropical ocean*. *Geochemistry, Geophysics, Geosystems*, 12: 11 pp.

Voglesonger, Kenneth, Hemzacek, Jean, Sanders, Laura. 2011. *Engaging Early Career Undergraduates in the Geosciences through Field and Research Activities*. Abstracts of the National Geological Society of America Meeting.

2. Conference Presentations, Group Shows: Earth Science faculty members are in bold.

Fariduddin, Mohammad. *Surface Ocean Productivity and the Response of Deep-Sea Benthic Foraminifera: A Tool for Paleoclimatic Studies*. Presented to the Geology Department, University of Karachi. Summer 2011. Karachi, Pakistan.

Duke, Genet Ide, R.W. Carlson., C.D. Frost. *Linear Trend of Mid-Continent Alkaline Volcanism, USA: Slab Edge Focus*. Presented at the V.M. Goldschmidt Conference, June 26th, 2012. Montreal, Canada.

Duke, Genet Ide, Carlson, R.W., Frost, C.D. *Continent-scale Linearity of Kimberlite Carbonatite Magmatism, North America – Hot Spot or Not?* Presented to the Department of Earth and Environmental Sciences, University of Illinois – Chicago. January 26th, 2012. Chicago, IL.

Duke, Genet Ide. *Implementation of Astrobiology Research at a Hispanic Serving Institution (HSI) in Chicago via the NAI-MIRS Program*. Presented at the NASA Astrobiology Science Conference, April 16th-20th, 2012. Atlanta, GA.

Voglesonger, Kenneth, Hemzacek, Jean, Sanders, Laura. *Engaging Early Career Undergraduates in the Geosciences through Field and Research Activities*. Presented at the National Geological Society of America Conference, October 9th – 12th, 2012. Minneapolis, MN.

Voglesonger, Kenneth, Hemzacek, Jean, Sanders, Laura. *TIERRA (Targeted Investigations of Earth Resources Related to Agriculture): Research Experiences for First Year Undergraduates in the Geosciences*. Presented at the National Institute on Food and Agriculture Project Directors Conference and Workshop, May 30th – June 2nd 2012. Edinburg, TX.

3. Funded grants: Earth Science Faculty members are indicated in bold.

PI **Genet Duke** NASA/Astrobiology Institute (NAI-MIRS) Faculty Incentive Grant. \$10,000.

Funded Grants Ongoing:

PIs **Laura Sanders, Jean Hemzacek, Ken Voglesonger** Project TIERRA: Targeted Investigation of Earth Resources Related to Agriculture. U.S. Department of Agriculture Hispanic-Serving Institutions Higher Education Program. \$248,000.

PD Nancy Wrinkle, Co-PDs Ana Fraiman, Pamela Geddes, **Jean Hemzacek**, and **Laura Sanders**. Collaboration and Retention in the Environmental and Agricultural Research. U.S. Department of Agriculture Hispanic-Serving Institutions Higher Education Program. \$298,000.

PIs **Laura Sanders, Jean Hemzacek, Kenneth Voglesonger**. Enriching the First-Year Experience for Students at an Urban Hispanic-Serving Institution through Peer Mentoring and Active Inquiry: A Track 1 Project. National Science Foundation, Opportunities for Enhancing Diversity in the Geosciences. \$189,145.

4. Service

Duke, Genet, I.

Reviewer, National Science Foundation Division for the Petrology and Geochemistry Division.

Poster Judge, V.M. Goldschmidt Conference, June 26th, 2012. Montreal, Canada.

Sanders, Laura L.

Book editor, Ground Water (term finished Dec 31, 2011).

Editorial review board, Journal of the American Water Resources Association.

Chicago Teacher Partnership Project. Science Workgroup Member. Project partners include NEIU, National-Louis University, Loyola University, and the University of Illinois at Chicago.

Voglesonger, Kenneth M.

Poster Judge, National Meeting of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) National Meeting, October 27th – 31st, 2011, San Jose, CA.

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications. Earth Science majors are marked in bold, Earth Science Faculty are marked with an asterisk.

Barkstrom, Dylm, Elexius Thompson, Juan Torres, Laura Sanders*, Jean Hemzacek*, Kenneth Voglesonger*. *Investigation of a possible ancient beach deposit within soil in an urban nature center*. NEIU Student Center for Science Engagement Research Symposium, September 16th, 2011, Chicago, IL.

Barkstrom, Dylm, Elexius Thompson, Juan Torres, Laura Sanders*, Jean Hemzacek*, Kenneth Voglesonger*. *Investigation of a possible ancient beach deposit*

within soil in an urban nature center. National Meeting of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) National Meeting, October 27th – 31st, 2011, San Jose, CA.

Calderon, Cindy, Justin Mackey, Genet Ide Duke*. *Petrology and Geochemistry of the Rattlesnake Hills Alkalic Igneous Intrusive Complex.* 20th Annual NEIU Research and Creative Activities Symposium, April 13th, 2012, Chicago, IL.

Gammel, Elizabeth and Genet Ide Duke*. *Petrology and Geochemistry of the Judith Mountains Alkali Igneous Center, Montana, USA.* National Geological Society of America Conference, October 9th – 12th, 2011, Minneapolis, MN.

Gammel, Elizabeth, Genet Duke*. *Petrology and geochemistry of the Judith Mountains alkalic igneous center, Montana.* National Meeting of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) National Meeting, October 27th – 31st, 2011, San Jose, CA. **Award Winning Presentation**

Herrera, Yesenia, Patricia Jaimes, Colleen Schwartz, Laura Sanders*, Kenneth Voglesonger*, Jean Hemzacek*. *Variation of Soil Physical Properties within a Soil Series across Prairie and Woodland Ecosystems.* NEIU Student Center for Science Engagement Research Symposium, September 16th, 2011, Chicago, IL.

Herrera, Yesenia, Colleen Schwartz, Patricia James, Laura Sanders*, Jean Hemzacek*, Kenneth Voglesonger*. *Variation of soil physical properties within a soil series across prairie and woodland ecosystems.* National Meeting of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) National Meeting, October 27th – 31st, 2011, San Jose, CA.

Jaimes, Patricia, Colleen Schwartz, Yesenia Herrera, Laura Sanders*, Jean Hemzacek*, Kenneth Voglesonger*. *Variation of soil physical properties within a soil series across prairie and woodland ecosystems.* 2012 Spring Symposium and Student Research in STEM, IL-LSAMP, February 3-4, 2012, Chicago, IL. **Award Winning Presentation**

Mackey, Justin, Cindy Calderon, Kyle McNamara, Genet Ide Duke*. *Petrology and Geochemistry of the Rattlesnake Hills Alkalic Intrusive Complex.* NEIU Student Center for Science Engagement Research Symposium, September 16th, 2011, Chicago, IL.

Mackey, Justin, Genet Ide Duke*, **Cindy Calderon, Kyle McNamara.** *Petrology and geochemistry of the Rattlesnake Hills Alkalic Intrusive Complex.* National Meeting of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) National Meeting, October 27th – 31st, 2011, San Jose, CA.

O'Hara, Sean and Genet Ide Duke*. *Stable Isotope Fractionation in Carbonatites from Proterozoic to Recent: Tracking the Mantle Evolution of CO₂.* National Meeting of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) National Meeting, October 27th – 31st, 2011, San Jose, CA.

O'Hara, Sean, Yesenia Herrera, Genet Ide Duke*. *Constraints on Carbon and Oxygen Isotope Fractionation in Carbonatites: Tracking Evolution of CO₂*. NASA Astrobiology Science Conference, April 16th – 20th, 2012, Atlanta, GA.

Park, Jenny, Krystina Gomez, Laura Sanders*, Jean Hemzacek*, Kenneth Voglesonger*. *Organic and biological differences in soils*. NEIU Student Center for Science Engagement Research Symposium, September 16th, 2011, Chicago, IL.

Park, Jenny, Krystina Gomez, Laura Sanders*, Jean Hemzacek*, Kenneth Voglesonger*. *Organic and biological differences in soils*. National Meeting of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) National Meeting, October 27th – 31st, 2011, San Jose, CA.

Probst, Tiffany, Nathan Leonard, Eric Allen, Laura Sanders*, Jean Hemzacek*, Kenneth Voglesonger*. *Variation of soil chemistry within a soil series across ecosystem types*. NEIU Student Center for Science Engagement Research Symposium, September 16th, 2011, Chicago, IL.

Probst, Tiffany, Nathan Leonard, Eric Allen, Laura Sanders*, Jean Hemzacek*, Kenneth Voglesonger*. *Variation of soil chemistry within a soil series across ecosystem types*. National Meeting of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) National Meeting, October 27th – 31st, 2011, San Jose, CA.

Schwartz, Colleen, Patricia Jaimes, Yesenia Herrera, Laura Sanders*, Kenneth Voglesonger*, Jean Hemzacek*. *Variation of Soil Physical Properties within a Soil Series across Prairie and Woodland Ecosystems*. 20th Annual NEIU Research and Creative Activities Symposium, April 13th, 2012, Chicago, IL.

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

Anthony Barkan and Stephanie Hennelly: Summer Research Opportunities Program in the Department of Geology at the University of Illinois at Urbana Champaign (Summer 2012).

Dyln Barkstrom, Cindy Calderon, Colleen Schwartz, and Brianne Yarger: Internships with the National Soil Erosion Research Laboratory, Purdue University (Summer 2012).

Elizabeth Gammel: (Earth Science 2012 graduate): Accepted in the Masters Program in the Department of Geology at the University of Missouri.

Elizabeth Gammel: (Earth Science 2012 graduate): Recipient of the Exxon/Mobil Field Camp Scholar Award.

Magdalena Gorczynska: Internship at the Field Museum, Chicago (Summer 2012).

Nimbus Shrestha: Internship with the National Resource Conservation Service (Summer 2012).

Patricia Jaimes: Internship with the College of Agricultural, Consumer, and Environmental Sciences, University of Illinois at Urbana-Champaign (Summer 2012).

C. Alumni News

Jeffrey Havey (B.S. Earth Science, 2011): Employed with the Student Conservation Association.

Robert Drapeau (B.S. Earth Science, 2011): Currently Enrolled in the Masters Program in the Department of Renewable Resources at the University of Wyoming. Recently received his license as an Associate Soil Scientist.

Megan Murphy (B.S. Earth Science, 2011): Currently enrolled in the Masters Program at the State University of California – Fullerton. Recently completed a trip to Thailand to conduct research related to her Master's Thesis.

Mike Bryant (B.S. Earth Science, 2004): Employed with the United States Environmental Protection Agency, working with sediment contamination within the Great Lakes.

ECONOMICS

Annual Report 2011-2012

Submitted by Mike Wenz

Executive Summary

The Department of Economics continued to grow in 2011-12, reaching 111 majors and seeing over 40 students graduate. We bid farewell to Dr. Edward Stuart, who retired after 26 years but will continue on as Professor Emeritus. We also conducted a successful search and welcome Dr. Scott Hegerty on board this coming fall.

Curricular initiatives included the creation of a new permanent course, Internship in Economics; the elevation of two courses to WIP status—Statistics II and Economic Development; the elevation of Real Estate Economics from Temporary to Permanent status; and the creation of two new temporary courses—Behavioral Economics and Applied Health Economics. In addition, we created and put through governance an Internship course to strengthen links with employers.

The first group of inductees into Omicron Delta Epsilon, our newly revived honor society, had a successful and active year, highlighted by the Economics and Business Forum. We welcomed a second class of inductees this February and a new group of officers in April, headed by Chapter President Louie Georgeopoulos. In addition, Dr. Michael Wenz and Dr. Ryan Gallagher led a Research Community with five Economics students that studied Gambling, Employment and Crime, while Dr. Wenz and William Foster, one of our adjunct faculty, are leading a student project studying collusion and institutional structures in the National Hockey League.

Dr. Stuart continued to make myriad television appearances on WGN and WTTW, while Dr. Ciecierski presented her work on tobacco control to the Polish government in Warsaw. Dr. Wenz organized conference sessions on casinos, gambling and economic development at two regional science conferences as well.

I. Assessment

Our primary assessment efforts in 2011-12 involved the construction of an embedded examination in our Principles courses designed to measure increases in student learning over the course of the semester. We implemented this assessment instrument using a pretest and posttest, and found consistent gains across instructors and sections of approximately 25% for the average student. The assessment tool was piloted in 2010-11 with limited success and we made several improvements for 2011-12. We believe we obtained more credible results this time around, and while we expect to make some changes in delivery format for the coming year, the assessment instrument will remain

part of our program. This embedded assessment is a key step toward a comprehensive assessment program.

In addition, the department offered three WIP courses this past year and continues to evaluate the writing progress in accordance with this program.

II. Program Plan

A. Long term goals

The Department plans to continue its efforts to attract students, retain them, and see them into gainful employment and graduate studies. We plan to continue the development of active faculty in research and service, with a goal of transitioning a department entirely constituted of junior faculty through successful tenure progression over the coming years.

The lack of senior faculty in the department presents both opportunities and challenges for the future. The lack of established departmental institutions gives us a largely blank slate to create a dynamic and forward looking program, but there is work to be done on many fronts, including assessment, alumni outreach, job placement, and grant writing, as we have only a few nascent systems in place to address these areas. We have, however, made much progress in a few short years with curricular reorganization and student engagement. Things like the revitalization of the long-defunct honor society, Omicron Delta Epsilon, the initiation of student-centered research projects on casino gambling and on collusion in hockey, the travel study trip to Europe, and expanded advising efforts have all led to an increase in student-faculty interaction. The end result is that 2010-11 (47) and 2011-12 (35 thru May) will exceed the previous record of 29 Economics graduates in a single year.

B. Projected needs

The department welcomes a new faculty member on board in 2012 and seeks one more tenure track position in order to meet our curricular needs. We also expect to need instructors and adjunct faculty as well.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Ciecierski, Christina, Pinka Chaterji, Frank Chaloupka and Henry Wechsler. Do State Expenditures on Tobacco Control Programs Decrease Use of Tobacco Products Among College Students? *Health Economics*, 2011, 20(3): 253–272.

Kurban, Haydar, **Ryan Gallagher**, Gulriz Aytakin Kurban and Joe Persky. A Beginner's Guide to Creating Small Area Cross Tabulations. *Cityscape: A Journal of Policy Research*, 2011, 13(3): 225-235.

Wenz, Michael. Book Review: The Wine Trials 2010. *Journal of Wine Research*, 2012, 22(3): 265-269.

Ciecierski CC, Cherukupalli R, Weresa MA, The Economics of Tobacco and Tobacco Taxation in Poland. Paris: International Union against Tuberculosis and Lung Disease; 2011.

2. Conference Presentations, Group Shows

Ciecierski, Christina and Brian Hitsman, Joseph Kang, Marian Gidea, “Sociodemographic Disparities in Cancer Risk Behaviors among U.S. College Students: Results from the Spring 2008 NCHA”, presented at the 2012 Annual Meeting of the American College Health Association”, Chicago, IL. May 28-June 1, 2012.

Ciecierski, Christina, “Taxes and Prices as Strategies in Tobacco Control”, guest faculty lecture presented for “Global Tobacco: Control and Prevention”, Northwestern University, Chicago, IL. May 9th, 2012.

Wenz, Michael. “The Implicit Price of Casino Gambling,” Southern Regional Science Association Annual Meeting. Charlotte, NC, March 2012.

Gallagher, Ryan. “Cannibalization within the Riverboat Gaming Industry: The Case of Illinois.” Southern Regional Science Association Annual Meeting. Charlotte, NC, March 2012.

Gallagher, Ryan. “Estimating Local Redistribution through Property Tax Funded School Systems.” Mid-Continent Regional Science Association, Detroit, MI, Summer 2012.

Ciecierski, Christina and Michal Stoklosa, “Comparing Methods to Estimate Illicit Cigarette Trade: Evidence from Warsaw, Poland”, presented at the 15th World Conference on Tobacco or Health, Singapore, March 20-24, 2012.

Wenz, Michael. “What Should We Ask Next about Casino Gambling and Economic Development?” Western Regional Science Association Annual Meeting, Kauai, HI, February 2012.

Ciecierski, Christina and Frank Chaloupka, “Increasing Alcohol Taxes and Prices”, presented at the 201 Conference on Evidence-Based Interventions to Reduce Alcohol-Related Harm on College Campuses”, Northwestern University, Evanston, IL. October 25-26, 2011.

Ciecierski, Christina, “Ekonomiczne aspekty palenia tytoniu i opodatkowania wyrobów tytoniowych w Polsce”, presented at the WHO Ministerial Conference on Tobacco Taxation in Poland, Warsaw, Poland. February 8th, 2012.

3. Funded grants

Ciecierski, Christina, Project entitled, “Socio-demographic Disparities in Health Related Behaviors”, Principal Investigator, Northwestern University, Chicago, IL., January – December 2011. Level of funding: \$12,332.00.

Ciecierski, Christina, Project entitled, “Illicit Cigarette Trade in Poland”, Principal Investigator, American Cancer Society. September 2011-August 2012. Level of funding: \$16,000.00

Ciecierski, Christina, Project Pilot entitled, “NU Neighbors: A preliminary study of sociodemographic disparities in cancer risk behaviors among U.S. college students”, Principal Investigator, National Cancer Institute, Year 1: December 2011-November 2012. Level of Year 1 funding: \$17,423.00.

4. Service

Dr. Christina Ciecierski is President-Elect of the Illinois Economics Association.

Dr. Michael Wenz is guest editor for Growth and Change on a special issue on Casinos, Gambling and Economic Development.

Dr. Michael Wenz served on the program committee and as session chair for the Western Regional Science Association and Southern Regional Science Association.

B. Student Achievements

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

Eric Botorff is enrolled in the MA Program in Economics at UIC.

Americo Rodriguez is enrolled in the MA Program in Economics at DePaul University.

Piotr Szymanski is enrolled in the MA Program in Economics at UIC.

EARTH SCIENCE

Assessment Report 2011-2012

Submitted by Ken Vogelsonger

The economics department has a fairly short history of assessment activities based on learning outcome measures. This is a direct result of our relative youth. In 2012-13, the department will be entirely comprised of junior faculty, and the old guard had essentially no systems in place to support assessment. Dr. Wenz attended the CAS Assessment Training workshop in April 2012, which proved to be a big help for a department that has no real, practical experience with assessment. We are pleased to report that we have laid the groundwork for a comprehensive assessment program involving Principles-level students, majors, and graduates, though we still have some distance to go to benchmark results and close the feedback loop.

Our most advanced initiative has been the creation of a course-embedded exam designed to measure the learning growth of our principles students. This is a 25-question exam that includes a section on general economics and a section specific to the course (either Micro or Macro). We give this exam to students in our 215 and 217 courses on the first day of class, then again near the end of the semester and measure student growth. We piloted this program in 2010-11 for the first time, but we did not receive clean results for the retest. In 2011-12, we made a couple of modifications to the process, including making the retest count as a small part of the students' grade. This increased the effort students put forth on the retest and eliminated some obvious problems from the previous year.

The questions chosen on the assessment instrument were based on learning objectives outlined in our program review and are common elements of any standard Principles course and text. These goals are outlined as follows:

Microeconomics

- Demonstrate an understanding of the concepts of scarcity, opportunity cost and the application of marginal analysis when evaluating tradeoffs in the decision-making process.
- Describe the significance of incentives in the decision-making process.
- Explain, based on comparative advantage, how specialization and trade can increase welfare.
- Exhibit an understanding of how markets work to allocate resources including sensitivity to how optimal decision-making of individuals brings about market outcomes.
- Identify various types of market structures and discuss their implications for the allocation of resources. Explain the advantages and potential limitations

of various market types, including conditions under which markets do/do not work.

- Describe the role of public policy in situations where markets fail to perform optimally.

Macroeconomics

- Convert nominal economic data into real terms.
- Explain the structure and performance of the US economy as measured by national income, price indices, and unemployment rates.
- Describe the circular flow of income through the sectors of the economy and the process of the multipliers that influence these flows.
- Analyze aggregate demand and aggregate supply (including short- and long-run comparisons).
- Explain the economics of the current account and the foreign exchange market.

All told, the average student improved from 41.6% of questions correctly answered to 58.8% of questions correctly answered. The table details the results of the assessment surveys for the seven sections taught by returning tenure track faculty:

Section	Pretest	Posttest
200-1	8.5	11.2
215-2	6.8	12.6
215-7	12.8	15.7
217-2	11.6	16.2
217-6	10.7	16.7
217-7	11.8	13.9
217-L18	13.4	16.8
Average	10.8	14.7

The program will be expanded to include sections taught by instructors, and the data will be cataloged going forward.

We expect to make two significant changes to this program going forward. First, we expect to implement this through BlackBoard to make it easier to aggregate data and to dig down and see which questions and which learning objectives are most commonly missed across class sections. Secondly, we expect to administer this exam to our majors in 300-level courses to see how well things “stick” as they move through the program.

Additionally, we for the first time in recent years sent out a targeted message to our alumni. We worked with alumni relations to put together a mailing list and asked for news and status updates in conjunction with our retirement party honoring Ed Stuart. The response was not particularly strong, but we learned a lot about process. We suspect the response was weak because we are so new to NEIU as a faculty, and we have no meaningful connections with all but the most recent two cohorts of graduates. Our efforts have been concentrated more at current students, as we don’t expect to learn much about our program by tracking alumni. Most of our alumni, quite frankly, came

through under an old regime that was fractured and dysfunctional, but we have worked very hard to build a new set of connections to recent students and grads and to build relationships that will allow us to get good responses to surveys in the future. One initiative going forward will be to work with ODE, our student honors organization, to deliver a periodic newsletter to our alumni. We also post regular news to an updated department website and facebook page, and we expect to do a much better job of tracking and contacting alumni going forward. Our expectation is that this will not only get us better data but will serve as a networking tool for future students going forward.

ENGLISH

Annual Report 2011-2012

Submitted by Bradley Greenburg

Executive Summary

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

Department/Faculty Achievements

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

English faculty, as they historically have, continue to serve the university in key leadership roles in the administration, operation, and development of our academic life for students, faculty, the broader university, and public education in the state.

Professor Vicki Byard just completed her fourth year taking part in the administration of a Title V grant geared toward improving student retention by improving student writing. She serves as the Coordinator of the First-Year Writing Program. Vicki also co-chaired the successful search committee for the Director of the

new GLBTQ Resource Center and was chair of the working group that proposed the center. **Professor Kristen Over** has continued her service as administrator of the University Honors Program. **Professor Tim Scherman** completed his tenure as the Chair of the University Planning and Budget Committee; he continues to serve as the university's representative on the Faculty Advisory Council to the Illinois Board of Higher Education. Additionally, **Professor Scherman** was the Organizer and a Panelist for "Are We?: Academically Adrift at NEIU: A faculty panel and discussion," sponsored by UPI and the NEIU Faculty Senate. His presentation was titled, "Drifting and Dreaming (of the easy way out): why academics must respond more forcefully to Arum and Roksa's Academically Adrift." He also presented his research-in-progress project "Uh, Captain?...What Captain? Tracing Misreadings in Oakes Smith's First Indian Novel," for the NEIU English Department's faculty lecture series. **Professor Scherman** also spearheads our departmental assessment efforts. **Professor Christopher Schroeder** volunteers for Literacy Volunteers of Western Cook County. **Professors Tim Barnett, Vicki Byard, and Emily Garcia** played vital roles as faculty in the development of the LGBTQ minor. **Garcia** also played an instrumental role in the development of the Latino & Latin American Studies Major, recognized by her receipt of a course release for next year to develop new courses.

In addition to being outstanding scholars and teachers, English Department Faculty bring to bear their expertise and knowledge on the administration and operation of the university's academic life and demonstrate their commitments to their profession and education at large by generously serving the broader community and social world. In the area of research, many of our faculty are productive scholars and writers, publishing books, articles, book chapters, and book reviews and presenting their research or creative writing at major conferences and literary events. Among this productive group are some stand-outs: **Professor Ryan Poll** published *Main Street and Empire: The Fictional Small Town in the Age of Globalization* (Rutgers University Press, 2012). The book demonstrates scholarship of the highest quality and will launch Dr. Poll into the front ranks of scholars in his field (his blurbs are from the lions of American literary scholarship). He was interviewed about the book and his research on the Milt Rosenberg Show (WGN) for an hour on June 25. **Professor Chielozone Eze** published *Postcolonial Imagination and Moral Representations in African Literature and Culture* (Lanham: Lexington Books, 2011), a sharply critical work on African literature and culture already drawing praise in reviews internationally. **Olivia Cronk** published a book of poetry titled *Skin Horse* (Notre Dame: Action Books, 2012). **Professor Julie Kim**'s edited collection *Murdering Miss Marple: Essays on Gender and Sexuality in the New Golden Age of Women's Crime Fiction* (Jefferson (North Carolina): McFarland, 2012) brings a fresh perspective to a classic topic. **Professor Christopher Schroeder** published a book *Diverse by Design: Literacy Instruction in Multicultural Institutions*, an innovative work undertaking an institutional study of Northeastern's treatment of multicultural issues in the classroom and broader institutional policies and structures. The book was published in 2011 and this year won the Conference on College Composition and Communication 2012 Research Impact Award.

Additionally, as documented below, our faculty have published many articles, book chapters, and literary works in addition to presenting papers at important conferences and events.

- Overall, English faculty are incredibly active in serving the university on a wide range of important committees and governing bodies, including the Faculty Senate, the Faculty Council on Academic Affairs, the College Academic Affairs Committee, the Global Studies Committee, the Fiscal Affairs Committee, the Honors Program, and the University Planning & Budgeting Council, among others.
- **Professor Tim Barnett** advised and grew our chapter of Sigma Tau Delta, the International English Honor Society, which promises to open up many scholarship, internship, and professionalization opportunities for our graduate and undergraduate students. In March 2012, Professor Barnett took three English majors (Patricia Dalinis, Kristina Garcia, and Aaron Leiva) to New Orleans for the National Sigma Tau Delta Conference to present a panel on US Disaster Literature: Natural, Economic, and Emotional. Abstract: *This roundtable will engage the audience in a lively discussion about the importance of discussing and analyzing literature that depicts natural and economic disasters. Such literature draws attention to national catastrophes, becoming the impetus for disaster relief, as well helping those indirectly affected to empathize.*
- **Dr. Ryan Poll** and **Professor Emily Garcia** advised our student-run literary journal ***Seeds***, which has re-vitalized the literary culture on campus and provided valuable experience for our students in the work of editing and print production.

Important Developments in Curricular Reform, Recruitment, and Outreach

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

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

- We offered three summer institutes with the intent of taking advantage of the strengths and interests of our faculty to (1) offer a wider variety of scheduling options for students during the summer, (2) help grow our graduate program and potentially our creative writing program, and (3) publicize our programs and faculty with the objective of not only recruiting students but also of developing long-term partnerships between our graduate programs and local high schools and school districts. The Summer Institutes for 2011 were the following:
 - ***The Summer Creative Writing Institute:*** Brad Greenburg and Olivia Cronk taught an intensive two-week Summer Creative Writing Institute for its fourth year. It met with great interest, enrolling twenty students (with minimal

publicity), and enabled us to feature a strength of our faculty who are creative writers but do not typically have the opportunity to teach creative writing. The students appreciated the different scheduling option, and the department views this summer institute as an offering that helps us recruit students and grow our creative writing program. This class has led us to propose a new BFA program in Creative Writing. Given the high level of student satisfaction and interest this year, we anticipate that through word of mouth and a greater effort to publicize the institute that the enrollments in the institute will grow and our creative writing program will become a centerpiece of our English curriculum. Cronk and Greenburg also put together a slate of local authors, to guest lecture.

- ***The Graduate Summer Institutes: English 409: Community Literacies and English 494: Re-Thinking Race and Gender.*** This year the department continued the Graduate Summer Institute concept, which is largely an effort to develop partnerships with local high schools, given that secondary education teachers constitute a significant constituency our graduate programs serve. We hope to develop custom classes that match the expertise and research interests of our faculty with the professional development needs of faculty in local high school English Departments. This year we began meeting with some high school English Departments and plan to continue this outreach next year. **Professor Tim Barnett's** English 409 course explored the application of academic writing to the public sphere and involved students in the publication *Stateville Speaks*, produced largely by prisoners at Stateville Prison, a publication with which our Justice Studies Department is involved. **Professor Kris Over** paired up with Professor Sarah Hoagland of the Philosophy Department to teach a course on re-thinking race and gender. Both of these courses built relationships with other departments and disciplines in important ways for our students, for our department, and for the university.
- Our Graduate Program this year implemented a substantial revision and overhaul of its MA comprehensive testing structure, allowing students to create under faculty supervision their own areas of concentration which integrate primary readings, important secondary sources, and theoretical readings. This new structure allows students who enter the programs with various goals, such as professional development or preparation for a doctoral program, in a sense to customize the program. We also recognized that any kind of "coverage" of all literary fields and developments is a chimerical goal, so we decided to accentuate the development of critical skills, particularly research skills.
- **Professors Tim Libretti and Christopher Schroeder** offered a team-taught dual graduate/undergraduate course titled "Intro to Literatures and Literacies in a Flat World," which used Thomas Friedman's thesis that Globalization is here and here to stay. Not sure whether they spoke to as many cab drivers as Friedman, but their critique of Globalization's impact on the poor, the disenfranchised, and those unable to participate in this heightened state of capitalism challenged students to reassess and reimagine the world around them, far and near. In addition, **Emeritus Professor Donald Hoffman** returned to

the department to offer “Islamic Literature.” This vital and popular course allowed students to explore the vast literature of the Islamic world as well as film, culture, and even food.

- This year the department stepped up its programming, offering a series of literary and cultural events with the hope of creating a vibrant and creative intellectual atmosphere on campus for our students, offering programming to our alumni to draw them back to campus and sustain their interest and involvement in the department and university, attracting the broader external community to campus, and publicizing our programs by highlighting the exciting events on campus and the achievements of our faculty. This programming included the following events:
 - The Faculty Lecture Series featured talks by Professors Scherman, Garcia, Libretti, Cronk, and Poll.
 - Emeritus Professor Donald Hoffman’s Islamic Literature course featured a public film series including viewings of “Saladdin” and “Divine Intervention.”
 - Graduating MA student and area high school teacher Scott Glass gave his talk “The Kids Are On-Line” as a presentation of his MA thesis.
 - A group of our majors known as the “Word Nerds” organized a Letters to the Faculty event in which students thanked faculty members for their work with them. They also organized a Declaration Party for students interested in declaring themselves English majors.
 - The students in our Honor Society, Sigma Tau Delta, organized a Faculty Showcase in which a number of faculty members shared their ongoing research.
 - The English Department co-hosted an off-site event during the Associated Writing Programs national conference here in Chicago, in March, featuring two of our alumni, organized by our own Larry Dean.
- The department undertook a fundraising campaign to raise funds for a student awards ceremony and to begin funding an endowed scholarship. **The department raised over \$3500 from 56 alumni and students and held a fabulous and moving ceremony honoring the outstanding work of our students. We gave \$2000 in cash awards to students for their creative writing, critical essays, and literary analysis and for an overall outstanding student.** The event honored our students as well as our alumni and also helped to shape future alumni donors. Overall, the event helped to create a stronger English community and, by recognizing excellence, to create a greater sense of the English Department’s commitment to excellence.
- **Dr. Ryan Poll** organized multiple orientations for our undergraduate and graduate students. They have really improved our advising, we believe, and have served to create much more coherent student communities. Such community-building student-service events are already growing enrollments and we anticipate they will also aid with retention and graduation rates.

- **Professor Emily Garcia** organized our second Career Night for English Majors in the spring, bringing back alumni from a variety of fields, including law, public relations, publishing, library science, web writing, advertising, and business. Over 40 students attended, and the event resulted in our students receiving internships and developing valuable networking relationships. Additionally, the department also developed a valuable network with alumni and others in the community to which we can introduce our students. She also organized a workshop on Graduate School: how to apply, what the opportunities are, and so on. This was well-attended and important to our students who are interested in graduate school but do not know how to go about applying.
- Also in the area of alumni outreach, the chair has continued growing a Facebook group for English Major/MA alumni and friends. The group currently has over 260 (and growing) members, both current and former students, and has proved effective in publicizing our programs (such as our summer institutes), recruiting students, and for simply maintaining relationships with students and alumni. This year we began encouraging our alumni and students to use the page for career networking, and it is already working to help students find jobs and internships.

I. Assessment

Last year the department underwent a major program review, assessing its undergraduate and graduate programs in an exhaustive seventy-four page report. The feedback we received from our students and alumni and from our outside evaluator Professor Victor Villanueva were extremely positive. We were delighted to see that overwhelmingly students appreciated the high-level of instruction, advising, and overall attention they receive in the English Department.

In terms of assessing our students and our own effectiveness in the classroom, the department continues requiring that students purchase a subscription to Live Text, an on-line electronic portfolio system that is aligned with the standards of many national accreditation bodies, such as NCATE, which is the agency to which the English Department is accountable. Currently, all majors and secondary education majors are required to own a Live Text account and to upload samples of their writing so we can measure their knowledge of literary history, their effectiveness at writing literary analysis, their ability to analyze a non-literary text, their comprehension of cultural diversity, and their ability to assess research. Over time the nature and types of assignments we ask them to upload might vary depending on which particular goals and outcomes seem most imminent for us to assess.

What has come out of the department's efforts at implementing assessment were meaningful discussions and even finally revisions of our goals and outcomes for the English and Secondary Education English Majors. We also moved through the process of creating rubrics to assess student writing to determine how well we are working as a program to help students to achieve our standards for each goal and outcome.

This past year we met with students to craft a survey to see how we have been doing with our assessment. The results were a mixed bag. While we have been gathering data, the Live Text program itself has been frustrating for students (and faculty) to navigate. We are working on getting the bugs out of this system and are looking for ways to make assessment smoother and more agreeable to students.

II. Program Plan

A. Long term goals

Our main long term goals involve growing our majors and graduate programs by creating a vibrant and relevant curriculum and department environment for students, creating and highlighting the professional and career opportunities for which our programs prepare students, and developing more effective means of tracking and communicating with our students. Along these lines, we have already begun to track and communicate more effectively with students, developing comprehensive e-mail lists which allow us to inform students more effectively of deadlines, requirements, and other developments in the department or opportunities available to them.

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

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

This plan for curricular development responds to evolutions in the field and also to the cultural composition of our student body and its needs. Additionally, this plan is designed to foster an interdisciplinary dimension to our offerings and to integrate the department more cogently into the university curriculum as a whole, solidifying the department's relationships with and service to the emerging global studies initiative, Latina/o and Latin American Studies, and African and African-American Studies.

Consequently, our hiring program will aim to define positions that integrate traditional bodies of literature which our students, especially our secondary education students, are required by the state to know with revisionary approaches that responsibly offer our

students an updated curriculum, which is especially necessary for students pursuing a graduate degree.

Our program review indicated a strong demand for creative writing and, academically, our outside evaluator also stressed the importance of developing this component of our programs to create a greater coherence and link between our programs in literary and cultural studies and composition and rhetoric. As the teaching of writing has long been a staple of the department and is now, through the Title V grant, a priority of the university as a whole, creative writing courses offer an important outlet for students to refine their writing skills and to explore modes of written expression beyond the academic essay, developing students' creative and imaginative faculties in ways central to a humanistic curriculum geared toward cultivating well-rounded and thoughtful people. Additionally, as the department curriculum is essentially devoted to the reading and writing of texts, the creative writing component of our curriculum serves a vital integrative function, enabling students to grapple with the same issues of poetic and narrative form that they encounter in their reading of texts in literature courses from the perspective of producing such texts.

The consequence of this is our hiring of two Creative Writing professors, **Alicia Erian** and **Julie Iromuanya**.

Alicia Erian is the acclaimed author of the short story collection *The Brutal Language of Love* (Random House, 2001) and of the novel *Towelhead* (Simon & Schuster, 2005), which was made into a feature film by Alan Ball ("American Beauty," "Six Feet Under") in 2008. She is also the author of the screenplay "Dos Piñatas" which she is revising for producer Anne Carey, "Together," co-written with Miguel Arteta ("The Good Girl" and "Cedar Rapids") for Fox Searchlight (with Arteta attached to direct), and "The Brutal Language of Love." Alicia has an MFA from Vermont College and will be teaching fiction, creative non-fiction, and screenplay workshops.

Julie Iromuanya earned her PhD in English in 2010 from the University of Nebraska at Lincoln, specializing in Creative Writing-Fiction and Literature of the African Diaspora. Her creative dissertation, a novel titled *Mr. and Mrs. Doctor*, is currently out for sale by her agent. She has a long list of publications, both short stories and scholarly work, featured in such places as *The Kenyon Review*, *Cream City Review*, *Passages North*, and in the edited collections *Converging Identities: Blackness in the Contemporary Diaspora* and *Charles Chesnutt Reappraised: Essays on the First Major African American Writer*. Julie will be teaching fiction workshops as well as courses in African literature and Caribbean literature.

The department proposed a new BFA Program in Creative Writing (see appendix), which was voted by the College of Arts and Sciences as one of the best New Initiatives and this eligible for funding in coming years. These two hires are the key to this new program. The BFA Proposal is a starting point, but our new faculty will be instrumental in building this new degree that promises to recruit students as well as training them for a demanding economy when they graduate.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Cronk, Olivia

- *Skin Horse*. Notre Dame: Action Books, 2012.

Eze, Chielozona

- *Postcolonial Imagination and Moral Representations in African Literature and Culture*. Lanham: Lexington Books, 2011.

Kim, Julie (editor)

- *Murdering Miss Marple: Essays on Gender and Sexuality in the New Golden Age of Women's Crime Fiction* (Jefferson (North Carolina): McFarland, 2012)

Poll, Ryan.

- *Main Street and Empire: The Fictional Small Town in the Age of Globalization*. Rutgers University Press, 2012.

2. Book Chapters, Regional Exhibitions or Performances

Barnett, Timothy

- "Resource Guide." *Sexualities in Education: A Reader*. Eds. Erica Meiners and Therese Quinn. New York: Peter Lang, 2012. 401-16.

Garcia, Emily

- "The cause of America is in great measure the cause of all mankind': American Universalism and Exceptionalism in the Early Nation." *American Exceptionalisms*, eds. Sylvia Söderlind and Jamey Carson. Albany: SUNY Press, 2011.

Libretti, Timothy.

- "Working the Case: *The Wire* and Working-Class Cops on American Television," in *Blue Collar Pop Culture*, edited by M. Keith Booker, Praeger Press, 2012, pp. 155-176.

3. Articles and Abstracts, Local Exhibitions or Performances:

Barnett, Timothy

- Review of Tony Scott's *Dangerous Writing: Understanding the Political Economy of Composition*. *Composition Studies* 39.2 (Fall 2011).

Eze, Chielozona.

- "Ambits of Moral Judgment: Of Pain, Empathy and Redemption in J.M. Coetzee's Age of Iron." *Journal of Literary Studies*, 27:4 (2011): 17-35.

- “Nelson Mandela and the Politics of Empathy: Reflections on the Moral Conditions for Conflict Resolutions in Africa” *African Conflict and Peacebuilding Review*. Vol. 2, No. 1 (Spring, 2012): 122-135.

Cronk, Olivia.

- "An Interview with Andrea Rexilius." Bookslut. Bookslut, Aug. 2011. Web.

García, Emily

- “Roundtable: Critical Keywords in Early American Studies,” Co-edited and Introduction with Duncan Faherty. *Early American Literature* 46:3 (Fall 2011) pp. 601-602; pp. 603-632.

Hoberg, Thomas

- "A Heroine for Our Time: Lisbeth Salander, "The Girl with the Dragon Tattoo." Common Ground, Deerfield, IL.

Greenburg, Bradley.

- “What’s In a Name: Mistaking Comedy, History and Tragedy in Shakespeare’s Plays.” Wilmette Does Shakespeare. October 2011.
- “Kenneth Branagh’s “Henry V”: Pre-Film Lecture.” Wilmette Does Shakespeare. October 2011.

Poll, Ryan

- “The Boss and the Workers: Bruce Springsteen as Blue Collar Icon,” *Blue Collar Pop Culture: From NASCAR to the Jersey Shore*, edited by M. Keith Booker (Westport, CT: Praeger, 2012).
- “THE AMERICAN SMALL TOWN IN THE AGE OF U.S. EMPIRE,” *GEORGE MASON UNIVERSITY’S HISTORY NEWS NETWORK*, MAY 29, 2012, <http://hnn.us/>.

4. Conference Presentations, Group Shows

Buell, Marcia

- “Writing at Wedonwan U: A Simulation Debating the Place of Basic Writing” *CWPA 2011*, Baton Rouge, LA. July 15, 2011.
- With Andrew McGuire and Abigail Forster. “The Technological Gateway: Threshold or Barrier for Basic Writers” *CWPA 2011*, Baton Rouge, LA. July 15, 2011.
- With McGuire, Andrew. “The Technological Gateway: Threshold or Barrier for Basic Writers (a Preliminary Study)”. *CCCC 2012*, St. Louis, MO. March 22, 2012.

Eze, Chielozona

- “I want to be a Widow: Portrait of Women as Guards of Human Rights in Sefi Atta’s Novels” The 38th Annual Meeting of the African Literature Association. Dallas Texas April 11-15, 2012.

Greenburg, Bradley.

- “A Mere Scutcheon: The Discourse of Honor and its Discontents in *The Merry Wives of Windsor*.” Shakespeare Association of America Conference. Boston, MA, April 2012.

García, Emily.

- “On the Borders of Independence: Spanish American Independence and Filadelfia” at the Latin American Studies Association Congress. San Francisco, CA. May 24, 2012.
- Session Organizer, “The Literature of Latin American Independence in/and the United States” at the Latin American Studies Association Congress. San Francisco, CA., May 24, 2012.
- Guest Lecturer, “Bisexualities as Queer Spaces,” WSP 210 Introduction to Lesbian, Gay, Bisexual and Transgender Studies at Northeastern Illinois University. Chicago, IL. November 8, 2011.
- Invited Speaker, LGBTQ Identities Panel Discussion at North Park University. Chicago IL. September 22, 2011.

Hoberg, Thomas.

- "The Discarded Image; Medieval Landscapes in C. S. Lewis's "Ransom Trilogy." Presented at the 47th Annual Congress of Medieval Studies, Western Michigan University, Kalamazoo, MI, May 14, 2012.

Libretti, Tim.

- “From the South/Pacific to the Pacific Northwest: Re-Constituting ‘30s Class Consciousness Through the Transnational Imaginations of William Attaway and Carlos Bulosan.” Modern Language Association, Seattle, Washington, January 5-8, 2012.
- "Feeling Class: Understanding the Class Dynamics of Fear, Shame, and Loathing in Graciela Limón’s Working-Class Fiction," presented at the 2012 How Class Works Conference, SUNY-Stonybrook, June 6-9, 2012.

Over, Kristen

- “Continuing Geoffrey of Monmouth: Political Prophecy and British Kingship in *Historia Gruffudd ap Cynan*.” Part of panel “Gender and Authority in Arthurian Literature.” Presented at the Medieval Academy of the Pacific Annual Conference, Santa Clara University. March 29-31, 2012.

Poll, Ryan.

- Video Games and Violence,” Enough is Enough: Stem Societal Violence, Northeastern Illinois University (Chicago, IL, March 2012).
- “Periodizing Recent History: 9/11, American Exceptionalism, and Don DeLillo’s *Cosmopolis*,” Modern Language Association (Seattle, WA, January 2012).
- “Main Street, U.S.A.: Disney’s Small Towns and the Fantasy of U.S. Capitalism,” Northeastern Illinois University Second Annual Research & Creative Activities Symposium (Chicago, IL, November 2011).

Steil, Michelle.

- “Social Media in the College Classroom: Executive Thinking Across Disciplines.” Faculty Summer Institute. University of Illinois, Champaign, IL. 14 May 2012.

6. Service

Bruce, Debra.

- Advisory Editor, *Mezzo Cammin: An Online Journal of Formal Poetry by Women*.

García, Emily.

- Peer Reviewer for *Early American Literature*.

Libretti, Tim.

- Editorial Board Member for the journal *JAC*.
- Delivered the commencement address for 8th-grade class at Marvin Camras Children's Engineering School, Chicago, Illinois, June 12, 2012.

Marino, Elizabeth.

- Continued her SAGE program Creative Writing Workshop for GLBTT seniors at Center on Halsted, begun February 2011.
- Board member, New Town Writers.
- Board member, Borderbend Arts Cooperative.

Over, Kristen.

- Evaluator for *Viator: A Journal of Medieval and Renaissance Studies* published out of UCLA.
- Elected Council Member, Medieval Academy of America (2010-2013).

Schroeder, Christopher.

- External assessor for SIM University (Singapore)

B. Student Achievements

Several of our majors have been admitted into graduate programs: Olayinka Hassan (MFA in Directing, Columbia College), Ashley Miranda (MFA in Poetry, School of the Art Institute of Chicago), Christine Amezquita (MFA in Poetry, Georgia State College & University), Kristina Garcia (M.A. program in Student Affairs, Loyola University), Jon Antol (MA in English Lit, NEIU). In addition, Patricia Dalinis was accepted into the Peace Corps and will be going to Ukraine.

Appendix

Draft Proposal for a New Bachelors of Fine Arts (BFA) Degree in Creative Writing

1. Description

The English Department proposes a new BFA degree program in Creative Writing. This degree will organize popular creative writing courses in fiction and poetry into a full-fledged program by adding other genres (creative nonfiction, screenwriting, the graphic novel, digital media, technical writing). While the emphasis for students in this program is first of all creative, it is also importantly technical: writing in multiple genres for multiple audiences is a highly valued skill in today's marketplace.

Goals and Objectives

Creative writing is as much a mode of critical thinking as it is an artistic endeavor. Our goal for this program is to offer students the opportunity to combine the study of literature with the study of craft. If students in the humanities want a laboratory experience to accompany their study of literary texts, the workshops will provide them a place to hone their craft. With this program of study, we expect our alumni to compete successfully in a job market that increasingly places a premium on individuals with excellent oral and written communication skills who also bring heightened creativity and imaginative problem-solving capacities to their chosen career paths. Our graduates will work in a wide variety of professions, including teaching, publishing, writing for media, journalism, theater, management, computer applications, advertising, law, medicine, speech writing, grant writing, and many others.

Required Courses and Electives

Core Creative Writing Courses (18 credits)

ENG 235	Introduction to Creative Writing	3
ENG 236	Advanced Creative Writing	3
ENG 384	Techniques in Poetry Writing or	
ENG 386	Techniques in Fiction Writing	3
ENG 385	*Advanced Workshop in Poetry Writing and/or	
ENG 387	*Advanced Workshop in Fiction Writing	6
ENG 399	Capstone Course in Creative Writing	3

*ENG 385 and ENG 387 are repeatable for credit. Students must take a combination of ENG 385 and ENG 387 for a total of 6 credits.

Elective Writing Courses (12 credits)

—four of the following—

ENG 3XX	Screenwriting	3
ENG 3XX	Writing the Short Story	3
ENG 3XX	Writing Poetry	3
ENG 3XX	Writing Creative Nonfiction	3
ENG 3XX	Writing the Graphic Novel	3
ENG 3XX	Review Writing	3
ENG 3XX	Writing Drama	3

Core Literature and Theory Courses (15 credits)

ENG 210	Methods for English Majors	3
ENG 219	American Literature: 1865-Present	3
ENG 221	English Literature: Beginnings to 1750 <u>or</u>	
ENG 222	English Literature: 1750-Present	3
ENG 345	Practical Criticism	3
Major Author Course (Choose 1 from: ENG 314, 329, 330, 331)		3

Total Credits 45

Additional Support

As the above curriculum indicates, elective courses still need to be created and staffed. We anticipate that these courses can be taught in a combination of in-department and out-of-department offerings. If possible, students will take courses in CMT (CMTM 205: Media Writing, CMTM 364: Writing for Media, CMTM 366: Multimedia Storytelling), WLC (if competent in Spanish or French, courses on poetry or fiction in these languages), Women's Studies, LLAS, Art, and AFAM. Core creative writing courses will also have to be staffed, but this is part of our plan to replace retirements and add creative writing faculty to our department.

2. Appeal to new students.

The BFA in Creative Writing is a unique degree program at the university. As mentioned above, our creative writing offerings have been popular for decades. Last year our tenured fiction writer retired and this year our tenured poet is retiring. Instead of simply hiring a few new people to staff classes, we want to offer a program. In the past, creative writing courses only counted as electives in the major. While they easily attracted students, there was no unity or continuity to these classes enabling a student to systematically gain the skills that the BFA program would offer. Creative writing is one of the fastest growing fields in the Humanities. According to the Association of Writers & Writing Programs (AWP), there were 64 MFA programs in 1994. In 2004 there were 109. In 2010 this had grown to 184. Likewise, BFA/BA programs are on the rise. In 1994 there were just 10 in the country. In 2004 there were 86. In 2010 there were 157. (<http://www.awpwriter.org/aboutawp/index.htm>)

The appeal to new students also anticipates the next question, since it has to do with the uniqueness and affordability of this degree in comparison to other offerings in the Chicago area. Given the statistics just cited that demonstrate the growing popularity of these programs nationally, there are only two BFA degree programs in the Chicago area: at Columbia College and the School of the Art Institute of Chicago. The BFA at Columbia College (100 majors, currently) is much narrower than what we propose, since it is specifically a BFA in Fiction Writing. This is designed to prepare students for entry into MFA degree programs but is not as flexible for students who wish to acquire broader skills for the job market. The BFA at SAIC (50 majors, currently) is geared towards art students and thus has a focus on art history and other subjects in that field.

As you can see, what we are proposing is relatively unique to the Chicago area. We also have the distinct advantage of offering this degree to students at a fraction of the cost of the Columbia or SAIC degrees.

In building this program, we also intend to publicize it as an opportunity to earn a degree that touts its uniqueness and skill set, without taking on a huge student loan burden. We also have connections to area high schools and their creative writing and writing programs (such as the ones at Whitney Young on the near west side and Fremd in Palatine) and plan to recruit their students specifically.

3. Evidence for market demand.

The numbers cited above from AWP demonstrate that these programs are growing in universities across the country. Despite the size of Chicago and the number of degree-granting institutions in the area, the BFA is rare and students would have distinct choices if we were to offer it. In addition to fiction and poetry writing, long mainstays of creative writing programs, other options are becoming very popular and our students have been asking about them. These include screenwriting and review writing, but also the graphic novel and video game writing. The explosion of digital media and new modes of expression have increased the demand for positions in the job market. These changes have also created a new need for offering courses that fall outside the typical courses offered by a liberal arts English major. This degree program will thus allow our department, and the university, to grow and progress in tune with the fast-growing digital world around us.

For an overview of competing programs, please see question #2 above.

In our recent self-study completed during our 2010-2011 Program Review, the department stressed the necessity of bolstering creative writing offerings in the department by building a program (as opposed to just offering unconnected courses). Our conclusions were based on results of student and alumni surveys at both the graduate and undergraduate levels which revealed a strong demand for, and sense of absence of, creative writing in the curriculum, as well as our own disciplinary considerations and responsiveness to the university mission.

Most compellingly, our external review, conducted by Professor Victor Villanueva, Chair of the English Department at Auburn and a major scholar in English Studies, more than validated these conclusions in his review, writing:

The Creative Writing component within the Department ought to be strengthened. Toward that end, the Department has considered applying for the creation of a BFA in writing. This would be a sound move. All of the undergraduate students with whom I spoke—no matter their area of emphasis—had taken at least one creative writing course and claimed they would have taken more, were they offered. Undergraduate English majors by and large appear to be most interested in two components beyond the literary: creative writing and professional and technical writing. Insofar as creative writing already exists within the English department and has some popularity, it ought to be explored further.

Additionally, Dr. Villanueva saw a creative writing program as essential not only to bridge gaps and create coherence among the diverse components of our multi-faceted discipline, particularly between literary and cultural studies and composition studies, but also to fulfill the university's mission, particularly in its role as an HSI. To quote:

Creative writing is evidently suffering under the recent retirement of one of its faculty and the announced retirement of another. Herein lies one opportunity to bring together two elements of the Department as a whole that can further enhance the Department's commitment to the communal, and with the communal the needs of an Hispanic Serving Institution. Creative writing—particularly given the wealth of internationally recognized writers within the Chicago area—can play a role in recognizing the overlaps that do obtain between textual analysis and textual production. Like Composition, its function is to teach writing; like literature (in a somewhat reductive sense, perhaps), creative writing is primarily concerned with the aesthetics of writing. Creative writing—and its ties to writers of color within Chicago which address matters of class and racism, among other things (eg, Terkel and class, Brooks and the African American, Cisneros and the Chicano/Mexicano, Obejas and the Caribbean Latina, among others)—must not be allowed to decline, if it is to assist in the ongoing health of the English Department and its adherence to its and the University's mission.

4. New Program/Initiative needs.

We are currently in the final stages of hiring a fiction writer to anchor this new program. When/if we do, this will be our only tenure track creative writer due to recent retirements. In order to staff these courses and run the program, we need to hire two more fiction writers and two poets. Please keep in mind that most (nearly all) candidates for these jobs have secondary fields that allow them to teach literature courses as well as courses cross-listed with Women's Studies, LLAS, and AFAM. These are people trained to teach creative writing courses at all levels (introductions, workshops, techniques) as well as supervising capstone projects, hiring adjuncts in very specific fields (such as the graphic novel or review writing), and courses in many literary and theoretical fields.

Ideally, the BFA program would have a Director/Advisor, but this cannot happen until we have sufficient faculty. We do not anticipate the need for additional office staff at this point, unless this major grows far beyond our expectations. There are also no additional space requirements at this time, although having a seminar/workshop space will be crucial if we ever get the Education Building built.

5. Affect on the larger university.

Chicago is and has always been a city of writers. Our students have more life experience and can tell stories that are just not available on campuses with less diversity. This degree would allow us to offer a career path to people whose voices need to be heard in our communities, our city, and our nation, and they can do so while learning skills that will allow them to pursue careers in many fields. The job market is a moving target; while training students in a narrow vocational way may appeal to politicians who view a university education as instrumental to producing cogs in the machine of the working world, we believe that skills, imagination, and critical thinking are our students' surest way to hit the target of their own choosing.

NEIU can offer a distinctive, innovative degree that has the flexibility to grow as the field grows. This major can also adapt as new offerings in other departments and programs become available. Since it is inherently interdisciplinary, it will attract students from other programs who seek electives as well as sending its students to other disciplines to stretch their minds and experiences.

ENGLISH LANGUAGE PROGRAM

Annual Report 2011-2012

Submitted by Marit Vamarasi

Executive Summary

The mission of the English Language Program is to provide students with effective, appropriate and meaningful instructional and supportive programs in all language skill areas, including reading, writing, grammar, listening, and speaking. The goal is for students to attain the levels of proficiency necessary for them to succeed in their future academic and professional settings.

Many of the students we serve are non-native speakers of English, or grew up in a home where a language other than English was used. As such, our 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."

The 2011-2012 academic year was a pivotal year in the long history of the English Language Program at NEIU. The ELP, which had long (at least since 1994) been part of Academic Development, in 2011 was moved out of AD to become a program in the academic department which includes Teaching English as a Second Language, Anthropology, and Philosophy.

Leadership of the Program changed as well. In December 2011 Jeanine Ntahirageza was elected chair of the department which includes the ELP, and Marit Vamarasi, TESL faculty member, became the ELP coordinator in January 2012.

The name of the Program returned to its historical one, the English Language Program, during the year, after a brief hiatus as the Academic Literacy Development Program. What was once the Reading Development Program is now part of the ELP. In addition the Minor in Interdisciplinary English Studies falls under the umbrella of the ELP.

Two ELP faculty members retired in May 2012. Dr. Sandy Hunt, who served for many years in both the ELP (including as coordinator) and the English Department, retired, as did Dr. Queenella Miller, who taught in the Reading Development Program both when it was an independent part of Academic Development and after it became part of the ELP.

The English Language Program's first-ever program review was completed during the year and submitted to the NEIU administration in February. At the time of this writing,

the outside reviewer has not yet been selected. Once the final evaluation of the Program is done, there will no doubt be curricular changes made, in order to meet the ever-growing and ever-changing needs of the NEIU student population.

Enrollments for the year were high. In Fall 2011 740 students enrolled in and completed 46 sections of 9 different ELP courses. In Spring 2012 there were 361 students who enrolled in and completed the ELP courses, making a total for the year of 1,101 students. Courses are offered at EL Centro and CCICS as well as the main campus, and one of the instructors tutors at CCICS. In addition, ELP instructors taught in the Summer Transition Program in the summer of 2011 and one ELP instructor taught in the Non-Traditional Degree Program.

I. Assessment

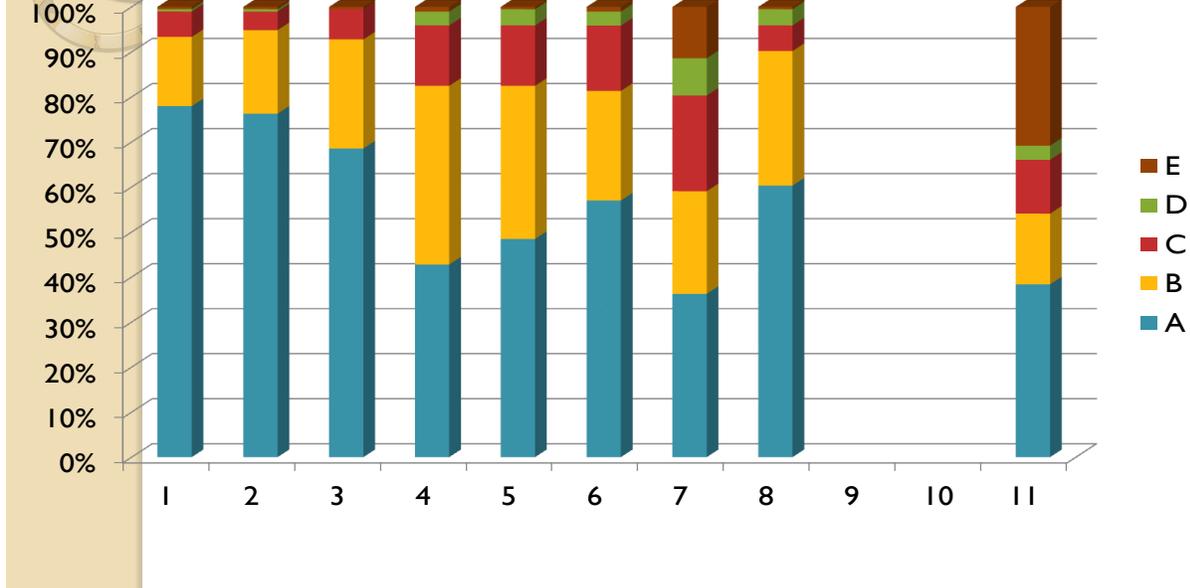
To date there has not been a program assessment plan in place. Assessment will be a major priority once the recommendations of the program review are put into place.

However, there is an exit survey that students complete at the end of their course work in the Program—that is, either at the end of ELP 099: Developmental Writing or at the end of the ELP-ESL writing workshop sequence of 112, 114, and 120. The questions asked in that survey and the survey results for the Fall 2011 term are given below:

A – highest → E – lowest	A	B	C	D	E
51. My ELP courses have taught me helpful strategies for planning my essays.					
52. My ELP courses have taught me grammar skills to edit my essays and reduce my errors.					
53. My ELP courses have improved my writing in my other classes.					
54. My ELP courses have improved my speaking skills.					
55. My ELP courses have encouraged me to participate more in class discussion.					
56. My ELP courses have given me experience working in small groups.					
57. My ELP courses have improved my computer skills.					
58. On the whole, I would rate The English Language Program:					
59. My first ELP class was: (*)					
60. How many times have you attended The Writing Lab? (*)					
61. Rate the help you received from The Writing Lab					

(*) Questions 59 and 60 are not included on the report.

Fall 2011



These data indicate a high level of student satisfaction with the ELP. Question 11, about the Writing Lab, suggests room for improvement. Even though the Writing Lab is no longer part of the English Language Program (it is now part of the Learning Support Center in the Library), there needs to be a push to get ELP students to seek, and receive, assistance with their writing skills outside of the classroom.

Pre-tests and post-tests based on vocabulary knowledge have been administered in many of the courses over the last several years. To date those data have not been analyzed, awaiting both time and personnel to carry out that task.

ASSESSMENT PLAN FOR THE ENGLISH LANGUAGE PROGRAM

Assessment will be done at the course and program levels, and will provide information on student learning as well as their satisfaction at both levels. Over the next 3 years the following steps are proposed:

1. 2012. Work together with the instructors to develop pre-tests and post-tests for all courses. These will give us a measurement of student learning in each individual course. Develop, and begin to put in place, a plan for analyzing the vocabulary data we already have collected.
2. 2013. Develop an instrument that measures student satisfaction with their courses and the program. The currently-used exit survey provides some data on the program, but not all students take the survey.

3. 2014. Obtain information from other programs and departments (including, but not limited to, the English Department) as to how former ELP students do in their academic classes. Such tracking of student success would be central to efforts to improve our Program.
4. 2015. Develop a final project or test that students take in their ultimate ELP course.

II. Program Plan

A. Long term goals

Tentative 5-Year Plan

2012 – The University will select a new placement exam. The ELP coordinator and faculty will meet to decide on standard criteria for placement in the various ELP courses.

2013 – The TESL Program will hire at least one new faculty member; two tenure-track faculty members will teach a course in the ELP each semester during the 2013-14 academic year, and each semester thereafter.

2014 – A thorough study of the curriculum will be undertaken, based on the research done for the program review and further research. An effort will be made to align our courses more closely with the goals and outcomes of English 101. Changes to current courses and new course proposals will be created and sent through the appropriate university committees.

The ELP coordinator and Academic Advising will meet to create a plan to track and monitor ELP students, in order to ensure that they continue on with the courses they need, don't register for courses they are not ready for, and, in short, don't get lost in the system.

2015 - An annual professional development experience for the instructors will be instituted.

Course-level (including pre-tests and post-tests) and program-level assessments (including the exit survey and possibly some kind of final reading/writing project) will be examined, revised, and, in some cases, created. Scores will be submitted to the ELP secretary, who will file all such materials together.

Discussions will be held with the Accessibility Center, Trio, and other support services which target learning disabled students, in order to determine the ways in which the ELP can help them succeed academically.

2016 – The University will change the way it hires the ELP coordinator, and the coordinator position will become a 12-month administrative position.

B. Projected needs

1. Faculty

This is an area where there is a huge deficit. The instructors who are currently teaching in the Program are a wonderful group—serious and dedicated to their students. Many are former students in the Teaching English as a Second Language Program, and it is great to see them stick around the University where they were themselves once students (and some still are students). But with only a single tenure-track faculty member (who is also the part-time coordinator), the academic integrity of the Program, now housed within the College of Arts and Sciences, could be called in question. The lack of more TT members also prevents the ELP from getting the respect from the rest of the University that it deserves. It also creates extra burden on the coordinator, who must shoulder every non-teaching responsibility.

The hiring of a tenure-track faculty member who would also be a member of a degree-granting program (such as English or TESL) is the primary way to deal with these issues.

Another solution would involve a closer relationship with the Teaching English as a Second Language Program. In particular, those TESL faculty members who have TESL/TEFL experience could teach ELP courses on a rotating basis. This might be one course a semester or one course a year. This would give the English Language Program more prestige by having tenure-track faculty teaching its courses; it would also have the advantage of giving the TESL faculty, all of whom taught English as a Second or Foreign Language earlier in their careers, some practical up-to-date experience that would then inform their training of English as a Second Language teachers. However, given the current size of the TESL Program, in its large number of M.A. students and large number of minor students completing the ESL endorsement, the current TESL faculty members are all needed to teach those courses. Thus, new hires in TESL are urgently needed, in order to keep the TESL program growing, while, at the same time, returning a needed professionalism to the English Language Program.

2. Equipment

The ELP space in LWH 2046 and 2106 is currently being renovated, which will not only give the area a more pleasant look, but will also make better use of the space for both instructors and students. No particular equipment needs have been identified at this time.

3. Other Resources

During this past academic year the position of ELP administrative assistant was changed from full-time to half-time for the first time in the history of the ELP. The position is an important one in the program, as it is this person who has direct contact

with many of the students (1,101+ in 2011-12!), authorizes students for classes, does the CSMs, and is the right arm of the coordinator. In order to continue to offer the full services of the Program, to have a consistent contact person for students who are looking into taking our courses, and in order to expand our work and our impact across the University, this position must be restored to full-time.

ENGLISH LANGUAGE PROGRAM

Assessment Report 2011-2012

Submitted by Marit Vamarasi, Coordinator

Program Goals and Assessment

Goal 1: Students will be able to plan and draft an essay.

Outcome A: Students develop several strategies for planning essays. (ESL-112, 116, 120, ELP-099 assignment to generate ideas for college-level topics)

Outcome B: Students develop fluency in the writing process. (ESL-112, 116, 120, ELP-099 write essays both in class and outside of class)

Goal 2: Students will be able to revise an essay.

Outcome A: Students develop the ability to write a coherent essay on a particular topic. (ESL-112, 116, 120, ELP-099 outline an essay prior to beginning to write)

Outcome B: Students develop paragraphs with supporting details and examples. (ESL-112, 116, 120, ELP-099 complete an assignment on selecting from a list general topics and supporting details)

Goal 3: Students will be able to edit an essay.

Outcome A. Students will develop proofreading skills. (ESL-112, 116, 120, ELP-099 do assignment which requires finding and correcting sentence-level errors)

Outcome B. Students will be able to write longer essays. (ESL-112, 116, 120, ELP-099 write longer essay, as is required for the next level)

Goal 4: Students will be able to read a textbook for a general education course.

Outcome A. Students will be able to answer questions to indicate understanding of a passage. (READ 115 and READ 116 quizzes and exams)

Outcome B. Students will be able to respond in writing to written passages. (READ 115 and READ 116 young adult novel assignment)

Goal 5: Students will know sufficient academic vocabulary to be able to read academic texts.

Outcome A. Students will become familiar with all 570 words on the Academic Word List. (READ 117 quizzes and tests)

Outcome B. Students will be able to use words in a variety of ways (reading, listening, etc.) (READ 117 oral project)

GEOGRAPHY AND ENVIRONMENTAL STUDIES

Annual Report 2011-2012

Submitted by Dr. Abhijit Banerjee

Executive Summary

2011-2012 was a very significant year for G&ES, with a new tenure-track faculty member, Dr. Melinda Merrick, joining the department in Fall 2011. Not only was this new hire important because of increasing enrollments, Dr. Merrick's specialization in "environmental education and interpretation" fills a long-felt need in the department. This area is a blossoming career track for many of our students, and Dr. Merrick will be able to develop and offer courses, coordinate internships, advise students and guide graduate research. Dr. Merrick has indeed hit the ground running and has already taken up the position of Graduate Coordinator in the department.

Dr. Merrick's addition necessitated a change in the program requirements for the BA in Environmental Studies – essentially expanding the options among required courses so that majors may choose an Environmental Education and Interpretation track (Merrick) or an Environmental Policy and Management track (Banerjee). Dr. Merrick also led the effort for a major revision of the graduate program curriculum and requirements, all of which have now been formally approved through governance and are already in place. The department further decided to split the existing "Geography and Environmental Studies" minor into two separate minors – "Geography" and "Environmental Studies"; a change also approved and in place. In addition to the new courses developed by Dr. Merrick, a few new courses were developed by other faculty members: "Urban Design Studio" and "Medical Geography" by Dr. Grammenos and "Citizen Participation in Urban and Environmental Planning" by David Jones. The department was also able to offer students specialized courses in "green infrastructure planning" and "forest resources management" by drawing on the expertise of adjunct faculty member Dr. Robyn Flakne, Natural Resources Manager at the Village of Glenview and departmental alum. Adjunct instructor Libby Hill continued to lead the popular field trip to Belize in spring, one of a few such opportunities on campus. All G&ES programs continued to thrive, with the department producing 33 BAs and 6 MAs over the academic year, in addition to several GIS certificate completions.

Faculty members continued to be productive, producing two published papers in peer-reviewed journals and made several professional conference presentations, including a couple of international conferences. Faculty members were very active on committees throughout the university including: Global Studies Program, Faculty Council on Academic Affairs, Faculty Senate, International Studies Program, Environmental Science Major Planning Committee, Green Fee Committee, Grade Appeals Committee, Arts & Sciences Academic Affairs Curriculum Committee, Science Building Liaison, Ombuds Position Planning Committee, Ombuds Search and Screen, and Online Task Force. Further, faculty members also contributed to organizing several important events on campus that hosted prominent visitors, offered numerous guest lectures and professional development workshops at other institutions, and served in leadership capacities at prominent local organizations. The department has continued to make a leading contribution to campus sustainability efforts with faculty and students continuing to serve on the Green Fee Committee. In addition to organizing the annual controlled burn of the campus prairie, the capstone achievement this year was the approval of NEIU's first solar power project, inaugurated on Earth Day by President Hahs and set to be installed over the summer. Our campus sustainability efforts have been recognized by the Governor's office and recently we were contacted by the US Environmental Protection Agency to help advise other local educational institutions starting their own campus sustainability efforts.

This year was remarkable for us in terms of student achievements as well. Our recent push to promote student research has been bearing fruit; 12 students – undergraduate and graduate – presented their research at local, regional or national conferences, in addition to the 5 who presented at the NEIU Student Research Symposium. All presenting students received partial support from the G&ES Fund. Two students co-authored a paper for a prestigious journal as part of their internship work at the US Environmental Protection Agency. Several students got accepted to prominent graduate schools, usually with full scholarship; we have heard about many successful alumni achievements as well. The department has continued to publish the Annual Newsletter, organize a fall picnic and a Graduation and Awards Ceremony in spring, all activities that promote camaraderie, student enthusiasm and success.

I. Assessment

The department is preparing to conduct a major assessment and faculty will be working on it over the next few months. Faculty members Banerjee and Good attended a training workshop on assessment organized by the CTL in the spring semester. Faculty member Merrick is also uniquely experienced in program assessment, having been a part of a major exercise at her former institution. Chair Howenstine (currently on leave as Presidential Fellow) has created and maintained unique databases tracking enrollment, course offerings, student performance, instructor evaluations, alumni achievements and myriad other indicators going back many years, all of which will be available to the department for the assessment exercise. Assessment plans include comparing student learning outcomes with departmental goals and university strategic goals, an exit survey and an alumni survey. A weekend-long session, or perhaps a retreat, has been proposed for the assessment project towards the end of the summer.

II. Program Plan

A. Long term goals

With the addition of Dr. Merrick, we expect the “environmental education and interpretation” area to continue to grow. Many of our students and graduates take up related internships and jobs in parks, nature preserves, zoos/wildlife centers and community environmental education organizations, and under Dr. Merrick’s leadership they will be able to get proper training, research guidance and career advice. While we would like to further increase our outreach to promote the department, expanding enrollment has already led to over-capacity problems, at least for some required courses. If enrollments continue to increase, it would have to be accompanied by an increase in faculty strength to maintain quality and efficiency.

With further promotion and outreach we also expect our already thriving GIS Certificate programs to grow further. While the certificates are in high demand among our students, who usually get excellent job opportunities upon completion, we also hope to attract more non-NEIU professionals seeking a GIS certificate. At present, Dr. Mihir is handling the bulk of the GIS courses and with increasing enrollment, it is becoming an urgent necessity to hire another GIS faculty to complement her and free her up for her own research and teaching in “physical geography,” an area of specialization weakened further with the retirement of Dr. Qutub last year.

Another important area of future growth for the department is “urban planning,” a mature but still growing field providing excellent career opportunities. Under the leadership of Dr. Grammenos, we already have a strong “urban geography” component, with new courses recently developed by him and David Jones. The addition of a new faculty member specializing in Urban Planning will give us the breadth and depth to launch a valuable new concentration for majors, a potential new minor, and perhaps eventually a new major as well with the option of professional certification.

The department has been working to consolidate an internship database, taking information dispersed with different faculty advisors and putting them together in one centralized computer database. A part-time student-aide has been working on this project over the academic year and the project is almost near completion. Once launched at the end of the summer, the database will be of enormous help to students searching for internships. We hope to compile a similar database for employment opportunities as well in the near future. Currently, we frequently hear from alumni with successful career tracks, but if all that information is compiled into a centralized database, recent graduates will be able to benefit from the information as well as from potential mentoring from alumni working professionally in the field. Another related idea of potential benefit would be to bring in alumni successfully employed in the region to a Career Day type event on campus. The G&ES fund provides a vital function in helping to support student travel to conferences and thus needs to be constantly replenished. An important project for the upcoming year would be to solicit contributions for the fund from carefully identified alumni with successful careers, an

exercise that could go hand-in-hand with the compiling of the alumni/employment database.

B. Projected needs

1. Faculty

As noted in the previous section, the department feels the urgent need for a new faculty position specializing in Urban Planning and Urban GIS that will serve multiple important goals. Not only is urban planning a promising career field, the addition of a new concentration in urban planning will significantly strengthen our Geography program, whose enrollment has not kept pace with that of the rapidly growing Environmental Studies program. The new faculty member will take on the responsibility of the urban (vector) GIS component in the GIS Certificate programs, leaving Dr. Mihir to concentrate on the physical/natural (raster) GIS component, which is where her expertise lies. This will free up Dr. Mihir, who is currently overburdened with almost the entire spectrum of GIS Certificate courses, and allow her to focus on her research and teaching in “physical geography”, her main area of specialization, benefiting her as well as helping to further strengthen the Geography program. This is all the more important in light of the recent retirement of Dr. Qutub, who used to teach several courses in that area for which we currently do not have a replacement. Finally, the new faculty member will be able to offer graduate courses and direct graduate research in urban planning related areas, a popular subject area among our graduate students.

The new faculty position will also generally be of help given our expanding enrollments; an expanded menu of course offerings will help to relieve over-capacity problems plaguing some courses. Many of the introductory required courses that are pre-requisites to upper level courses have also been suffering from over-enrollment problems. We have had to expand the number of sections offered on a number of occasions in the past, but are often limited by the availability of instructors. The coming academic year will present acute challenges since two of our full-time instructors – Emily Good and David Jones – will be on sabbatical leave for one semester each. Therefore, we would need to hire adjunct instructors to fill the substantial gaps.

2. Equipment

The G&ES computer labs need a major upgrade soon. Computer technology changes quickly and the present fleet of computers are increasingly seen as inadequate for GIS work, which needs extremely high capacity, high performance computers, even more so for the latest GIS software/applications.

3. Other Resources

BBH 202, the main classroom heavily used by G&ES, could benefit greatly from refurbishing. In addition to replacing old and shoddy chairs with new and improved ones, removal of some of the unused cabinets would create significant additional space for more tables and chairs. This is of increasing importance given our expanded

enrollments; capacity constraints are becoming increasingly common for several courses scheduled in BBH 202.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Banerjee, A. (2012). Is wildlife tourism benefiting Indian protected areas? A survey. *Current Issues in Tourism*, 15(3), 211-227.

Howenstine, E. (2012, Summer). Adrift and focused in academia: The Chair's role. *The Department Chair*. (Wiley Periodicals, ISSN: 1936-4393)

2. Conference Presentations, Group Shows

Banerjee, A. (2011, November). *Charting a different course: Can India avoid the common pitfalls of biofuels?* Paper presented at the NEIU Faculty Research & Creative Activities Symposium, Chicago, IL.

Banerjee, A. (2012, February). *Switching the goals of biofuels programs from commercial transportation to rural energy needs: An agenda for India.* Paper presented at the Association of American Geographers Annual Meeting, New York, NY.

Banerjee, A. (2012, June). *Switching the goals of biofuels programs from commercial transportation to rural energy needs: An agenda for India.* Poster presented at the International Society for Ecological Economics Conference – Ecological Economics and Rio+20: Challenges and Contributions for a Green Economy, Rio de Janeiro, Brazil.

Merrick, M. S. (2011, November). *Environmental epiphanies: Nature-self relationships and environmental responsibility.* Paper presented at the NEIU Faculty Research & Creative Activities Symposium, Chicago, IL.

Merrick, M. S. (2012, June). *Environmental epiphanies: The investigation of powerful and motivating human-nature experiences.* Paper presented at the meeting of the 18th International Symposium on Society and Natural Resource Management, Edmonton, Alberta, Canada.

Mihir, M. (2011, November). *Landuse and landcover change in Plainfield, IL: 1984-2010.* Paper presented at the NEIU Faculty Research & Creative Activities Symposium, Chicago, IL.

Mihir, M. (2012, February). *Land cover change of Patna: A Remote Sensing Perspective.* Paper presented at the Association of American Geographers Annual Meeting, New York, NY.

3. Service

Banerjee, A. (2011, August). *The feasibility of India's biofuels targets and the potential for land use and food production conflicts*. Guest lecture presented at the School of Human Ecology, Ambedkar University, New Delhi, India.

Banerjee, A. (2011, October 19). Represented NEIU, along with colleagues from Earth Science, at the Sustainability Education Fair, organized by the Foresight Design Initiative at Merchandise Mart, Chicago.

Good, E. (2011, October-November). Conducted three professional development workshops for middle and high school teachers at the NEIU Chicago Teacher Center.

Good, E. (2012, March 30). Conducted teacher workshop "Toponyms: What's in a (place) name?" at the Illinois State Geography Bee, College of DuPage, Glen Ellyn, IL.

Howenstine, E. Elected to the Local School Council, Northside College Preparatory High School, Chicago.

Howenstine, E. Served on the Transportation Committee and Leadership Committee for Participatory Budgeting of the 49th Ward, Chicago.

Jones, D. Continues to serve on the Planning Committee of the noted local non-profit Friends of the Chicago River. Led several workshops of training guides on the geography and natural history of the Chicago river.

Jones, D. (2012, June). Represented department and NEIU at the 10th Anniversary Celebrations of the Chicago Center for Green Technology that showcased sustainability education and awareness opportunities in the region.

Merrick, M. S. (2011, July). *What conservation psychology means to you*. Guest lecture presented at University of Chicago, Chicago.

Merrick, M. S. (2012, March). *Geography and Environmental Studies at Northeastern Illinois University*. Presented at the "Green Science and Education" session of the NEIU Green Energy and New Technology Conference.

Merrick, M. S. (2012, May). *Conservation Psychology*. Guest lecture presented at St. Gregory the Great High School, Chicago.

B. Student Achievements

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

Brody, T. M., **Bianca, P. D.** & **Krysa, J.** (2012), Analysis of inland crude oil spill threats, vulnerabilities, and emergency response in the Midwest United States. *Risk Analysis*. doi: 10.1111/j.1539-6924.2012.01813.x

Claus, A. (2011, October). *Chicago Wilderness: A case study in ethics of place*. Paper presented at the International Association for Environmental Philosophers Annual Conference, Philadelphia, PA. (Research supervisor: Banerjee/Milsky)

Wright, K. (2012, February). *Excel tables to Google/GIS maps: Just 4 clicks of a mouse button!* Poster presented at the Association of American Geographers Annual Meeting, New York, NY. (Research supervisor: Mihir)

Dommel, R. (2012, February). *Evaluating bicycling accessibility in Chicago*. Paper presented at the Association of American Geographers Annual Meeting, New York, NY. (Research supervisor: Mihir)

Di Bianca, P. (2012, February). Panelist for session on “Diversity in the Geographic Workforce” at the Association of American Geographers Annual Meeting, New York, NY. Also served as Diversity Ambassador and Career Mentor in the same conference.

Pilbeam, J. (2012, March). *Spatial distribution of car-sharing pods in Chicago*. Poster presented at the Urban and Regional Information Systems Association -Chicagoland Chapter’s 2nd Annual Student Symposium, Des Plaines, IL. (Research supervisor: Banerjee/Mihir)

Kauth, M. (2012, March). *Wind energy on Lake Michigan*. Poster presented at the Urban and Regional Information Systems Association -Chicagoland Chapter’s 2nd Annual Student Symposium, Des Plaines, IL. (Research supervisor: Mihir)

Kratzer, B. (2012, March). *Exploring the impact of a riffle structure on total nitrogen in the Upper Des Plaines River*. Poster presented at the Urban and Regional Information Systems Association -Chicagoland Chapter’s 2nd Annual Student Symposium, Des Plaines, IL. Selected to represent chapter at national URISA conference in Portland, OR. (Research supervisor: Mihir)

Nieves, A. (2012, April). *Lowering the environmental impact of funerals: An examination of factors influencing an individual’s willingness to consider a “green burial.”* Paper presented at the 20th Annual NEIU Student Research & Creative Activities Symposium. (Research supervisor: Jones)

Roberts, N. (2012, April). *The Cerro Grande wildfire of Los Alamos, NM: Modeling fire behavior in an era of climate change*. Paper presented at the 20th Annual NEIU Student Research & Creative Activities Symposium. (Research supervisor: Mihir)

Chappelle, J. (2012, April). *Ephemeral pond identification using remote sensing techniques in southeastern Wisconsin’s varied landscape*. Paper presented at the 20th Annual NEIU Student Research & Creative Activities Symposium; and at the Illinois Geographical Society Annual Meeting, Grayslake, IL. (Research supervisor: Mihir)

Fields, N. (2012, April). *Illinois residents’ knowledge of and preparedness for a tornado*. Paper presented at the 20th Annual NEIU Student Research & Creative Activities Symposium. (Research supervisor: Jones)

LaBrosse, J. (2012, April). *Placement of residential driveways and observed effects on local pedestrian traffic: A case study of Chicago metropolitan neighborhoods*. Paper presented at the 20th Annual NEIU Student Research & Creative Activities Symposium. (Research supervisor: Mihir)

Clausen, N. (2012, April). *The proposed shark fin ban in Illinois: An analysis of the politics and potential consequences*. Paper presented at the Illinois Geographical Society Annual Meeting, Grayslake, IL. (Research supervisor: Banerjee)

Hoeffner, N. (2012, April). *Genetically modified salmon's pending approval in the US: Is the regulatory regime adequately protective of the environment?* Paper presented at the Illinois Geographical Society Annual Meeting, Grayslake, IL. (Research supervisor: Banerjee)

Pilbeam, J. (2012, March/April). *Location analysis of car-sharing pods in Chicago*. Paper presented at the Illinois Geographical Society Annual Meeting, Grayslake, IL. (Research supervisor: Banerjee/Mihir)

House, E. (2012, April). *The use of public participation GIS by grassroots organizations for successful advocacy: A case study in Chicago's underserved inner-city communities*. Paper presented at the Illinois Geographical Society Annual Meeting, Grayslake, IL. (Research supervisor: Mihir)

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

Michael Premer (BA Environmental Studies, 2009) was accepted to the PhD program in Forestry Science at Michigan Technological University, after completing an MS at the same institution.

Mark Kenseth (MA, 2011) was accepted to the PhD program in Urban Studies at Portland State University.

Lazar Ilic (MA, 2011) was accepted to the PhD program in Geography at Carleton University, Ottawa, Canada.

Salvador Montes (BA Geography, 2011) was accepted to the Master's program in Urban Planning and Policy at the University of Illinois – Chicago.

C. Alumni News

Susan Sherman (formerly Yovits, MA, 1995) is now Executive Director of the Shenandoah National Park Trust.

Jason Tinkey (BA Geography, 2009) is now Special Projects Manager at the Chicago Parks District.

Derick Anderson (BA Geography, 2011) is now Associate Director of the Rogers Park Community Development Corporation.

Isiah Dalton (BA Geography, 2009) has accepted a Peace Corps assignment and will be working in Azerbaijan for two years.

Nicholas Brandt (BA Environmental Studies, 2010) is now Project Manager at EMG Corp., an environmental consulting firm headquartered in Maryland.

Jeffrey Dutton (BA Environmental Studies, 2011) has taken a position as Environmental Project Manager at Pioneer Environmental Services, a consulting firm in Chicago.

Megan Duffy (BA Environmental Studies, 2011) has accepted a full-time position at the Bolingbrook Park District, Natural Resources Department.

Edwin Ayala (BA Environmental Studies, 2011) has accepted a position as Sales Associate in the Energy Services Division of Honeywell Corp.

Michael Martinez (MA, 1998) was recently presented with the 2011 Honor Award for Excellence from US Dept. of Agriculture Secretary Tom Vilsack for contributions to the USDA Migratory Bird Habitat Initiative.

Wil Mahia (Environmental Studies graduate and frequent guide for the Belize trip), was named 2011 Man of the Year by Belize's **Amandala**, "Belize's Leading Newspaper."

HISTORY

Annual Report 2011-2012

Submitted by Patrick B. Miller

Executive Summary

The History Department continues to be an active professional department in which faculty members teach all levels of students, conduct their scholarly research, write, and participate in professional meetings. History also participates in diverse college and university committees/programs including:

- El Centro
- Women's Studies
- LGBTQ Minor
- LLAS
- AFAM
- Asian Studies
- Writing Intensive Program
- First Year Experience
- CAS-COE Taskforce on Secondary Teacher Preparation
- CAAC
- Transfer Student Orientation
- Summer Transition Program
- Honors Program
- McNair Scholars Program
- Minority Internship Program
- International Student Exchange
- Student Research and Activities Symposium
- NEIU Faculty Research Symposium

As an institutional member of the American Historical Association, the department observes the protocols and procedures of that flagship organization. Accordingly, in their scholarship and broad-based professional service, History faculty members endeavor to link the NEIU campus to a wide range of intellectual and academic communities beyond.

Faculty and Students: Scholarship and Teaching

Both tenured/tenure track faculty and instructors have made impressive contributions to the field of History, including books and articles in peer-reviewed journals, presentations at research conferences, and participation in annual meetings of the

historical societies in their respective fields. This is the kind of broad-based and specialized knowledge that informs Gen. Ed., upper division and graduate courses on a daily basis.

The department's scholars have garnered an array of distinctions during the last year. First and foremost, Professor Zachary S. Schiffman was named the *Bernard Brommel Distinguished Research Professor* at NEIU. The award followed on the heels of Schiffman's latest book, *The Birth of the Past* (Baltimore: Johns Hopkins University Press, 2011), in addition to several interviews and invited presentations that flowed from the publication of that volume. In a foreword to the book, a recent president of the American Historical Association emphasized Schiffman's major contribution to the field of historiography in the Western intellectual and cultural tradition.

This is the second time in the last six years that an historian has achieved NEIU's most prestigious honor. For his part, Professor Emeritus Steven A. Riess--our first "Brommel"-- published *The Sport of Kings and the Kings of Crime: Horse Racing, Politics, and Crime in New York, 1865-1913* (Syracuse University Press), which was a finalist this year for the non-fiction book award of the Society of Midland Authors. Additionally, Professor Joan Marie Johnson launched the third volume of her co-edited *South Carolina Women: Their Lives and Times* (University of Georgia Press).

For her article, "*Forjando Patrimonio; The Making of Archaeological Patrimony in Porfirian Mexico*," 90, no. 2 (May 2010): 215-246, Associate Professor Christina Bueno won two more prizes last year:

- ❖ Best Article in the Social Sciences, Latin American Studies Association, Mexico Section
- ❖ Kimberly S. Hanger Prize, Best Article in the fields of Latin American, Caribbean, American Borderlands and Frontiers, from the Latin American and Caribbean Section (LACS) of the Southern Historical Association

What is more, Professor Bueno received a faculty award from the National Endowment for the Humanities (NEH) to complete the book manuscript: "The Allure of Antiquity: Archaeology and the Making of Modern Mexico."

Ultimately, the high profile of History faculty in broader professional and scholarly forums may best be illustrated by the ways the department has engaged with the *Newberry Library* Seminar Series--Friday afternoon sessions that bring a world of scholarship to Chicagoland. Professors Joan Marie Johnson and Francesca Morgan are the founding directors of the *Newberry Seminar on Women and Gender*, which is considered among that cultural institution's flagship scholarly forums and community events.

History Department Forums

Website

To maintain close contact with our students, as well as to elaborate the ways that faculty scholarship and teaching coalesce in the classroom and advising hours, the department maintains an informative and vibrant website: www.neiu.edu/~history. The website features a newsletter highlighting student accomplishments, faculty profiles, and essential contact information, just as it draws attention to upcoming academic events. In recent years it has become an increasingly significant forum for updating class schedules and introducing new courses. Between “current announcements” and “news and events,” as well as links to scholarship opportunities and professional development workshops and library services, the site stands as another important link between NEIU and more expansive academic communities.

Phi Alpha Theta: History Honor Society

Over the last several years, Phi Alpha Theta has become an increasingly lively faculty/student activity, featuring lectures, professional development workshops for History Majors and Minors (“how to apply for graduate school”) and a social forum. Under the guidance of Professor Mateo Farzaneh, last year’s events included a one-week book sale in the Village Square and the annual reception, which welcomed new members to the Honor Society, awarded the *Brommel-Lindberg Scholarship History* to Erik Andersen as the outstanding student in the department, and brought students, faculty, administrators, friends-of-the-department together in a festive setting.

Transitions

This year we mark both administrative and academic transitions. After six years as chair, Professor Patrick Miller returns to the classroom and his specialty, African American History and Race Relations. The new chair of the History department is Professor Michael Tuck.

In addition, Professor Charles Steinwedel was elected to the position of Associate Chair, and after many years of distinguished service as the Graduate Coordinator in History, Professor Zachary Schiffman is handing over that portfolio to Professor Francesca Morgan.

This year we welcome to the department Professor Joshua Salzmann (Ph.D. University of Illinois, Chicago) who brings to NEIU an impressive publishing record and classroom experience in United States urban history, environmental history, as well as research and interest in law, business, technology, and sport history. Professor Salzmann’s book *Safe Harbor: The Political Economy of Chicago’s Waterfront, 1847-1918* is currently under contract for publication in the “Business, Politics, and Society” series of the University of Pennsylvania Press, while his most recent article “The Creative Destruction of the Chicago River Harbor: Spatial and Environmental Dimensions of Industrial Capitalism, 1881-1909,” is forthcoming in the journal *Enterprise and Society*.

Offerings

In addition to the course offerings in U.S. Urban History and Environmental History planned by Professor Salzman, the department continues to expand its upper-division offerings in other ways. Professor René Luis Álvarez (Ph.D., History, University of Pennsylvania, whose principal appointment is in NEIU's department of Educational Inquiry and Curriculum Studies, will once again guide a 300-level course in *Mexican-American history*. For his part, History Instructor Nikolas Hoel (ABD, University of Wisconsin-Madison) has added *Religion and Reform in the Age of Constantine*, the *History of Byzantium, Saints and Sinners in the Medieval World*, and *The Crusades* to our regular roster of 300-level courses, while Robin Bates (ABD, University of Chicago) has enriched our curriculum with new courses on *The Emergence of Modern Capitalism*, *Memoir and Autobiography in the Western Tradition*, and *The Age of Revolution in Europe*.

Several professors have offered innovative and expansive offerings for the *Writing Intensive Program* while Professor Charles Steinwedel is developing a *gateway* course on "History Writing and Method" as a cornerstone of WIP and the major. Meanwhile, other professors and instructors, including Susan Rosa, Mateo Farzaneh, Richard Grossman, Leo Bacino, and Nikolas Hoel have served as mentors for advanced students who are working on Honors projects and/or applying to graduate school.

According to recent NEIU records, the History Department has seen a steady increase in Majors since 2002. Presently, with **302 Majors** (History and History/Secondary Ed) and **55 Minors**, History stands among the largest departments in the university. History courses are cross-listed in AFAM, LLAS, and Women's Studies/LGBTQ, and the department works closely with the College of Education concerning teacher preparation. For Fall 2011, the department offered 55 sections, enrolled 1377 students and notched 4,137 Student Contact Hours (SCH: Bryn Mawr Campus, El Centro, CCICS).

Currently, with average enrollment per section at **29 students**, History ranks *1st overall* among CAS departments/programs that serve Majors/Minors and Grad students

Another point of pride is the selective and well-structured **Master of Arts in History** program. Currently it boasts **34 active Graduate** Students and recent recipients of the M.A. degree. During the 2011-2012 academic year, the department supervised the award of **8 M.A. degrees**. Three of our M.A. students—Edward Byrd, Mark Arenberg, and Pamela Smith—were selected to become interns in public history at NEIU's Illinois Regional Archives Depository (IRAD).

The department regularly offers three graduate courses per semester. Significantly, History has successfully guided *more than two dozen grad students* through the program during the last four years, from the required foundation course in Historiography and Historical Method to specialized readings courses and research seminars on a wide range of topics. While the majority of our M.A. students are secondary school teachers in Chicagoland, several others have gone on to pursue the Ph.D. in History or allied fields; several are teaching at area community colleges and a

few have combined coursework with internships as they begin careers in public history. Working with faculty members in the department, several graduate students have published articles and guided workshops that attest to History's commitment to linking scholarship, teaching, and service.

I. Assessment

Each year the department evaluates its current crop of graduating History Majors by reviewing the portfolios they create. The *assessment portfolio* consists of papers written in 300-level history courses. A committee of the department reviews the written work and solicits comments from all members of the department about use of sources, critical thinking skills, clarity of expression, etc. In this way we assess the effectiveness of our course preparation, particularly the upper division level courses. Graduate assessment includes an instrument occurring upon the completion of the Graduate Field Exams.

II. Program Plan

The History Department continues to serve the General Education program, majors, minors, and other students interested in history courses—especially those working from the platform of History toward their careers as teachers. We strive to convey information about various societies and time periods in specialized and general courses, but just as importantly, we emphasize the development of analytical skills, critical reading and writing, and effective oral communication.

With the addition of Islamic World to our catalog entries two years ago, History has taken a significant step in making our offerings more thoroughly *cross-cultural* and *interdisciplinary*. Still, the department seeks more expansive ways to serve the academic needs of our students.

To further that purpose, our most recent position request (2011-2012) is in the field of *Modern Europe and the World*, which derives emphatically both from programmatic needs and enrollment/SCH statistics. Unfilled vacancies in Modern European history that date back to the 1990s leave severe gaps in our curriculum. The department hopes to build a platform-- informed by new developments in *Global Studies* and *Transnational History*—that serves the deep and broad interests of diverse academic communities at NEIU. The department's initiative engages the university's imperative: a plan of action toward a more cosmopolitan curriculum and campus culture.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books

Johnson, Joan Marie, Co-editor (with Marjorie Spruill and Valinda Littlefield), *South Carolina Women: Their Lives and Times*, Volume III (University of Georgia Press).

Schiffman, Zachary S. *The Birth of the Past* (Baltimore: Johns Hopkins University Press, 2011).

2. Articles and Abstracts

Bueno, Christina. "Rubén Darío," in *Encyclopedia of US-Latin American Relations*, eds. Thomas M. Leonard, ed. (Washington D.C.: CQ Press, 2012).

Grossman, Richard. Review of *Indelible Inequalities in Latin America: Insights from History, Politics, and Culture*, edited by Paul Gootenberg and Luis Reygadas, for *History: Review of New Books*, 40:2 (2012): 48-49.

Schiffman, Zachary S.

- "Historicizing History/ Contextualizing Context," *New Literary History* 42 (2011): 477-98.
- "Defamiliarizing the Past," *Historically Speaking* 13 (2012): 16-18.
- "The Birth of the Past: An Interview with Zachary Sayre Schiffman," *Historically Speaking* 13 (2012): 18-20.
- Review of *Montaigne and the Art of Free-Thinking* by Richard Scholar (Oxford: Peter Lang, 2010), in *H-France* (Society for French Historical Studies web reviews), July 2011.

Steinwedel, Charles

- "On Sufis, Scholarship, and Many Different Discourses That Existed in the Russian Empire," *Ab Imperio* (Kazan, Russia), no. 2 (2011): 345-352.

3. Conference Presentations

Bueno, Christina

- "Porfirian Archaeology and the Positivist Approach to Antiquity," Conference on Latin American History, American Historical Association annual meeting, Chicago, Illinois, January 2012.
- "Race and Indian Antiquity in Porfirian Mexico," Loyola University, Chicago, February 2012. Presentation to Professor Dina Berger's seminar on race in Latin America.
- "Imagining Antiquity: Archaeology and the Construction of the Ancient Indian in Porfirian Mexico," Rocky Mountain Council on Latin American Studies, Park City, Utah, March, 2012.
- "Porfirian Constructions of Indian Antiquity in Mexico's National Museum," Latin American Studies Association International Congress, San Francisco, CA., May 2012.

Farzaneh, Mateo

- “Financial Interest, Piety, and Marjaiyyat: the Fight Between Nuri and Khurasani,” paper presented at the annual conference of Middle East Studies Association, Washington, DC, December 2011
- “Prospects of Constitutionalism in Iran and the Role of the Shi’ite Clerics,” a paper presented at a conference at University of California Santa Barbara’s Center for Middle East Studies, March 2012
- “Iraq in Post-Withdrawal Period,” a paper given at NEIU’s annual Asian-American Conference, April 2012

Johnson, Joan Marie

- Chair and Commentator for session, “A Turn to the Right: Conservative Women in the Modern South,” Ninth Southern Conference on Women’s History, Fort Worth, Texas, June 2012.
- Paper presentation, “I Didn’t Give a Hoot for a Male Contraceptive’: A Wealthy Feminist’s Support for Reproductive Rights,” Organization of American Historians, Milwaukee, April 2012.
- Commentator for session, “Exploring Constructions of Gender and Femininity Through Education Histories,” History of Education Society, Chicago, November 2011.
- “Turning South: What *The Help* Doesn’t Tell Us About African American Women in the South,” at Speak, So You Can Speak Again: Artistic Voices Turning South, Northeastern Illinois University, Chicago, IL, March 2012.

Morgan, Francesca. “Documents and Distinction: The Gilded Age’s Genealogy Boom.” Presented at the annual meeting of the Organization of American Historians/National Council on Public History, Milwaukee, Wisconsin (April 2012).

Schiffman, Zachary S. “Bookends: Henry Y.K. Tom and the Shaping of Renaissance Studies,” Presented to the Renaissance Society of America, Washington, D.C., March 2012.

Schmeller, Mark G. “Filling the Box: Jury Selection and the Politics of Jeffersonian Judicial Reform.” Paper presented at Jeffersonian Democracy: From Theory to Practice, Princeton University, May 2012.

4. Funded Grants

Johnson, Joan Marie. Travel-to-Collection Grant, Newcomb College Institute of Tulane University, New Orleans, LA, \$600, May 2012.

5. Service

Bueno, Christina.

- Ligia Parra Jahn Prize Committee 2012, Rocky Mountain Council on Latin American Studies

- Reviewer/referee: *The Americas*
- Reviewer/referee: *Radical History Review*
- Reviewer/referee: *Museum Anthropology*
- Panel Organization: “Reinventing Indians: New Perspectives on the “Indian Problem” in Modern Mexico,” Conference on Latin American History, American Historical Association annual meeting, Chicago, Illinois, January 2012
- Panel Organization: “Indigeneity, Science and the State in 20th century Mexico and Guatemala,” Latin American Studies Association International Congress, San Francisco, CA, May 2012.

Eisenberg, Andrew. Assisted in editing and translating *Chinese Scholars on Inner Asia*, editors, Luo Xin and Roger Covey Bloomington (Indiana: University of Indiana Press--Uralic and Altaic Studies-- 2012).

Farzaneh, Mateo

- “From the Persian Gulf to Tunisia: Revolts, Hopes, and Chances for Islamism”; “Slow Death or Rapid Annihilation: the Case of Iran”; “Pianos, Grapes, and Umbrellas: the Future of Democracy in Egypt,” lectures at the Angelina Pedrosa Center, November 2011/February, March, 2012.
- “A Scholarly Look at the Role of Ulama’s Presence in the Iranian Constitutional Revolution,” a talk for The Persian Discussion Night, a community and student group based at Northwestern, April 2012
- “An Early Winter after the Arab Spring: A History of Democracy in Arab Societies,” a talk written for the University of Chicago’s Persian Circle and delivered in Persian/Farsi, May 2012
- “The Evolution of Shi’ism in Early Islamic Arab Iraq,” a lecture for World Languages and Cultures’ *Introduction to Arab Culture* course, May 2012

Grossman, Richard

- Commentator, paper Newberry Seminar on Women and Gender (Jan 2012)
- Elected Secretary (2013)/President (2014) Central American Studies committee of the Conference on Latin American History

Johnson, Joan Marie

- Southern Association for Women Historians: Executive Council Member, 2011-2013.
- Reviewer of manuscripts for University of Georgia Press.
- Co-director, Newberry Library Seminar on Women and Gender, Chicago, IL.
- Southern Association for Women Historians: Jacquelyn Down Hall Prize Committee Member.
- Chicago Area Women’s History Council, “Documenting Women’s Activism and Leadership in the Chicago Area, 1945 – 2000,” Academic Advisory Committee, 2012-

Miller, Patrick

- Consultant, “Sports: Leveling the Playing Field” inaugural exhibition of the *National Museum of African American History and Culture, Smithsonian Institution, 2012-2015.*
- Book Series Co-editor, *The African American Intellectual Heritage*, University of Notre Dame Press.
- Book manuscript reviews for Bedford/St. Martin’s and the University of Illinois Press.
- Article manuscript review for *The Journal of Southern History*.

Morgan, Francesca.

- Co-director, Newberry Seminar on Women and Gender, Newberry Library, monthly, September 2011-May 2012.
- Article manuscript review for *Journal of Women’s History*, April 2012.
- Article manuscript review for *Massachusetts Historical Review*, February 2012.

Tuck, Michael.

- Textbook proposal review for Routledge
- New book series proposal review for the University of Michigan Press

B. Student Achievements

Bacchus, Theresa was accepted to the Department of Political Science (in Political Philosophy) at the University of Chicago.

Brady, Bryan completed his M.A. in History at NEIU and was accepted into Americorps’ *Teach for America* program. His initial assignment, in mathematics as well as history, will be in Las Vegas, Nevada.

Medina, Carlos has nearly completed the M.A. Program in History at NEIU; he has been accepted into the History Department’s Ph.D. Program at Southern Illinois University, Carbondale.

C. Alumni News

Amundson, Dane has graduated from the University of Illinois Law School and is currently preparing to enter the Illinois Bar Association.

Dewar, David. M.A. in History from NEIU, is currently Associate Professor of History at Angelo State University, Texas, specializing in Colonial and Early National America, the Trans-Appalachian West, and the early fur trade in the United States.

DiLorenzo, Anthony has passed his Ph.D. qualifying exams (with distinction) at Loyola University and is currently working on his dissertation in Atlantic cosmopolitanism, 1776-1809. His principal courses at an undergraduate History major were guided by Professor Susan Rosa to whom he expresses profound appreciation.

Hernandez, Leticia admitted to the MA program in Latin American Studies at University of Illinois-Chicago after 2 years in the Peace Corps in Peru.

Lindberg, Richard, (BA History, 1974; MA History, 1987) has completed his sixteenth book. *Whiskey Breakfast: My Swedish Family, My American Life*, published by the University of Minnesota Press last year was a finalist in the category of Biography at the annual awards of the Society of Midland Authors.

Nockov, Simeon has graduated from IIT-Kent College of Law and is currently preparing to enter the Illinois Bar Association.

Sawicki, Matthew. M.A. in History from NEIU, passed his qualifying exams and has moved into the Ph.D. Program in History at Loyola University. He presented a paper, "Ladies Don't Argue with a Burglar: Gender, Race, and Class in Firearms Advertisements, 1880-1919" as part of the Women and Leadership Archives lecture series at Loyola. Matt is currently the Veterans Admissions Outreach Specialist at NEIU.

JUSTICE STUDIES

Annual Report 2011-2012

Submitted by Cris Toffolo

Executive Summary

This report, where possible, uses the categories of the university's strategic plan, and by all those measures it has been another very successful year. Student successes this year include publications and presentations at national conferences, wonderful volunteer work in the local community, and continued engagement with our program by alumni. Under the categories of "Academic Excellence" and "Exemplary Faculty" I can report continued curriculum innovation and *five* faculty honored this year for their teaching. Many members of the department published this year and gave presentations at national conferences and one member was a major keynote speaker at a national conference in Jamaica. Overall the Justice Studies (JUST) faculty also did a lot of academic and service work that makes us very visible in Chicago, providing much leadership to our local community. Finally, under fiscal strength, the person who funds our prison newsletter *Stateville Speaks* again increased her substantial donation.

Student Success

After growing quickly between 2008 and 2010, the number of majors in JUST has leveled off at about 530+, making us the second largest program in the College of Arts and Sciences (CAS). During 2011 (the last year for which there are complete records), we graduated 98 students, which equals 12 percent of all CAS graduates in this year.

Within this overall picture of success, there are some unique highlights. Eight majors were awarded the department's Social Justice Award. Each of them has done amazing work and demonstrated strong community leadership, either on campus or in the larger community. For instance, Tina Al-Rawahi received this honor for exceptional work she did in the community helping to raise money and awareness of hunger in Chicago, and Jessie Fuentes for his volunteer work with a research group on veterans.

Nine majors earned the Justice Studies Scholars Award which is given to majors who have completed 90 credit hours while maintaining at least a 3.8 GPA, and who also demonstrate "strong potential for continued scholarly work that will advance the field of Justice Studies." Sharon Rehana, who won this and the previous award, presented a paper on the Convention of the Rights of the Child at the annual national conference of the Peace and Justice Studies Associations. She was then selected by Amnesty International to become the Illinois State Death Penalty Coordinator. Aaron Schlessman, who also won both awards, was among four Justice Studies majors

(including Dollisha Benion, Edyta Kulik and Alicja Rozycka) who presented at NEIU's 20th Annual Student Research and Creative Activities Symposium. This student success is very much tied to the extra mentoring they received from dedicated faculty, which this year included Shelley Bannister, Loretta Capeheart, and Cris Toffolo, and by Keith Atterberry, an instructor who graduated from our program and now is working on his doctorate at UIC. Keith just had a book review published in the *Criminal Justice Review*. Another alum, Kayla Martensen, who presented her research at the 2011 national Justice Studies Association conference, has now had that paper published in *Contemporary Justice Review*. About this Kayla wrote "[t]he paper was definitely inspired by the work of the staff at NEIU which helped me gain a social justice perspective, and of course it would have never been a possibility if Dr. Okosun didn't encourage me to present there. So ultimately, I am very grateful to have been a student in the justice studies program."

We are also proud to report Robert Morales and Ernesto Vazques have been accepted into master's programs at UIC: Criminology, Law and Justice; and Public Administration, respectively. Jorge Monroy has been accepted into John Marshall Law School, and Semila Yousif will enter the paralegal program at Loyola University. Other examples of alumni success include Dawn Collins who will complete her master's degree in Inner City Studies this summer, Dino Giannoulis who works as a paralegal in the Office of Legal Services at the Illinois Department of Children and Family Services, and Marquette Scott who is now in her second year in Teach for America, serving as an elementary teacher in Indiana and preparing to attend law school. Marcos Erazo serves as a bilingual case manager at the Howard Brown Health Center, a position that developed out of his JUST internship several years ago. Astrid Maldonado, while continuing work in the GED office in Cook County, has also co-taught with Nancy Matthews for two years the social studies class at the bilingual Dorothy Stang Popular Education Adult High School.

Another measure of student success is campus involvement, for we know there is a correlation between co-curricular involvement and academic achievement. Further, in our major many co-curricular activities are related to classroom content, such that these activities function as "labs" for some of what we teach. Again this year the Justice Studies Club (JSC) held a very successful fundraising drive, this time to help victims of the Somali famine. As a result, the NEIU community donated **\$769.85, to Doctors Without Borders, which translates into 8,700 meals for children.** The club also sponsored a group to attend a human trafficking conference in San Diego. After Cris Toffolo last year took 12 students to the 50th Anniversary conference of Amnesty International (AI) in San Francisco, several of them returned very inspired and revived NEIU's moribund AI club, with the result that this year it became one of the most active clubs on campus, holding an event to collect signatures supporting a stay of execution for Troy Davis, and helping to bring the "Interrupted Lives: Portraits of Student Repression in Iran," exhibit to NEIU. They also sponsored their members to attend AI's annual meeting in Denver. In recognition of this club's success and energy, Amnesty will hold its Midwest Regional Conference at NEIU next November. This will bring AI members from an eight state region to our campus.

Academic Excellence and Innovation

Again this year our exit survey revealed students have a very positive perception of all aspects of our program. Ninety-two percent of our students are “satisfied” or “very satisfied” with the content of JUST courses, and 94 percent have a similarly positive view of the quality of classroom instruction. Specific comments included: “It was a great experience to be part of the Justice Studies program;” and “I am really satisfied with the Justice Studies program ...it was one of the best decisions I have ever made.” These comments reflect the fact that students feel the curriculum provided them with a “more complete picture of the problems of our society,” and that it developed their “critical thinking and writing skills.” They also appreciate learning about global issues, justice theory, conflict management, the legal system and how to do research.

To ensure students continue to find our programs valuable, JUST faculty are constantly updating the curriculum and their pedagogy. After several years of collaborative work with the departments of Psychology, Social Work and Sociology, the new Child Advocacy Studies (CAST) minor became official in January, just in time to have our first four minors graduate with this designation. We have now received permission to search for a new tenure-line faculty in this program, and now the minor will be administered by the JUST department.

This year T.Y. Okosun and Cris Toffolo brought together another interdisciplinary group to begin designing a new master’s in Conflict Analysis and Resolution. The framework for such a program is now largely complete and the proposal has received very positive responses from many quarters. Work will continue in the coming year, with the hope of being able to start this program in a couple of years. Already Dr. Okosun is teaching an introductory undergraduate course in this area. If we get approval for the master’s it will be one of the first programs of its kind in the Midwest.

A new course introduced this year was “Advocating for Social Justice in Illinois.” It explores how ordinary citizens can impact the legislative process in the state to help rebuild communities. Design work on several other courses is also underway. Deborah Bernstein is working on a course on Social Justice & Legal Issues Related to Mental Health, and Rolanda West is developing a course that will explore issues that face ex-offenders who reenter our communities after serving time in prison, and how our majors might work with this population. Loretta Capeheart continued to make progress on “Statistics for Justice Studies Majors” which will allow students to complete their quantitative analysis requirement within the major. We have also elaborated upon and tightened the criteria for our independent study. These last two improvements will help students understand the process of research and the expectations about producing high-quality work, thus improving their preparation for graduate-level work.

Innovations in pedagogy include that more faculty received training to teach on line, with more on-line courses being offered, and the revival of a class about tenants’ rights in which students observe eviction court and interact with people who are facing eviction. Both of these pedagogies respond to student requests for more on-line offerings and more engaged classes. Finally, again this year, we offered a study abroad opportunity for our students. Rolanda West and June Terpstra organized a study tour

to Venezuela for our students and some community leaders, to examine the changes in government policies that have occurred there in the last decade in the areas of poverty alienation, race relations and crime prevention. In the months leading up to the trip these faculty worked with the students on background research to make sure that their time in the country would be as fruitful as possible.

Urban Leadership

Our faculty frequently works with and does research in support of underserved Chicagoland populations. Examples of this include Maria De La Torre's research, and Kingsley Clark's legal advocacy for people being evicted as a result of the national housing crisis. Rolanda West works with ex-cons who are returning to Chicago, helping them to successfully reintegrate into their communities. She also serves as the Executive Director of Alternative Education Research Institute, a collaborative of educators, researchers and community activists who work for change by advancing interdisciplinary research and curriculum design. Benneth Lee, a co-founder of the National Alliance for the Empowerment of Ex-Offenders, also works with ex-offenders. This spring both were invited to speak about incarceration at a conference at UIC. Deborah Bernstein continues to serve as a mediator for the state of Illinois working on child custody, family, and employment mediation, and she works as a pro bono attorney for the women's shelter *A Safe Place*. Nancy Matthews continues to teach as a volunteer at the community-based alternative bilingual Dorothy Stang Alternative Adult High School, that was co-founded by JUST Professor Emerita Renny Golden. Nancy also was interviewed by National Public Radio on the topic of gay and lesbian adoption. Gayle Tulipano (graduated 2009) continues as the editor of *Stateville Speaks*, a prison newsletter that is distributed to about 3,000 people including inmates and their families, Illinois state legislators, and prison officials. For some inmates this is the only mail they receive and their deep appreciation for the paper is reflected in a growing number of letters: "This is an amazing newsletter and I very much enjoy reading every issue I can get my hands on;" and "you are doing a hell of a job.... God bless you all, keep up the good work." This May, information from a *Stateville* article was mentioned in an article published in the *Illinois Times* entitled "Should Illinois release old and costly inmates?" For this project each semester Galye guides a team of four or five JUST interns who do the reporting and put together the paper. This spring the interns visited Dwight Correctional Center, a women's prison in Illinois, to gain insights into the workings of the Illinois Department of Corrections, especially as related to women inmates. They also observed a parole board hearing in Springfield.

Exemplary Faculty and Staff

In teaching, scholarship and leadership the JUST faculty again this year has distinguished itself. In addition to the publications and conference talks that are listed at the end of this report, it should be noted here that *five* JUST faculty were honored for their excellence in teaching. Shelley Bannister was awarded the Audrey Reynolds Distinguished Teaching Award, the highest teaching award that NEIU bestows. Nancy Matthews was given a Faculty Excellence award, while Debra Bernstein earned an Instructor & Academic Support Professional Excellence Award. June Terpstra was granted an Education Leave for Spring 2013 to do comparative research on

transformative justice practices, and Maria De La Torre won the competition to design a new course for the Latino and Latin American Studies (LLAS) program.

The inspired teaching which these awards celebrate is attested to in letters from students. To Deborah Bernstein was written: "If my experience hadn't been so great with you I may not have stuck it out to get where I am now. So, with that I want to say thank you for being an amazing person that has helped to inspire me to continue my studies;" and "Before taking your class, art had never caught my interest. However, nowadays I find myself seeing a painting on a wall and recognizing the work and the artist. ... Thank you for being such a wonderful professor... Truly, I have learned so much from you..." To June Terpstra: "The true lover of knowledge naturally strives for truth and is not content with common opinion, but soars with undimmed and unwearied passion till he grasps the essential nature of things,' [Plato] ... this is what I can relate this course to. I was drawn to learn and push myself...;" and "I just wanted to say thank you... for all that you taught me. I gave my presentation last night on PTSD [in a UIC graduate course]. ...My professor ...said I set the bar for the rest of the class. I checked my email this morning and a handful of students messaged me about my presentation and how they felt about it – that was an amazing feeling! I could not have presented the way I did if it was not for you...;" and finally, "Keep doing what you do professor because ...you're good at it and have changed young people's way of thinking, youths REALLY do need passionate, strong, fearless, open and fair minded and intelligent leaders like you! ... Thank you for being courageous and passionate..." And to Maria De La Torre: "... thank you for all that you have done for me. I really appreciate it and I am happy to have had such a good role model..."

But it isn't only in teaching that the JUST faculty excel; great scholarship and leadership are also evident. Dragan Milovanovic was invited to be the keynote speaker at a national "Crime and Social Policy in the Caribbean" conference at the University of West Indies in Jamaica. In addition to his three public lectures, he also was interviewed on national radio and had the opportunity to meet several times with policy makers. And again this year, T.Y. Okosun and Cris Toffolo led national professional associations in our field, the Justice Studies Association and the Peace and Justice Studies Association, respectively.

JUST faculty not only contributed to NEIU's various annual conferences, they also took the initiative to arrange some wonderful events for the entire NEIU community. Following up on last year's First Annual Non-Violence Social Change Conference, the JUST department took the lead in working with colleagues across the university to refashion this event in ways that drew in more people: we opened the academic year with a major photo exhibit entitled "A Peace of My Mind" that was accompanied by a series of talks, events, activities and three workshops with the artist that spanned two weeks. Many FYE faculty and others around the campus included these events in their courses. One of the accompanying events was arranged by June Terpstra, who brought Keith McHenry, founder of Food Not Bombs, to NEIU for a public presentation and classroom lectures. June also organized a teach-in panel about "Resistance and Dissent" that included UIC Professor William Watkins and author Brooke Heagerty, and she brought Gilad Atzmon back to campus for an evening of jazz and conversation about his new book, *The Wandering Who? A Study of Jewish Identity*. She and Loretta Capeheart were both involved in the Cindy Sheehan event, in which Sheehan spoke about "Peace Movement, Middle East and Latin America," and Rolanda West set up a "Re-Examining Reentry" Panel to explore how to help prisoners successfully re-enter their communities after incarceration. Speakers included US Representative Bobby Rush, IL Representative Ford, Sequane Lawrence, Laila Muhammad, Sandee Kastrul, Rafi Peterson, Joe Schmitt and George Gomoll. Theresa Amato brought filmmaker Bennett Singer to campus for a talk and special screening of *Brother Outsider: The Life*

of *Bayard Rustin*, and Deborah Bernstein arranged for a performance of **On Stars Not Falling**, presented by the drama department of Highland Park High School, about gay youth, adolescent suicide, secrecy, and silence. All of these enriched the academic year.

Fiscal Strength

Again this year Dragan Milovanovic donated proceeds from the sale of one of his textbooks to our department's Foundation Account. Two members of the department, Loretta Capeheart and Cris Toffolo, had gifts given to NEIU in their names. Cynthia Kobel, of the Montgomery Family Foundation, increased her support for *Stateville Speaks*, and for this she was awarded NEIU's highest award given to major donors.

I. Assessment

Assessment this year focused on two activities. Once again all graduating seniors took our on-line exit survey. Then, using the department's goals and objectives statement and assessment rubric, we ran a pilot assessment of student portfolios collected in JUST 345. While the collection process has not yet been perfected, the analysis of the portfolios did lead to a very thoughtful discussion, which has generated among the faculty a deeper understanding of the curriculum as a whole and where we will need to continue developing it in the coming year. This year, too, we began alerting incoming majors to the portfolio collection process, so in another year we will have students with very complete portfolios. Finally, work has begun on developing a new course evaluation tool, that will better match the requirements of the department DAC and the new contract.

II. Program Plan

A. Long term goals

As noted above we have begun work on a new masters program in order to meet the demand of many of our majors to continue their education at NEIU at the graduate level. This program will be the first of its kind in the region, thus hopefully meeting needs in the larger community. Work will proceed on this in the coming year. At the request of the administration we drafted a proposal to offer our full major at El Centro, once the campus opens in its new location. We hope both efforts will be successful in the near future.

B. Projected Needs

Faculty: Given our high number of majors we very much need additional TP faculty. We remain the department in CAS with the highest number of advisees per faculty. Thus again this year we submitted a request for a new tenure-track position.

Equipment: Should our request for a new TP line be granted, we will need a computer, phone and printer for that person.

Other Resources: We need additional space. First, we would like a designated classroom so we could decorate this space with images and information relevant to our field. Second, we need one additional office to house our growing number of adjunct

instructors (currently one full-time instructor shares an office with ten part time instructors!). Third, we need a meeting/work room. Finally, should our request for an additional TP faculty be granted, we will need an additional office for that person.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances

Milovanovic, Dragan. Keynote speaker, "Crime and Social Policy in the Caribbean" conference, University of West Indies, Jamaica. Presented three talks about establishing a policy on crime. While there was also interviewed on national radio about this topic.

Toffolo, Cris. 2012. "Human Rights Discourse in Post-Occupation ("Post-Conflict") Societies," paper presented to convene a round table at the Fifth Annual Dialogue Under Occupation (Interdisciplinary) Conference, Lebanese American University, Beirut, Lebanon, May 8.

2. Articles and Abstracts, Local Exhibitions or Performances

Atterberry, Keith. 2011. Review of the book, *Issues and Cases in Law Enforcement: Decisions, Ethics and Judgment*, by J. J. Vardalis, in *Criminal Justice Review*, 36, 518-519. December.

De La Torre, Maria. 2011. "A Precious Vision": Struggling for Education in a Mexican Community in Chicago, 1970s-1980s." Faculty Research Symposium, Northeastern Illinois University, Chicago (November 4).

_____. 2011. "Contemporary Migration 20th and 21st Centuries" Foro de Sao Paulo, Chicago (October 28-30, 2011, in Spanish). Invited presentation.

_____. 2011. "Where is the Movement for Immigrant Rights?" United Front for Immigrants/Frente Unido de Inmigrantes (FUI), Chicago (September 28, 2011, in Spanish). Invited presentation.

Matthews, Nancy A. 2012. "'Learning the Truth and Stating the Facts': US State Department Claims-Making and the Construction of 'Human Rights.'" *Societies Without Borders* 7:2.

Terpstra, June. 2012. "The Anti-Atzmon Defamation League (ADL)," *OpEd News*, March 6 <http://www.opednews.com/articles/The-Anti-Atzmon-Defamation-by-June-Terpstra-120304-175.html>

_____. 2011. "Fourth of July Lies". *Information Clearing House*, July 4,

<http://www.informationclearinghouse.info/article28482.htm>

3. Conference Presentations, Group Shows

De La Torre, Maria. 2012. "Community, Voice, and the Struggle for Justice: Mexican Elders Reconstruct Past Activism in Chicago." Justice Studies Association, Chicago, May 30-June 1.

_____. 2012. "Gaining a Voice': Struggling for Education in a Mexican Community, Chicago 1970s-1980s." Midwest Sociological Society, Minneapolis, March 29-April 1.

_____. 2012. "We Can't Forget How it Started: Oral Histories of Mexican Activism on Education, Chicago, 1970s to 1980s." National Association for Chicana and Chicano Studies, Chicago, March 14-17.

_____. 2011. "And You Cannot Longer Close Your Eyes:' Oral Histories of Mexican Activism on Education, Chicago, 1970s to 1980s." History of Education Society, Chicago, November 3-6.

Matthews, Nancy. 2011. "Resisting Militarism on Campus: A Case Study of Curricular Maneuvers and Student Engagement." Presented at the annual conference of the Society for the Study of Social Problems, Las Vegas, NV, August.

_____. 2011. "Making Human Rights Education Accessible." Presented at the annual conference of the Peace and Justice Studies Association, Memphis, TN, October.

Natcone, Audrey. 2011. "Chicago Rocks and the Pursuit of Happiness: Re-imagining Relationships on an Urban Campus." Presentation given at NASPA Regional Conference, Evanston, IL, November.

_____. 2011. Chicago Rocks and the Pursuit of Happiness: Strengthening the First-Year Experience by Strengthening Relationships Between Student Life and Academic Affairs." Presented at FYE regional conference: Midwest First-Year Conference. Elgin, IL. September 30.

Terpstra, June. 2012. "[No NATO, No G8 Anti-imperialist Teach-In,](#)" presented at Northeastern Illinois University, March 12.

_____. "2011. Occupy Campuses" Presentation with Gabriel Schivone and Crystal Vance Guerra, delivered at Columbia College Chicago, **IL, November 14.**

Toffolo, Cris. 2012. "Lessons from Peace Education to Enhance Service Learning," 23rd Annual National Service Learning Conference, Minneapolis, MN. April 13.

_____. 2011. Public reading from "Beyond Leviathan? The Historical Relationship Between Peace Plans, International Law and the Early Anglo-American Peace Movement," for the book launch of *Peace Movements Worldwide*, edited by Marc Pilisuk and Michael N. Nagler. Santa Barbara: Praeger, 2011. Berkley Friends' Meeting House, Berkley, CA. October 30.

_____. 2011. "The Field of Peace Studies: An Introductory Overview," Presentation to the Advisory Committee on Social Witness Policy of the Presbyterian Church's as they engage in a four year "peace discernment and policy development process." San Francisco, CA. October 28.

_____. 2011. "Peace Education and Human Rights Education," presented at the "A Living Movement" Ninth Annual Conference of the Peace and Justice Studies Association & the Gandhi-King Conference, Christian Brothers University, Memphis October 21.

_____. 2011. "Program Evaluation" presented with Tony Jenkins at the "A Living Movement," Panel presentation, Ninth Annual Conference of the Peace and Justice Studies Association & the Gandhi-King Conference, Christian Brothers University, Memphis, October 21.

4. Funded grants

Natcone, Audrey. 2011. Won a mini-grant that resulted in a presentation at the Workshop on Applied Learning and Engaged Scholars Conference, September.

Tulipano, Gayle (JUST alum & Editor of *Stateville Speaks*) received a \$15,000 grant from Cynthia Kobel of the Montgomery Foundation to sustain the publication through the coming academic year.

Terpstra, June. 2011. Critical Encounters Mini Grant for her project "Occupy Campuses Teach-in." Columbia College, Chicago.

5. Service

Okosun, T.Y. Justice Studies Association, President.

_____. 2012. Justice Studies Association, Annual Conference Planning Committee, Chair. Responsible for putting on the organization's annual conference at Loyola University, Chicago (Lake Shore Campus), May 30-June 1, Theme of "Justice and Work."

Toffolo, Board Co-Chair, Peace and Justice Studies Association (PJSA), the North American Affiliate of the International Peace Research Association (IPRA).

Editorial Boards

Milovanovic, Dragan. *International Journal for the Semiotics of Law, Critical Criminology*.

_____. *(Re)-Turn: A Journal of Lacanian Studies*,
_____. *GlassHouse Press*.

Okosun, T.Y. Editor, *Justicia, the JSA's Newsletter*.

_____. Editorial Board, *Contemporary Justice Review (CJR)*

_____. Editorial Board, *International Research Journal of Arts and Humanities (IRJAH)*.

Toffolo, Cris. *Peace and Change: A Journal of Peace Research*.

Community Service

Matthews, Nancy. Chicago Abortion Fund, Board of Directors.

_____. Take Back the Night Foundation, Board of Directors.

Terpstra, June. Alternative Education Research Institute, Board Vice President.

_____. Share Cuban Music Project (a fundraising project for the Arts Training School in Mantanzas, Cuba), Chair.

_____. Women in Africa Project (a fundraising project in conjunction with Northwestern University Women's Center for scholarship fund in Kenya, Africa), Chair.

West, Rolanda. Alternative Education Research Institute, Executive Director.

B. Student Achievements

Benion, Dollisha. 2012. "Juvenile Detainee Perceptions and Attitudes Regarding Rehabilitative Services and Transitioning Programs." 20th Annual Student Research and Creative Activities Symposium, April 13. Mentored by Keith Atterberry.

Kulik, Edyta. 2012. "School Loans and Debt." 20th Annual Student Research and Creative Activities Symposium, April 13. Mentored by Loretta Capeheart.

Morales, Robert. In Fall 2011 he was accepted into the masters program for Criminology, Justice and Law at the UIC.

Rehana, Sharon. 2011. "The United Nations' Convention on the Rights of the Child," a Power point presentation on the Human Rights Education Panel, Ninth Annual Conference of the Peace and Justice Studies Association, Christian Brothers' University, Memphis, TN. October 11. Mentored by Cris Toffolo.

_____. 2012. Selected to be the Illinois Death Penalty Coordinator, Amnesty International.

Rozycka, Alicja. 2012. "How Does the Industry of Prison Labor Affect Society and Economy in the United States?" 20th Annual Student Research and Creative Activities Symposium, April 13. Mentored by Loretta Capeheart.

Schlessman, Aaron. 2012. "Pathways to Nonviolence: Factors That Lead to the Development of Nonviolent Boys and Men," 20th Annual Student Research and Creative Activities Symposium, April 13. Mentored by Shelley Bannister.

Yousif, Semeli (Tanya). Was accepted into the paralegal program at Loyola University for fall 2012.

C. Alumni News

Atterberry, Keith (graduated, 2009) now working on his doctorate at UIC in Criminal justice. He taught for us this year and had a book review published.

Collins, Dawn (graduated, 2010), will complete her master's degree in Inner City Studies in August 2012).

Erazo, Marcos (graduated 2011). Bi-lingual case manager, Howard Brown Health Center.

Giannoulis, Dino (graduated, 2010), Paralegal, Office of Legal Services for the Illinois Department of Children and Family Services

Maldonado, Astrid. (graduated 2011) Works in the GED office in Cook County and co-teaches social studies classes with Nancy Matthews, Dorothy Stang Popular Education Adult High School.

Martensen, Kayla (graduated, 2011), just had the following article published: "The Price that US Minority Communities Pay: Mass Incarceration and the Ideologies That Fuel Them," *Contemporary Justice Review: Issues in Criminal, Social, and Restorative Justice, 2012, 1-12.*

Monroy, Jorge J. (graduated, 2010). Accepted into John Marshall Law School in January 2012.

Scott, Marquetta (graduated 2009), Elementary teachers with Teach For America in Indiana.

Vazques, Ernesto (graduated 2011) Accepted into UIC master's in Public Administration program.

JUSTICE STUDIES

Assessment Report 2011-2012

Submitted by Cris Toffolo

2011-2012 University Annual Assessment Survey

PROGRAM PROFILE

1. What is the name of your program?

Justice Studies Department. Major in Justice Studies. Minors in: Social Justice; & Criminology.

2. In which college or unit is your program housed?

College of Arts and Sciences

3. Please specify the program's undergraduate offerings:

Undergraduate major(s) leading to a bachelor's degree
Undergraduate minor(s)

4. What is the total number of all UNDERGRADUATE course sections offered during the preceding Summer, Fall and Spring terms?

19 (Su 11) + 44 (Fa 11) + 42 (Sp 12) = Total of 105

5. What is the total number of GENERAL EDUCATION course sections offered during the preceding Summer, Fall and Spring terms?

3

6. What proportion of your undergraduate course sections during the preceding Summer, Fall and Spring terms were in general education ?

2.9%

7. Please specify the program's graduate level offerings:

We do not offer any graduate programs

8. What is the total number of GRADUATE course sections offered during the preceding Summer, Fall, and Spring terms?

None

9. What is the total number of GRADUATE level field experience, internship, clinical and practicum course sections offered during the preceding Summer, Fall and Spring terms?

None

10. What proportion of the total GRADUATE course sections offered during the preceding Summer, Fall and Spring terms were as field experience, internship, clinical or practicum types?

0 %

11. During the preceding Summer, Fall and Spring terms, how many tenured and tenure track faculty members taught in the program?

7 (including the chair who teaches only 3 classes during the year)

12. During the preceding Summer, Fall, and Spring terms, how many non-tenured instructors taught in the program?

3 full time instructors + 12 part time instructors = 15 total

13. As of the end of this Spring term, what is the total number of declared majors in your program?

About 530

14. As of the end of this Spring term, what is the total number of declared minors in your program?

About 33

PROGRAM GOALS AND LEARNING OUTCOMES

Briefly list: (a) key program goals and student learning outcomes, (b) administrative/or operational goals, i.e. secure funding for new computer lab, and (c) key program outreach goals, i.e. efforts to attract new students or garner support for student learning from the community. If any of this information is available in another document, you may cut and paste it in response to each question.

Secondly, relate the program goals to the university's strategic goals (SG) below. For more description refer to the University's web site.

SG 1: STUDENT SUCCESS.

SG 2: ACADEMIC EXCELLENCE AND INNOVATION.

SG 3: URBAN LEADERSHIP.

SG 4: EXEMPLARY FACULTY AND STAFF.

SG 5: ENHANCED UNIVERSITY OPERATIONS.

SG 6: FISCAL STRENGTH.

15. Please list the program's main student learning goals and outcomes

- 1. KNOW root causes of structural and systemic economic and social injustice, oppression, inequalities, discrimination and other harms (in order to be able to analyze problematic aspects of our society's various systems and structures, and not contribute to these problems further when on the job, in one's family or in the community).**
- 2. KNOW theories of justice and social change (in order to know how to make positive contributions to making improvements in society's systems in which the students are engaged through work, family, citizenship and community involvement)**
- 3. BE ABLE TO evaluate social practices and policies that produce inequality and injustice (in order to be able to identify opportunities to bring positive changes)**
- 4. BE ABLE TO demonstrate research skills and knowledge of methods (in order to be able to defend one's point of view and to engage in the research that is necessary to be able to understand the system and to suggest changes)**
- 5. BE ABLE TO use effective communication skills to critically describe relevant social justice issues and make compelling arguments (in order to be useful in the larger community and on the job)**
- 6. VALUE and consistently engage in ethical behavior consistent with valuing social justice**
- 7. VALUE diverse perspectives on social justice issues (in order to have respectful dealings with colleagues, clients, neighbors and all members of the larger community and help to diffuse conflicts)**
- 8. VALUE and be able to maintain informed skepticism toward dominant structures and practices (in order to be a critical and careful analyst of current events that might negatively impact one's community, family, clients, organization, etc.**

16. List up to 3 key administrative/operational goals of the department in support of student learning

- 1. Helpful and informed staff who are able and willing to assist students with questions and information**
- 2. Schedule that fully meets students needs for morning, afternoon, evening and on-line classes throughout the year**
- 3. Consistently provide high quality instruction in all sections of classes**

17. List up to 3 key program outreach goals.

- 1. Continue to develop and maintain a diverse, and long list of high quality and relevant internship sites with various community partners so that we can provide satisfying internship placements to all majors, that provide them with relevant skills, opportunities to apply the theoretical knowledge they have learned in the classroom, while also providing them opportunities for further professional development, and networking that will assist them in finding employment**
- 2. Continue to deepen our relationship with alumni to help current students with job placement and for raising funds toward support of the program**
- 3. Faculty engage with scholarly and community groups beyond the university in order to remain relevant and current in our teaching and scholarship and to enhance the reputation of the program**

18. Of the goals listed above (learning, administrative and outreach), which relate to strategic goal 1: student success?

All of the above

19. Of the goals listed above (learning, administrative, outreach), which relate to strategic goal 2: academic excellence and innovation?

All of 15., plus 16.3, 17.1, and 17.3

20. Of the goals listed above (learning, administrative, outreach), which relate to strategic goal 3: urban leadership?

All of 15. and 17.

21. Of the goals listed above (learning, administrative, outreach), which relate to strategic goal 4: exemplary faculty and staff?

16.1 and 16.3, and 17.3

22. Of the goals listed above (learning, administrative, outreach), which relate to strategic goal 5: enhanced university operations?

All of 16

23. Of the goals listed above (learning, administrative, outreach), which relate to strategic goal 6: fiscal strength?

17.2

ASSESSMENT ACTIVITIES

24. Assessment is guided by the department or program assessment plan developed or modified . . .

Modified 1 year ago

25. This year, assessment strategies included:

- Student portfolios
- Course evaluations - we do these but not part of the assessment plan
- Program rubric to assess student performance – used on our student portfolios
- Student satisfaction survey of graduating seniors in their final SEMESTER

ASSESSMENT RESULTS & USE OF RESULTS

26. Of the goals listed earlier, which ones were the focus of this past year's assessment ?

We reviewed the portfolios we received using a rubric that gave equal weight to all of the learning goals listed in 15 above.

27. What were the key findings?

- There is some unnecessary duplication of assignments in core courses, specifically, the use of self study papers. We become aware of this during our assessment work this year and are still discussing where this component fits best within our curriculum, and where it could be removed.
- JUST 201 isn't fully introducing students to the basics that they need in order to be successful in upper level pre-law classes.

28. Results were or will be shared with . . .

- program faculty
- administrators
- Other: external reviewer during our next review

29. As a result of these findings what CHANGES WERE MADE to improve the program and student learning?

Nothing yet, but we hope from further discussion to make changes to JUST 201 and to some of the assignments in our required courses by the end of the 2012-13 academic year.

30. As a result of these findings, what CHANGES NEED TO BE MADE within the next 1-2 years?

- Reduce duplication of assignments in a few of our required courses (e.g., self study)
- Make sure that JUST 201 introduces material that is necessary in upper level pre-law classes – review work on JUST 201 has begun but reporting back is not yet completed.
- Improve students' preparation for job interviews

31. For information about your program's assessment, please enter the name(s) and contact information for the person(s) who coordinate(s) assessment in your unit.

Cris Toffolo (JUST chair), with input from Nancy Matthews (JUST faculty)

ASSESSMENT SUPPORT

32. What would be most useful to you in conducting program level assessment?

Don't need anything at this time.

LATINO AND LATIN AMERICAN STUDIES

Annual Report 2011-2012

Submitted by Christina Gómez

Executive Summary

This year the Latino and Latin American Studies Program received degree-granting authority from the Illinois Board of Higher Education (IBHE) to offer the Bachelor of Arts in Latino and Latin American Studies. This action took place at the IBHE meeting on Tuesday, December 6, 2011. President Sharon Hahs, Dr. Christina Gómez, Coordinator of the LLAS program, Ms. Suleyma Perez, **Executive Director of Government Relations**, and Dr. Jon Hageman, **Special Assistant to the President (2011-2012)** were present. Faculty members, students, administrators and members of the community have worked collaboratively to assist in the development of the proposal and organization of activities to promote the major.

The program is excited to launch the new major beginning fall semester 2012 and continue to offer the LLAS minor to all students in the University. The LLAS major supports the university's mission to prepare a diverse community of students for leadership and service in our region and in a dynamic multicultural world. 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 particular social, economic, and cultural needs through professional roles in the field of education, business, politics, and community services.

The major offers two concentration options, Latino Studies and Latin American Studies, and culminates in a capstone project: a field experience with an organization or agency focused on Latinos for the Latino concentration and similar field experience with an agency or organization focusing on Latin America or a research paper for the Latin American Studies concentration. The major promotes research, training and engagement in the complex histories, cultures and politics of Latinos and Latin America. As such, the LLAS major is essential to understanding contemporary and historic issues of Latinos and Latin America in an increasingly multicultural U.S.

In fall 2011 Dr. Christina Gómez (Sociology) began as the new LLAS Coordinator. Under her direction, LLAS focused on the following areas:

- Worked to strengthen relationships with LLAS students and LLAS faculty
 - Invited/encouraged more faculty to participate in LLAS
 - Recruited 2 students to become advisory board members
 - Visited LLAS courses to encourage students to consider the LLAS program as a potential minor or major
- Advised LLAS students academically and professionally.
- Collaborated with LLAS faculty in submission of proposal for Latino Certificate program in conjunction with the New Work Initiatives Program in the College of Arts & Sciences.
- Formulated on-going communication with Dean and Acting Provost regarding LLAS initiatives and needs.
- Secured funding for LLAS Major Kick-off Conference in Fall 2012.
- Initiated call for proposal for LLAS faculty course release approved by President Hahs. Recipients for Fall 2012: Dr. Maria de la Torre (Justice Studies) and Dr. Emily Garcia (English)
- Initiated LLAS Foundation account.
- Actively supported the co-sponsorship of numerous activities in the University with other programs and departments.
- Supported student organizations collaboration with LLAS.
- Advised a new student group on campus, Undocumented, Resilient and Organized (URO).

LLAS Faculty celebrated many honors and accomplishments. **Christina Gómez** and **Brett Stockdill** were promoted to Full Professor. **Christina Bueno** was awarded the 2012 Best Article in the Social Sciences, Latin American Studies Association, Mexico Section. “*Forjando Patrimonio: The Making of Archaeological Patrimony in Porfirian Mexico,*” *HAHR*, 90, no. 2 (May 2010): 215-246. She also was the winner of the 2011 Kimberly S. Hanger Prize, Best Article in the fields of Latin American, Caribbean, American Borderlands and Frontiers, or Atlantic World history from the Latin American and Caribbean Section (LACS) of the Southern Historical Association. “*Forjando Patrimonio: The Making of Archaeological Patrimony in Porfirian Mexico,*” *HAHR*, 90, no. 2 (May 2010): 215-246. For her work as a teacher, scholar, mentor and advocate, **Christina Gómez** was awarded the Latino/a Heritage Month Excellence Award for Education at the Latino/a Heritage Month *Noche de la Familia* Reception in October 2011.

Numerous events and programs were organized and co-sponsored by the Latino and Latin American Studies program that contributed to the larger NEIU community, including:

Fall 2011

- Co-sponsored w/AFAM & WS – Reception for new faculty
- Organized presentation by Members of Movement for Justice in El Barrio (co-sponsors Pedroso Center, Social Work and Sociology) about their immigrant-led, grassroots organization and their fight for dignity and justice in East Harlem.
- Co-sponsored w/English Department & Pedroso Center -- Presentation by

members of Teatro Luna about the creative process, stagecraft and performing Latino identity.

- Organized Day of the Dead celebration with lecture and performance by Victor Pichardo. Featured playing of traditional instruments.
- Co-sponsored w/Women's Studies, Sociology and the Latino Heritage Committee – The Latino Scholar Series – “Homeless Educational Policy: Implications for students of color in Chicago Public Schools.”
- Co-sponsored w/Political Science, History – Presentation by Salvadoran community activists about their rural grassroots movement in El Salvador.
- Co-sponsored w/ Women's Studies and World Languages and Cultures as part of Hispanic Heritage Month – *Duende de Lorca*, a bilingual play by Teatro Milagro.
- Participated in 5th Annual Latina/o Open House “Nuestro Compromiso” sponsored by the Union for Puerto Rican Students.
- Sponsored LLAS 201 students to see play (“Mama's Boys”) by Teatro Vista.

Spring 2012

- Organized “Brown” Bag Lunch Series. Featured NEIU's Latino faculty discussing how they succeeded in college, how they chose their career path and how they balance the demands of academic life. Co-sponsored by Pedroso Center and Latino Heritage Committee. Dr. **Rene Luis Alvarez** moderated sessions. Participating faculty: **Christina Gómez, Isaura Pulido, Gabriel Cortez, Ann Aviles de Bradley, Wilfredo Alvarez**
- Co-sponsored International Women's Day performance by Las BomPlenereas (all female bomba/plenera ensemble) as part of Women's History Month
- Co-sponsored Nuestros Labios monologues at El Centro as part of Women's History Month
- Sponsored “Art of the Americas” - coordinated by Dr. **Ana Nieves**. Dr. Mary Weismantel, Northwestern University's Anthropology Department lectured on “Encounters with Dragons: Sacred Art at the Temple of Chavin de Huantar, Peru,” April 11, 2012.
- Co-sponsored the play *Home/Land* by the Albany Park Theater Project. Members of the LLAS faculty, as well as two LLAS classes attended the play, April 11, 2012.
- Sponsored speaker Michael Rodriguez, NEIU alum, as part of 40th anniversary celebration of *Que Ondee Sola*.
- Co-sponsored with AFAM, Sociology, Political Science, Justice Studies, World Languages & Cultures and Women's Studies – Activist Graduation celebration.

Internally, LLAS promoted the collaboration of faculty and students in all of its events and activities. The LLAS Advisory Board met four times to discuss programming, the new major, student activities, and direction for the Advisory Board. Student and faculty accomplishments continue to rely on the superb organizational, communication, writing, and budgetary skills of **Ann Botz**, our program Administrative Assistant.

I. Assessment

With the approval of the LLAS major beginning Fall 2012 assessment of the program

will be an ongoing activity. In 2011-2012, there were seven LLAS minors who completed their studies at NEIU:

- Kimberly Escobar
- Stephanie Gomez
- Maribel Ortiz
- Luis San Roman (Cum Laude)
- Sebastino Aviles (Cum Laude)
- Elizabeth Medina
- Claudia Colina

In 2010-2011, there were five graduates and in the previous year there were eight. Currently there are 22 minors. This past year (2011-2012) we had twenty-three minors and the previous year (2010-2011) we had thirty-one. The decline in students minoring in LLAS is partly due to the university requirement for a minor being eliminated for the College of Arts and Sciences. In other words, students in the College of Arts and Sciences only need to declare a major; minors are optional. This new policy is in its fourth year.

This past year enrollment in LLAS courses increased slightly with 196 students enrolled in eleven classes. The year before (2010-2011) eleven LLAS classes were offered with an enrollment of 188 students. Enrollment in cross-listed courses declined in proportion to the fewer number of cross-listed offerings: thirty-nine with 780 students enrolled (2011-2012), last year forty-six classes with 1022 students enrolled (2010 – 2011) and fifty-six classes with 1271 students enrolled (2009 – 2010).

During Spring 2012, the course LLAS 201: Culture and History of Latinos received approval to meet the requirement for the Improving Human Relations requirement for the University.

II. Program Plan

A. Long term goals

We believe that the LLAS program can become an important program for NEIU and the Chicago-land area. As a Hispanic Serving Institution (HSI), NEIU serves numerous Latina/o students who will become future leaders. The LLAS major and minor provides students with interdisciplinary approaches to the histories, cultures, societies, languages, and politics of Latin America and Latinos, and explores the relationship of Latin America and Latinos to each other, to the U.S. and to the world. LLAS courses emphasize and illustrate multiple interplays between the U.S. and Latin American countries including migration, trade flow, and diplomatic and transnational contacts. The major and minor will enrich the educational experience of NEIU students and prepare them for employment, leadership, and service in the region and the global community. Our goal as a program is to establish and grow a vibrant program that will support the Strategic Plan of the University.

B. Program Plan Requirements/projected needs

Need for more faculty

Currently there are twenty instructors with home departments in fourteen disciplines (Anthropology, Art, English, Educational Inquiry & Curriculum Studies, Geography & Environmental Studies, History, Justice Studies, Philosophy, Political Science, Psychology, Social Work, Sociology, Teacher Education and World Languages & Cultures). This distribution reflects a substantial level of involvement of diverse units across the University. However, faculty members are only affiliated members to the program, and no tenure or tenure-track lines are specifically attached to the program. As the program grows and more courses are needed, concerns over course offerings will emerge.

The contribution of faculty members to programs such as LLAS needs to be clarified appropriately so they can be recognized in terms of performance evaluation and compensation. Greater and more consistent involvement and support of faculty members in the program is urgent.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances

Stockdill, Brett C. & Mary Yu Danico.

(2012). *Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy*. Honolulu, HI: University of Hawai'i Press.

2. Book Chapters, Regional Exhibitions or Performances

Garcia, Emily.

(2011). "The cause of America is in great measure the cause of all mankind": American Universalism and Exceptionalism in the Early Nation. In Söderlind and Carson's (Eds.) *American Exceptionalisms*, Albany: SUNY Press.

(Fall, 2011). Roundtable: Critical Keywords in Early American Studies, Co-edited and Introduction with Duncan Faherty. *Early American Literature* 46:3. pp 601-632.

Gaytán, Francisco X. & Suárez-Orozco, C.

(2011). "Social-emotional challenges for newcomer Latino youth in educational settings." In Cabrera, Villaruel, & Fitzgerald's (Eds.) *Latina and Latino Children's Mental Health*, vol. 1: Development and Context. Santa Barbara, CA: Praeger.

Gómez, Christina.

(2012). "(Mis)Naming: the lost María." In Stockdill & Danico's (Eds.) *Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy*. Honolulu, HI: University of Hawai'i Press.

(Fall, 2011). "Undocumented Latino Youth: Strategies for Accessing Higher Education," with Diaz, D., Luna-Duarte, M., and Meiners, E. In Noguera, Hurtado & Fergus' (Eds.) *Understanding the Disenfranchisement of Latino Men and Boys: Invisible No More*. Routledge Press.

Stockdill, Brett.

(August, 2011). "Men's Responsibility to Challenge Gender Violence." IMPACT Chicago. Two part series: <http://www.impactchicago.blogspot.com/>

(2012). "Queering the Ivory Tower: Tales of a Trouble Making Homosexual." In Stockdill & Danico's (Eds.) *Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy*. Honolulu, HI: University of Hawai'i Press.

(2012). "The Ivory Tower Paradox: Higher Education as a Site of Oppression and Resistance," with Danico, M. Y. In Stockdill & Danico's (Eds.) *Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy*. Honolulu, HI: University of Hawai'i Press.

3. Articles and Abstracts, Local Exhibitions or Performances:

Bueno, Christina

(2012). "Rubén Darío." In Leonard's (Ed.) *Encyclopedia of US-Latin American Relations*. Washington D.C.: CQ Press.

Nieves, Ana

(July 2011). Co-Curator with Miyeon Kwon, *TOYth*, Prak Sis Gallery, Chicago.

(November 2011). Curator, *KNOCKOUT*, Prak Sis Gallery, Chicago.

Stockdill, Brett C.

(2012). "Sociology 312 (Sociology of Health and Illness): Bearing Witness to Chicago Police Torture Project." Proposal submitted to Chicago Torture Justice Memorial Project (<http://chicagotorture.org/proposals/>).

4. Conference Presentations, Group Shows

Alvarez, Rene Luis

(November, 2011). "Mexican Americans and the Contested Terrain of Education," History of Education Society Annual Meeting, Chicago, IL.

(March, 2012). "Problems of Definition: Mexican Americans, Education, and the Search for an Ethnic Identity in Chicago, 1920-1940." National Association for Chicana and Chicano Studies Annual Conference, Chicago, IL.

Bisbey, Brandon

(March, 2012). "Púrpura de Ana García Bergua y Fruta verde de Enrique Serna: Dos bildungsroman bisexuales." XVII Congreso de Literatura Mexicana Contemporánea. University of Texas-El Paso.

Bueno, Christina

(2012). "Race and Indian Antiquity in Porfirian Mexico," Invited lecture - Loyola University, Chicago, February 2012. Presentation to Professor Dina Berger's seminar on race in Latin America.

(January, 2012). "Porfirian Archaeology and the Positivist Approach to Antiquity," Conference on Latin American History, American Historical Association annual meeting, Chicago, Illinois.

(March, 2012). "Imagining Antiquity: Archaeology and the Construction of the Ancient Indian in Porfirian Mexico," Rocky Mountain Council on Latin American Studies, Park City, Utah.

(May, 2012). "Porfirian Constructions of Indian Antiquity in Mexico's National Museum," Latin American Studies Association International Congress, San Francisco, CA.

de la Torre, Maria.

(September, 2011). "Where is the Movement for Immigrant Rights?" United Front for Immigrants/Frente Unido de Inmigrantes, Chicago, IL.

(October, 2011). "Contemporary Migration 20th and 21st Centuries." Foro de Sao Paulo Conference, Chicago, IL.

(November, 2011). "'And You Cannot Longer Close Your Eyes:' Oral Histories of Mexican Activism on Education, Chicago, 1970s to 1980s." History of Education Society Conference, Chicago, IL.

(November, 2011). "A Precious Vision": Struggling for Education in a Mexican Community Chicago 1970s-1980s." Faculty Research Symposium, Northeastern Illinois University, Chicago, IL.

(March, 2012). "We Can't Forget How it Started: Oral Histories of Mexican Activism on Education, Chicago, 1970s to 1980s." National Association for Chicana and Chicano Studies Conference, Chicago, IL.

(March, 2012). "Gaining a Voice': Struggling for Education in a Mexican Community, Chicago 1970s-1980s." Midwest Sociological Society Conference, Minneapolis, MN.

(May, 2012). "Community, Voice, and the Struggle for Justice: Mexican Elders Reconstruct Past Activism in Chicago." Justice Studies Association Conference, Chicago, IL.

Garcia, Emily.

(September, 2011). Invited Speaker, LGBTQ Identities Panel Discussion at North Park University. Chicago IL.

(May, 2012). "On the Borders of Independence: Spanish American Independence and Philadelphia." Latin American Studies Association Congress. San Francisco, CA.

Gaytán, Francisco X.

(October 2011). Panelist, "Latino College Enrollment and Retention," (with Richard Fry, of the Pew Hispanic Center), Northeastern Illinois University.

(November, 2011). "'Don't be like me:' Mexican Americans' academic achievement across generational divides—current and historical perspectives from New York City and Chicago." History of Education Society Conference, Chicago, IL.

(March, 2012). "Narratives of Chicano/a College Student Success at a Hispanic Serving Institution in Mexican Chicago." National Association of Chicano and Chicana Studies Conference, Chicago, IL.

(April, 2012). "Don't Be Like Me": The Paradox of Strong Ethnic Identity Among Mexican American Youth in New York City. American Educational Research Association Conference, Vancouver, BC, Canada.

Gómez, Christina.

(September, 2011). "Undocumented Latino Youth: Strategies for Accessing Higher Education, Pathways to the Future: Reaching Latino High School Students." Chicago Public Schools, Office of Pathways to College, Chicago, IL.

(March, 2012). "The Lost Maria in the Academy." Midwest Sociological Society Annual Meeting, Minneapolis, MN.

(April, 2012). "Too close to the work/There is nothing right now." American Educational Research Association, Vancouver, BC, Canada.

(May, 2012). "Immigration, Research and Community Action." Northwestern Community Development Corps, Northwestern University.

Hoagland, Sarah

(November, 2011). "Feminist Advocacy Research, Relationality, and the Coloniality of Knowledge" Midwest Society for Women in Philosophy, Northwestern University, Evanston IL.

(May, 2012). "Feminist Advocacy Research, Relationality, and the Coloniality of Knowledge" FEMMSS 4 - Feminist Epistemologies, Methodologies, Metaphysics and Science Studies, Penn State, University Park, PA.

Nieves, Ana and Echevarría, Gori Tumi.

(February, 2012). “The Petroglyphs and Pictographs of Site X02, Nasca Valley (Río Grande de Nasca Drainage, Department of Ica, Peru): Analysis and Context,” 40th Annual Midwest Conference on Andean and Amazonian Archaeology and Ethnohistory, Field Museum, Chicago.

Stockdill, Brett

(February, 2012). “Is It a Choice or Are They Born That Way? Challenging Homophobia and Heterosexism in the Classroom.” Paradox of Social Justice Conference, California State Polytechnic University, Pomona, CA.

(March, 2012). Meet the Authors Luncheon. Midwest Sociological Society Annual Meeting. St. Louis, MO.

(March, 2012). “Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy.” Midwest Sociological Society Annual Meeting. St. Louis, MO.

5. Grants

Bueno, Christina. National Endowment for the Humanities, Faculty Fellowship, 2011-2012.

6. Service

Bueno, Christina

- Reviewer: *The Americas, Radical History Review, Museum Anthropology*
- Ligia Parra Jahn Prize Committee, Rocky Mountain Council on Latin American Studies (May 2012)
- Panel Organizer, Latin American Studies Association International Congress (May 2012) and Conference on Latin American History, American Historical Association (January 2012).

Garcia, Emily

- Reviewer, *Early American Literature*.
- Session Organizer, Latin American Studies Association International Congress (May 2012).

Gaytán, Francisco X.

- Organizer/Fundraiser, screening of the film, “The Interrupters,” Northeastern Illinois University.
- Volunteer and Co-Founder of ENLACE Chicago - a youth development program that uses art as a vehicle for mentoring youth.

Gómez, Christina

- Reviewer, *Sociological Forum*
- Volunteer, Joffrey Ballet, 2012

- Organized a workshop for the Ancona School, *Dia de Español*, May 18, 2012
- Visiting Associate Professor of Latin American, Latino and Caribbean Studies Program, Dartmouth College, Hanover, NH, Summer 2011
- Faculty Advisor, Summer Enrichment at Dartmouth Program, a program that expands the educational opportunities for promising high school students from selected under-resourced urban and rural schools, Hanover, NH, Summer 2011
- Illinois Coalition for Immigrant and Refugee Rights, Volunteer for the Family Network and Hotline, Fall 2011

Hoagland, Sarah

- Editorial Board, HYPATIA
- Research Associate, Philosophy, Interpretation, and Culture Center, State University of New York, Binghamton
- Director, Institute of Lesbian Studies
- Conference Organizer and host: The Institute of Lesbian Studies Summer Retreat (3 day)

Brett Stockdill

- Member, Organizing Committee, Chicago Torture Justice Memorials Project
- Lead Organizer, Torture Survivor Roundtable. Chicago Torture Justice Memorial Project, October 29, 2011.
- Secretary, NEIU Faculty Senate. 2011-12

B. Student Achievements

Gómez, Stephanie (2012). Accepted with partial assistantship to University of Florida's Master of Arts in Latin American Studies; she was also accepted into the Florida Board of Education (BOE) summer fellowship program, which includes a \$1,500 stipend and a tuition waiver for summer classes.

San Roman, Luis (Cum Laude, 2012). Accepted to Roosevelt University Master's in Social Work.

LINGUISTICS

Annual Report 2011-2012

Submitted by Richard W. Hallett

Executive Summary

For several years, the Linguistics Department has had one of the largest graduate programs in the College of Arts and Sciences (CAS). In fact in the Fall 2011 semester, the Department graduated more MA students (n=21) than any other Department/Program in CAS. The Linguistics Department is still managing to succeed despite the difficult losses of instructors, budget, office space, and equipment.

The Department still maintains that an MA in Linguistics and an undergraduate minor in Linguistics are seen as assets to employers in the areas of curriculum development, language teaching, publishing, product branding, speech pathology, natural language processing, translation, law, education, and other professions with the social and behavioral sciences, especially those concerned with language policies and practices in multilingual settings. The MA in Linguistics continues to serve as a bridge to various Ph.D. programs in Linguistics across the nation. During the 2011-2012 academic year, six recent MA graduates in Linguistics were accepted into Ph.D. programs. Four will enter the doctoral programs in linguistics at George Mason University, the University of Wisconsin at Milwaukee, the University of Southern California, and Yale University; one will enter the doctoral program in urban schooling at the University of California at Los Angeles; and one will enter the doctoral program in urban education policy at the University of Southern California. (See Section III.B.2. below.)

NEIU Linguistics alumni (both of the undergraduate minor and the MA Program) are employed not only throughout the State of Illinois and the Midwestern United States but also in other countries. Concomitantly, Linguistics at NEIU is building an international reputation for excellence. For example, in early 2012, Linguistics hosted a three-week intensive English language training program for thirty English as a Foreign Language (EFL) teachers from South Korea. This was the second year the Linguistics Department was awarded the contract. Three Linguistics faculty members and ten Linguistics graduate students and undergraduate minors took part in this international event. Drs. Shahrzad Mahootian and Judith Kapan-Weinger co-coordinated the program. Their training, preparation, scheduling, and development of original curriculum for the teaching of EFL in the Korean context culminated in a conference presentation and a publication. (See Sections III.A.3., III.A.4. and III.A.6. below.) On the local level, Drs. Mahootian and Kaplan-Weinger established a community partner link with the Adult Volunteer Literacy Tutoring Project at the Association House at the Chicago. Several NEIU Linguistics graduate students became volunteers for the program in Spring 2012.

The Linguistics minor and MA provide coursework that can be used for elementary and secondary level endorsement in English as a Second Language, Early Childhood Education, Elementary Education, Secondary Education, the Master of Science in Instruction, and the MAs in Teaching and Reading. The minor also provides coursework to fulfill elective requirements in a number of other NEIU programs, e.g. Anthropology, Philosophy, English, World Languages and Literatures, the new Global Studies Program, etc. Linguistics offers 15 sections total of two General Education courses per semester (LING-110, Lexicology, and LING-120, Language and Human Behavior) as well as four sections of LING-109, First Year Experience: Language and Diversity in Chicago, per year. Our LING-120 class also satisfies the Illinois State Human Relations Requirement. Along with LING-110, LING-120 also serves as one of only six areas in the Humanities requirement of the General Education Program. The Linguistics Department is committed to scheduling at least one tenured/tenure-track professor to teach one section of LING-120 a semester. (N.B. Due to severe staffing shortages this commitment may be impossible in the 2012-2013 academic year.)

I. Assessment

In the 2011-2012 academic year, the Linguistics Department maintained its dedication to continuing program revision and implementation of a revised, current curriculum, excellence in teaching, involvement in research, mentoring of students, and participation in service.

II. Program Plan

A. Long term goals

The Linguistics Department continues to strive for growth in both our undergraduate minor and our unique MA through the further development and offering of courses that exhibit currency and rigor while inspiring our students to think critically about language as a tool and a weapon. We expect our enrollment to continue to grow as linguistic issues and concepts become ever more important in this time-and-space-compressed world. Despite severe budget cuts, the Linguistics Department plans to revive our departmental working papers online, thus giving our students a venue to publish their own work and practice the editing of linguistic texts. Of course, the Linguistics faculty members continue to devote time and energy to research and its application to teaching.

B. Projected needs

1. Faculty

With only four full-time tenured/tenure-track faculty members, the Linguistics Department remains woefully understaffed. Given the recent denial of tenure to one tenure-track faculty member, we will not be able to grow our program much more, let alone be current in the field or make sure that our students are on a path to a timely graduation, without hiring at least two more full-time tenure-track professors. For the last four years we have only been able to run all of our required graduate classes by having a full-time instructor teach six of them a year. Most recently we have learned that one full-time instructor position and one part-time instructor position may be removed from our budget for the 2012-2013 academic year.

Without a doubt, we have demonstrated programmatic need for two new hires. Our first position requires (1) teaching expertise and currency in at least two of the core areas of formal linguistics (i.e. syntax, semantics, the syntax-semantics interface, morphology, the morphology-syntax interface, and phonology) as evidenced by graduate coursework, research, and teaching experience and (2) teaching expertise and currency in at least **one** additional area of linguistics (e.g. historical linguistics, language acquisition, psycholinguistics, field methods). The second position requires (1) (1) teaching expertise and currency in at least two of the core areas of formal linguistics (i.e. syntax, semantics, the syntax-semantics interface, morphology, the morphology-syntax interface, and phonology) as evidenced by graduate coursework, research, and teaching experience and (2) at least **two** additional area of linguistics (e.g. historical linguistics, language acquisition, psycholinguistics, field methods, language contact).

2. Equipment

The Linguistics Department currently suffers from a lack of space. In addition to requesting at least one more office near the tenured/tenure-track faculty members' current offices, the Linguistics Department also requests funding to develop a student academic lounge in which a computer and software as well as a library of linguistics texts and journals will be housed. This lounge will serve as a community gathering and study space in which students can interact with one another and with faculty. It will also provide a permanent dedicated space for meetings of the Linguistics Research Group and the Linguistics Colloquia.

3. Other Resources

To continue serving our students as well as to promote our program and recruit new students, the Linguistics Department requests funding for Graduate Assistantships and Merit Tuition Waivers. As the number of students in both our MA and undergraduate minor programs continues to increase and as more students undertake research for the purpose of presentation and publication, we require funding to help our students progress to timely graduation and prepare themselves for a variety of career opportunities. This funding will reward students on need-based and merit-based criteria.

III. Accomplishments

Despite the above limitations, the Linguistics faculty and students have been amazingly productive during the 2011-2012 year.

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances

Sebba, M., **Mahootian**, S., & Jonsson, C. (Eds.) (2011.) Language mixing and code-switching in writing: Approaches to mixed-language written discourse. London: Routledge.

2. Book Chapters, Regional Exhibitions or Performances

Hallett, J., & **Hallett**, R. (2012). Metaphors and topoi of H1N1 (swine flu) political cartoons: A cross-cultural analysis. In F. Bramlett (Ed.) *Linguistics and the study of comics* (59-91). Basingstoke: Palgrave Macmillan.

Hallett, R. W. (2012). The intertextuality of porn titles. In M. Calderon & G. Marko (Eds.) *Let's talk about (texts about) sex: Sexualität und Sprache/Sex and language* (91-104). Frankfurt: Peter Lang.

Mahootian, S. (2011). Resources and Repertoires. In M. Sebba, S. Mahootian, & Carla Jonsson (eds), **Code-switching in writing: approaches to mixed-language written discourse. (191-211). London: Routledge.**

3. Articles and Abstracts, Local Exhibitions or Performances

Boyle, J.P. (2011). Switch-reference in Hidatsa: The evolution of a grammatical marking system. *International Journal for American Linguistics* 77(3), 413-428.

Hallett, R. W. (2011). 'Hafa Adai... means hello!' Written banal codeswitching on tourism websites. *Journal of Tourism and Cultural Change*, 9(4), 286-297.

Kaplan-Weinger, J. (2012). Addressing loss and resilience: Informing patient care through comic narratives. *Atrium: The Report of the Northwestern Medical Humanities and Bioethics Program* 10, 26-28.

Mahootian, S., **Kaplan-Weinger**, J., & **Hallett**, R. W. (2012). Developing a successful elementary (T)EFL summer institute. *The Link*, 1(20). (<http://www.itbe.org/docs/Spring%202012%20ITBE%20Newsletter%20Issue%201%20of%20ITBE%20LINK.pdf>)

Book Notices

Hallett, R.W. (2012). The exploration of multilingualism: Development of research on L3, multilingualism and multiple language acquisition. (Aronin & Hufeisen, Eds.) *eLanguage* (<http://elanguage.net/blogs/booknotices/?p=2163>, posted 6/27/12).

Hallett, R.W. (2012). Key terms in second language acquisition (Van Patten & Benati, Eds.) *eLanguage* (<http://elanguage.net/blogs/booknotices/?p=2027>, posted 3/30/12).

Hallett, R.W. (2012). The post-communist condition: Public and private discourses of transformation. (Galasińska & Galasiński, Eds.) *eLanguage* (<http://elanguage.net/blogs/booknotices/?p=1927>, posted 1/6/12).

4. Conference Presentations

Refereed International Conference Presentations

Bortolin, P. & **Hallett**, R.W. (2011). 'History in its place': A linguistic investigation of tourist spaces on the official tourism websites for Buenos Aires. Tourist Spaces: Between Practices and Theories International Conference. Palermo, Italy. (July 7-9).

Gebhardt, L., & **Boyle**, J.P. (2012). Definiteness and Specificity in Missouri Valley Siouan. Thirty-second Annual Siouan and Caddoan Languages Conference. Lawrence, KS. (June 15-17).

Hoffman, Y. & **Kaplan-Weinger**, J. (2011). Narratives of child Holocaust survivors and their descendants: Exploring the resilient identity in stories of loss and reconciliation. Oral History Association Annual Meeting. Denver, CO. (October 13).

Kaplan-Weinger, J. (2011). The wounded storyteller meets the comic strip reader: The social construction of a mourner's identity. International Society for the Study of Narrative. St. Louis, MO. (April 7-10).

Refereed National Conference Presentations

Boyle, J.P. (2012.) Relative clauses and the Siouan language family. Linguistic Society of America (LSA) and the Society for the Study of the Indigenous Languages of the Americas (SSILA) Annual Conference. Portland, OR. (January 5-8).

Boyle, J.P., & **Kaplan-Weinger**, J. (2011.) Sociolinguistic aspects of writing assessment. Language and Assessment: A Linguistic Perspective Panel, chaired by **Boyle**, John P. National Council of Teachers of English Annual Convention. Chicago, IL. (November 18).

Duchaj, K.A., & Ntahirageza, J. (2012.) Name position in interview greetings: The case of news/political commentary programs. Linguistic Society of America (LSA) and the American Dialect Society (ADS) Annual Conference. Portland, OR. (January 5-8).

Kaplan-Weinger, J. (2012). Wounded storytellers: Indexing resilience in cancer blogs. American Association for Applied Linguistics (AAAL) Annual Conference. Boston, MA. (March 24-27).

Stockburger, I.Z. (2012). Enacting zinester identities through turning point narratives in interviews. American Association of Applied Linguistics (AAAL) Annual Conference. March 2012. Boston, MA. (March 24-27).

Refereed Regional Conference Presentations

Hallett, R.W. (2011.) Word play in Chuck Palahniuk's *Snuff*. You do not talk about Chuck Palahniuk Panel. Midwest Modern Language Association (MMLA) Convention. St. Louis, MO. (November 3-6).

Refereed State Conference Presentations

Mahootian, S., Kaplan-Weinger, J., & Hallett, R.W. (2012). Developing a successful elementary (T)ESL summer institute. Illinois Teachers of English to Speakers of Other Languages – Bilingual Education (TESOL-BE) Convention. Lisle, IL. (February 24-25).

Invited Presentations

Boyle, J.P. (2012). The syntax and semantics of internally headed relative clauses in Hidatsa. Northwestern University Syntax Reading Group. Evanston, IL.

Gebhardt, L. (2012). Pragmatic features of articles. Northern Illinois University Colloquium. Dekalb, IL. (April 20).

Gebhardt, L. (2012). Typology and the origin of language. Northeastern Illinois University Linguistics Colloquium. Chicago, IL. (November 7).

5. Service

Hallett, R.W. reviewed the manuscript “In deep water: Diving site names on Norfolk Island” for the *Journal of Tourism and Cultural Change* as well as the manuscript “Indian English” for *Language and Linguistics Compass*. He likewise served on the Fulbright National Screening Committee for English Language Teaching Assistantships in December of 2011.

Hallett, R.W., Kaplan-Weinger, J., & Mahootian, S. coordinated and taught in the Chungcheongnam-do Office of Education (CNOE) Elementary School Teachers’ English Training Program. The Academic Association out of Korea (AAOK), (July 18 – August 17, 2011). Drs. **Mahootian** and **Kaplan-Weinger** were the co-organizers of this program; Dr. **Hallett** only taught in the program until he had to undergo emergency surgery before the end of that program.

Kaplan-Weinger, J. volunteers as a docent at the Illinois Holocaust Museum and Education Center in Skokie.

Mahootian, S. refereed two academic articles: “Codeswitching in television-mediated political campaign ads in the Philippines” for the journal *ESP Across Cultures* and “Serial verb constructions in Persian: Evidence from progressive and future tenses” for the journal *Lingua*. She also continued as the Sociolinguistics Section Editor for the online journal *Language and Linguistics Compass*. In addition, she served as the external course (361: First Language Acquisition and 363: Second Language Acquisition) assessor for English Programmes, SIM University, Singapore in July of 2011.

B. Student Achievements

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

Acamovic, Danijela, Demas, Stephanie A., and Arkis, Ilbra (2012). (Judith Kaplan-Weinger, Faculty Mentor) Discourse analysis of immigrant identity: A first generational look through interpretation of family stories. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Alhoody, Metab (2012). (John P. Boyle, Faculty Mentor) Negation in Crow. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Al Shakhouri, Mohammed (2012). (Judith Kaplan-Weinger, Faculty Mentor) Positioning and identity: A case study of the Arab spring of Egypt. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Bancu Palazzolo, Ariana (2012). (Judith Kaplan-Weinger, Faculty Mentor) Anti-discrimination and freedom of expression – A case study ofn the LGBT community in Romania. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Bancu Palazzolo, Ariana (2012). (Shahrzad Mahootian, Faculty Mentor) Language use and language maintenance: A case study of two Romanian-English speaking bilingual children. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Beyer, Ashley Elizabeth (2012). (Judith Kaplan-Weinger, co-Faculty Mentor) Linguistic discrimination in the United States: A Socio-historical tool of oppression. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Bortolin, Paola and Hallett, Richard W. (2011). ‘History in its place’: A linguistic investigation of tourist spaces on the official tourism websites for Buenos Aires. Tourist Spaces: Between Practices and Theories International Conference. Palermo, Italy. (July 7-9).

Bukatovych Dinu, Alla (2012). (Shahrzad Mahootian, Faculty Mentor) The phonological development of a Romanian-English bilingual child. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Chariton, Jesse (Ed.) (2012). *Pharos: A Silas Shepherd reader, volume 1: Origins*. Oconomowoc, WI: Silas H. Shepherd Lodge of Research.

Chariton, Jesse (Ed.) (2011). *Transactions of Silas H. Shepherd Lodge of Research, volume 28*. Oconomowoc, WI: Silas H. Shepherd Lodge of Research.

Clarkson, John F. (2012). (John P. Boyle, Faculty Mentor) An analysis of focus pronouns in Crow. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Davis, Jeff. (2012). (John P. Boyle, Faculty Mentor) The system of motion verbs in Crow. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Ellasos, Christine (2012). (John P. Boyle, Faculty Mentor) Approximatives in Missouri Valley Siouan. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Georgopoulos, Nicholas (2011). Building awareness of linguistic imperialism in the classroom. Second Hellenic Philosophy, History, and Environmental Science Teaching under Scrutiny (Hephaestus) International Conference. Athens, Greece. (July 12-16).

Gordon, Zachary (2012). (John P. Boyle, Faculty Mentor) Structure and scope of medial clauses in Crow. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Hill, Janile S. (2012). (Lewis Gebhardt, Faculty Mentor) Is the written past participle slowly disappearing? Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Kasak, Ryan M. (2012). Treatment of vertitivity across Siouan languages. Thirty-second Annual Siouan and Caddoan Languages Conference. Lawrence, KS (June 15-17).

Kasak, Ryan M. (2012). (John P. Boyle, Faculty Mentor) Syllable Structure in Crow. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Krueger, Stacey L. (2011). Individual consequences of systemic oppression. Second Hellenic Philosophy, History, and Environmental Science Teaching under Scrutiny (Hephaestus) International Conference. Athens, Greece. (July 12-16).

Moaton, Tania D. (2012). (John P. Boyle, Faculty Mentor) Crow narrative structure and the Labovian model. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Molina, Courtney L. (2012). (John P. Boyle, Faculty Mentor) Crow nominal structure. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Ngo, Binh (2012). (Lewis Gebhardt, Faculty Mentor) Vietnamese classifiers: Definiteness/ indefiniteness. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Nguyen, Jayson H. (2012). (Lewis Gebhardt, Faculty Mentor) Wh movement in Vietnamese: Evidence against unselective binding. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Ronin, Irene (2012). (John P. Boyle, Faculty Mentor) The ordering of verbal suffixes in Crow. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Sipes, Peter T. (2012). (Richard W. Hallett, Faculty Mentor) A relatable tale of semantic drift. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Szulc, Mateusz (2012). (John P. Boyle, Faculty Mentor) How can a crow pass through a needle's eye? Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Tello, Lizeth (2012). (Shahrzad Mahootian, Faculty Mentor) Exploring communicative intent. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Torres, Jonnia (2012). (John P. Boyle, Faculty Mentor) The acoustic characteristics of Mandan vowels. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Torres, Jonnia (2012). Vowel Length in Mandan. Thirty-second Annual Siouan and Caddoan Languages Conference. Lawrence, KS (June 15-17).

Torres, Regina M. (2012). (Judith Kaplan-Weinger, Faculty Mentor) The debates and actions of the animal rights movement: A Critical Discourse Analysis of the various approaches to the animal rights debate and the ethics involved. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Worrick, Amber and **Juarez**, Diana (2012). (Richard W. Hallett, Faculty Mentor) Eastern and Western perspectives on Self and Other: A sociolinguistic look at food-based travel shows. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Wuellner, Claire T. (2012). (John P. Boyle, Faculty Mentor) Categorizing modal verbs in Crow. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

Wuellner, Claire T. (2012). (Judith Kaplan-Weinger, Faculty Mentor) The function of arguing in the construction of Self and Other. Twentieth Annual NEIU Student Research and Creative Activities Symposium (April 13).

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

Bonfatti, Maria Teresa (MA, Linguistics 2011) has been accepted to the Ph.D. program in linguistics at the University of Wisconsin at Milwaukee. She has also been awarded a teaching assistantship there as well as a tuition remission.

Danis, A. Geanina (MA, Linguistics 2011) has been accepted into the Ph.D. program in linguistics at George Mason University.

Ngo, Binh (MA, Linguistics 2012) has been accepted into the Ph.D. program in linguistics at the University of Southern California with a full fellowship.

Georgopoulos, Nicholas (MA, Linguistics 2012) has been accepted into the Ph.D. program in Urban Schooling at the University of California at Los Angeles this fall.

Kasak, Ryan (MA, Linguistics 2011) was accepted to the Ph.D. program in linguistics at Yale University with a full tuition waiver and generous monthly stipend.

Krueger, Stacey (MA, Linguistics 2012) has been accepted into the Ph.D. program in Urban Education Policy at the University of Southern California this fall.

Wuellner, Claire T. participated in an English language teaching internship and Korean language/cultural exchange at Myongji University in Seoul, South Korea for six weeks in the summer of 2011.

C. Alumni News

Cunningham, Jacqueline (MA, Linguistics 2009) is now co-chair of the English Language Learning and World Languages Department at Harold Washington College, one of the City Colleges of Chicago.

DeFelice, Dustin (MA, Linguistics 2005) is a doctoral candidate at the University of South Florida's (USF) Second Language Acquisition and Instructional Technology (SLA/IT) Program who has successfully defended his dissertation proposal. He has completed his data collection and is a visiting instructor in the Foreign Language Education/English for Speakers of Other Languages Program in Secondary Education at USF.

DiBianca, Paisly (MA, Linguistics 2002) participated in an English language teaching internship and Korean language/cultural exchange at Myongji University in Seoul, South Korea for six weeks in the summer of 2011. She also published a book notice for Senko K. Maynard's *Learning Japanese for Real: A Guide to Grammar, Use, and Genres of the Nihongo World* in the on-line journal *eLanguage*. She currently works at the US Environmental Protection Agency as a geographic information systems (GIS) specialist and is studying Japanese with the intent of doing inter-governmental projects in the future.

Gkartzonika, Galini (MA, Linguistics 2012) is currently teaching Greek as a Second Language.

Gordon, Zachary, and **Torres, S. Karin** (MA, Linguistics 2010) presented a paper entitled "Reanalysis of the Mandan Verbal Suffix Complex through the Complementizer Phrase" at the Linguistic Society of America (LSA) and the Society for the Study of the

Indigenous Languages of the Americas (SSILA) Annual Conference in Portland, OR, in January 2012.

Hallett, Jill (MA, Linguistics 2006) is a doctoral candidate in linguistics at the University of Illinois at Urbana-Champaign. She has completed her data collection and presented a paper, “It’s a special kind of frog: Co-creating teaching materials for the diasporic Q’anjob’al,” at the Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA 2011) in late 2011; another paper, “Teacher acquisition of and reflections on urban students’ dialects” at the New Ways of Analyzing Variation (NWAV) 40 Conference in Washington, DC in October of 2011; and another paper, “A case study of dialect contact in a Chicago classroom” as part of the Language and Assessment: A Linguistic Perspective Panel at the National Council of Teachers of English Annual Convention in Chicago, Illinois on November 18, 2011. She also published an article, “A cross-cultural analysis of language, literature, and identity,” in the *Aligarh Journal of Linguistics* in 2012, an invited book review in the journal *World Englishes*, another book review in *Studies in the Linguistic Sciences: Illinois Working Papers* in 2011, and a book notice in the on-line journal *eLanguage*.

Haptas, Alicja (MA, Linguistics 2009) is a reading instructor at Richard J. Daley College and is currently taking graduate classes toward an online teaching certificate from Roosevelt University.

Mensah, Dori (MA, Linguistics 2006) is program manager in the Office of Professional Development at the Illinois Institute of Technology, where she manages the international certificate program and oversees admissions, applications, registrations, classes, adjuncts, internship program, advising, and completion reporting for students in short-term non-degree programs. She also oversees English courses and curricula, student assessment and placement, and faculty for the Proficiency of English as a Second Language courses required of some graduate students and students in the international certificate program.

Webb, Elizabeth Y. (MA, Linguistics 2010) is an English as a Foreign Language (EFL) Instructor in Izmir, Turkey.

Whelan, Winifred O. (MA, Linguistics 2009) translated Mary García’s *The Sufferings, Assassinations, and Martyrdom of the Missionary Church in Olancho Honduras (1963-1982): The History of a Church that Lived Its Commitment to the Poor*, which was published by Mellen Press in 2011, from the original Spanish into English.

Wilmes, George (MA, Linguistics 2010) presented a paper entitled “Interrogative content words in Mandan and other Siouan languages” at the Linguistic Society of America (LSA) and the Society for the Study of the Indigenous Languages of the Americas (SSILA) Annual Conference in Portland, OR in January of 2012. He also presented a paper entitled “Past applications of optimality theory to Siouan language data and phenomena: A review of the literature” at the Thirty-second Siouan and Caddoan Languages Conference in Lawrence, KS in June of 2012.

MATHEMATICS

Annual Report 2011-2012

Submitted by Paul O'Hara

Executive Summary

Student Success: The faculty members of the department of mathematics are very proud of their student outreach and successes. This year four of our graduates have been accepted or begun Ph.D. programs at Northwestern University, University of North Carolina (2), and Michigan State University. Rebecca Jones, graduate assistant and tutor, participated in a workshop at the **IEEE Conference on Visual Analytics Science and Technology**, October 23rd in Providence, RI. The invitation to participate came as a result of her submission to a data analysis contest. Participants in this contest were professionals at research institutes, as well as students from all over the world, typically working in team-supported by faculty. In addition, under the supervision of Prof. Gwanyama five of our students have submitted correct solutions to the College Mathematics Journal problem solving section, while our graduate students Ridouan Bani, Stephen Szymanowski and Rasheed Hameed working on the research project "Impact of Social, Environmental and Control Factors on Critical Population Size of Alcohol Drinkers" with Dr Anuj Mubayi, have been invited for a research paper submission in the journal "Mathematical Biosciences and Engineering" due on August 15, 2012. Also the online basic skills preparatory course that Prof. Sharda Gudehithlu developed for COE has resulted in more students passing the mathematics portion of the basic skills test.

Overall, we graduated 34 majors, 13 with masters degrees and 16 who received Sec. Ed Certificates in mathematics. All of this attests to the Academic Excellence of our program.

Academic Excellence and Innovations: In recognition of this academic excellence and innovation we have been awarded two of the new academic initiatives awarded to the CAS. One has been awarded to continue their revision of the MA program and to further develop a new MA in *Pedagogical Content Knowledge for Teaching Elementary and Middle School Mathematics*. This is being done in close cooperation with the COE. Indeed, Dean Gillette of COE has noted that the cooperation between COE and Dept. of Mathematics is unprecedented in that the "extensive collaboration that currently exists between the College of Education and the Department of Mathematics is rare in universities." See appendix. The second was awarded to develop a new interdisciplinary minor in *Mathematical and Statistical Modeling of Complex Systems*. This applied mathematics minor program is designed to better prepare students for careers in quantitative methodology for complex systems with applications primarily in

healthcare, financial and social science fields. In this regard, the Math 275 has been revised and is now an official Biostatistics course.

While the above initiatives are among our most notable innovations they are not our only ones. Prof. Cofer has collaborated on a newly designed mathematics methods course for elementary and bilingual education teacher candidates and members of the department have been key players in helping the COE “have a successful program report from the National Council of Teachers of Mathematics, meaning that the SCED mathematics program is “recognized” by NCTM through 2014 with conditions. Once conditions are removed, we will be nationally recognized through 2017.”

We have also adopted a new series of textbooks for pre-calculus and calculus which will facilitate a better use of technology in the classroom. Prof. Sharda Gudehithlu was also selected to attend Merit Based Teaching at the University of Illinois, which took place from July 27-29, 2011.

This year, Prof. Wrinkle served the university community as the co-chair of the university-wide General Education Task Force, which has been working to review and revise general education at Northeastern. She was also the Project Director of the CREAR Project, a USDA-funded interdisciplinary initiative that so far has supported four NEIU students from biology and chemistry in summer research projects in environmental, agricultural, and consumer science at UIUC and six NEIU biology students and three NEIU biology faculty in research related to environmental science.

And last but not least Prof Cordell and Mubayi have run a bio-monthly student/faculty research seminar.

Exemplary Faculty: The faculty members have continued to excel in their research and publication activities. Prof. Marian Gidea had a very productive year at the Institute for Advanced Studies in Princeton, where he co-edited two volumes related to *Celestial Mechanics*, coauthored four articles, and gave six conference/symposia presentations. Some of this has already been published (see below), the remainder will be published within the coming year. Faculty members have also been the recipient of five new grants this year (1 for Cordell, 3 for Gidea, 1 for Mubayi), in addition to the three that we already have. Overall, during the 2011-2012 Academic Year, faculty have published or submitted for publication two edited volumes (Gidea), one book chapter (Zeng), ten journal articles (Filus 1, Gidea 5, Gwanyama 1, Mubayi 2, O’Hara 1). Professor Wrinkle continues to be a project director for a university research group funded by the US Dept. of Agriculture and Prof. Cofer continues to be co-director of Chicago Teacher Pipeline Project grant. There are three books in preparation (Cofer, O’Hara, Zeng). Also, five faculty members presented invited and/or contributed talks to a total of fourteen national and international conferences (Cordell 3, Gidea 6, O’Hara 2, Mubayi 2, Zeng 1). All of this attests to the high quality of their research and dedication to NEIU. We are very proud of our research accomplishments.

Urban and International Leadership: Faculty members have contributed to urban and international endeavors. Prof. Filus is the President of the Chicago Chapter

of Kosciuszko Foundation and member of its National Advisory Council. She is also President of the Council of Educators in Polonia and is serving on the Editorial Board of the Universal Journal of Mathematics and Mathematical Sciences. In addition, she was invited by the Mathematics Department of Czestochowa University of Technology, Czestochowa, Poland to give lectures (20 hours) on the topics: Fixed point algorithms and their applications, Nonlinear programming, Queuing models, Introduction to reliability theory as part of a European Union Grant for strengthening and development of universities programs to increase the number of graduates majoring in science, engineering and mathematics, November 2011.

Prof. Anuj Mubayi has undertaken research in Papua New Guinea under the auspices of Case Western School of Medicine in Ohio, developing a mathematical model for the spread of filariasis. He also serves in adjunct capacity at University of Texas in Arlington, The Arizona State University and the Pacific Institute for Research and Evaluation at Berkley.

Prof. Paul O'Hara serves on the board of the International Association of Relativistic Dynamics and Prof. Cordell is a member of the American Association of Women in Mathematics Job panel at the University of Illinois at Chicago.

Enhanced Operations: We continue to be innovators in the field of online learning. In the last few months, eight of the faculty members have had training for teaching courses online, including the use of smart pens to enhance technology. This brings to 10 the number of faculty who teach online and/or hybrid courses.

Overall this year (Summer excluded) the Dept. provided 107 courses at the 100 level (2824 students), 22 sections at the 200 level (422 students), 26 sections at the 300 level (618 students), 6 sections at 400 (graduate) level (55 students), which gives a grand total of 161 sections serving 3919 students.

And last but not least, I would like to thank Penny Sawczak and Ann Sleeva for all their work in maintaining the smooth running of the department each day. Without them it would not be possible to function.

I. Assessment

In the math department faculty have been doing informal assessments across our courses and programs, through observations of student aptitudes and discussions with our colleagues. Student learning in mathematics is easily (though not completely) measured using exam and homework grades, and all faculty members have used grades to pinpoint the challenges our students have in various areas of mathematics. We have adjusted our courses to better address these struggles, but this work has mostly been individual, as each instructor looks at the data for his or her own class.

An excellent example of a more observational assessment, done with a larger group of faculty, is the revision of Math 251, one of our key bridge courses between the introductory courses in the major and the 300-level courses that comprise the bulk of our major. In Math 331, Prof. Cofer observed that students are better with computation

than with theory. Students' proof-writing skills continue to be below where they should be at the start of the course. This observation of students' struggles with abstract argument was shared by many in the department who teach our 300-level courses. In response to this perceived weakness in student preparation, Prof. Cofer worked with Prof. Cordell in the spring of 2012 to redevelop the Math 251 course. Math 251 is the prerequisite to 331 and many of our other abstract 300-level courses, and has been revised to be more rigorous and to cover proof types that will help students become better prepared for proof-writing in 331 and other courses. The revision in 251 was discussed at length in the Undergraduate Curriculum Committee and at our annual faculty retreat, and we are working this summer with Institutional Research to develop a study that will examine the effects such a revised bridge course will have on our students' success. We expect the revised course to be offered in Spring 2013.

Our formal assessment plan is still in its nascent stages. We have developed the following department goals for the undergraduate and graduate programs:

Upon completion of the MS program, students should have:

1. The ability to perform rigorous mathematical reasoning, including constructing formal proofs.
2. Independent work capability.
3. Appreciation of the breadth and interconnectedness of mathematics.
4. Knowledge of mathematics as a tool for applications.
5. Capacity to use a variety of computer technologies where appropriate.
6. Ability to read, write, listen and speak mathematically.

At the completion of the MA-Mathematics Program, students should have:

1. Learned and practiced the art of mathematics problem solving. This is an essential skill for teaching and learning mathematics.
2. Attained and demonstrated the ability to reason mathematically.
3. Attained and demonstrated the ability to communicate mathematically.
4. Attained and demonstrated the ability to use computers and other technologies in mathematics learning and its applications.
5. Attained and demonstrated the ability to reason quantitatively. They should have developed an appreciation for statistical methods as a powerful means for making decisions on the basis of past experience with quantitative information.

At the completion of the undergraduate major in mathematics, students should be able to:

1. Formulate questions and problems mathematically and analyze such formulations to solve and draw conclusions.
2. Develop effective strategies for solving mathematical problems and be able to apply these strategies in practical situations.
3. Demonstrate mathematical reasoning skills and rigorously reason through mathematical arguments (including generalization and abstraction).
4. Demonstrate mathematical calculation skills and the ability to use technology to perform such calculations, where appropriate.

5. Communicate mathematics effectively, to a variety of audiences, and in a variety of settings, both orally and in writing.
6. Appreciate mathematical ideas and develop them creatively.

In the coming year, we will further develop a formal assessment plan, expanding the individual grade-based assessments we have been using to work together on assessing all of our programs, in order to better understand how well our students are reaching the goals we developed above.

II. Program Plan

A. Long term goals

Our long term goal is to increase student enrollment in our major and graduate programs. In this regard, we are optimistic that the two new academic initiatives awarded to the department will help us achieve this by offering new and vibrant programs taught by dedicated faculty. Indeed, the awarding of these initiatives to the Dept. of Mathematics is an indication of the strength of the proposals.

Specifically, we noted last year that in terms of future departmental plans and direction, the first thing would be to foster a department atmosphere where the three committees, established during the retreat, meet regularly and help bring ahead the proposals in the program review. This year we realized that the three committees as constituted were not effective and that we would be better working with the departmental committees already in place to achieve our goals. With this said, it should be noted that the first point of last year's plan has progressed according to schedule and the new MA program is now operative. Also, Prof. Sarah Cordell is Coordinator of the Mathematics Education Learning Community (MELC) and the PLTL programs. She has noted that one of the first things that we must do to improve student enrollment in these programs, is for colleagues to understand the importance of following a common timeline across all sections of the same course. One of her tasks in the coming year will be to work on enrolling more students in these programs.

Secondly, our close collaboration with the COE continues, as indicated by the letter sent by Dean Gillette in support of our new Academic Initiative in Mathematics Education. This collaboration is also very important in helping achieve our program goal. We feel that the COE is an ally in helping us grow our programs.

The third point is also on track. The list of publications and presentations given by the faculty members in the Dept. of Mathematics testifies to our vibrant research program. At the same time in order to be more effective in communication our successes and attracting new students, Prof. Anuj Mubayi and Prof. Zhonggang Zeng have agreed to develop an improved website to help us better promote our programs.

B. Projected needs

1. Faculty: Two tenure-line faculty as part of the new initiatives
2. Equipment: More up to date computer equipment for instructors
3. Other Resources: Bigger travel fund.

III. Accomplishments

A. Faculty Research/Creative Activities

(1) Edited Volumes:

Gidea, Marian.

Special section on Celestial Mechanics and Applications - 3rd Conference on Nonlinear Science and Complexity 2010 (NSC10), (co-editor J.

Masdemont), *Communications in Nonlinear Science and Numerical Simulation*, Elsevier, Vol. 17, in press, 2012.

(2) Book Chapters:

Zeng, Zhonggang.

The numerical greatest common divisor of univariate polynomials, in

Randomization, Relaxation and Complexity in Polynomial Equation Solving, Contemporary Mathematics vol. 556, L. Gurvits, et al, eds., American Mathematical Society, pp. 187-217, 2011.

(3) Published Articles:

Filus, Lidia. *Recent Developments on Testing in Cancer Risk: A Fractal and Stochastic Geometry* (with M. Stehlík, T. Mrkvička, J. Filus), *Journal of Reliability and Statistical Studies*, Volume 5, 83-95, 2012.

Gidea, Marian.

Geometry of Weak Stability Boundaries (co-authors E. Belbruno and F. Topputo), *Qualitative Theory of Dynamical Systems* 2012, DOI:10.1007/s12346-012-0069-x – published online, 2012.

Deterministic models for simulating electrocardiographic signals,

(co-authors C. Gidea and W. Byrd -- graduate student), *Communications in Nonlinear Science and Numerical Simulation*, Volume 16, Issue 10, p. 3871-3880.

Gwanyama, Wagala.

A simplified contour integration for the probability integral, **International Journal of Mathematical Sciences and Applications (IJMSA)**, Vol 1, No.3, pp. 1507-1510, (2011).

Mubayi, Anuj.

(With Greenwood, P., Wang. X., Castillo-Chavez, C., Gorman, D.M., Gruenewald, P., Saltz, R.F.). Types of drinkers and drinking settings: application of a mathematical model; *Addiction*, Vol. 4(5) p. 456-477, 2011.

(With Romero, D.M., Kribs-Zaleta, C.M., Orbe, C.; 2011) An epidemiological approach to the spread of political third parties. *Discrete and Continuous Dynamical Systems, Series B*. 15(3): 707-738, 2011.

O'Hara, Paul.

Equations of motion in general relativity and quantum mechanics. J. of Phys. (Conf.) Vol 330, 2011.

(4) Conference Presentations

Gidea, Marian.

2012, "Aubry Mather Theory from a Topological Viewpoint " -- mini-course, WORKSHOP ON INTERACTIONS BETWEEN DYNAMICAL SYSTEMS AND PARTIAL DIFFERENTIAL EQUATIONS (JISD2012), Barcelona, Spain. May 28 - June 1st, 2012.

2012, "Weak Stability Boundary and Invariant Manifolds", IX Americas Conference in Differential Equations, Trujillo, Peru. January 4- 14, 2012.

2011, "Zero-Cost Procedure to Change the Inclination of the Orbit of a Satellite near a Libration Point", and "Weak Stability Boundaries and Invariant Manifolds", New Trends in Astrodynamics and Applications VI - An International Conference, New York.

2011, "Weak Stability Boundary and Invariant Manifolds", Hamiltonian Dynamics and Celestial Mechanics, Castro Urdiales, Spain.

Seminar Talk: 2012, Rutgers University, New Jersey Institute of Technology, Binghamton University, Princeton University.

Seminar Talk: 2011, Institute for Advanced Study - Princeton, Cornell University.

Mubayi, Anuj.

Insights from Mathematical Models: Understanding System Dynamics from Alcohol Drinking Behavior to the Spread of Infectious Diseases, Department of Mathematics, Indian Institute of Technology, Kanpur, India Feb. 15, 2012.

Underreporting of Kala-azar in the Indian State of Bihar A Workshop on Nonlinear Dynamics, Bhabha Group of Institutions & Indian Society for Mathematical Modeling and computer Simulation, Kanpur, India Feb. 9-16, 2012.

O'Hara, Paul.

IARD 2012 "Line metrics, their duals and wave equations." Galileo Galilei Institute for Theoretical Physics, Florence, Italy, June 1, 2012.

Nov. 2011. "Equations of motion in general relativity and quantum mechanics," Faculty Research Symposium, Northeastern Illinois University Chicago, Nov. 2011.

Oppland-Cordell, Sarah.

S., Leavitt, D., and McGee, E. "Learning from Underrepresented Students' Perspectives: Investigations by Female Mathematics Education Scholars from STEM Backgrounds." (Working Group Roundtable Session). Jacqueline Leonard and Rochelle Gutierrez (Co-Chairs). Paper presented at the 2012 Annual Meeting of the American Educational Research Association, Vancouver, British Columbia, Canada, April 2012.

"I Don't Know How Far I Would Be Right Now If It Wasn't for the Workshop': Latino/a Undergraduates Resist Racialized, Gendered, and Classed Spaces through an Emerging Scholars Workshop", Faculty Research Symposium, Northeastern Illinois University, Chicago, IL, November 2011.

Zeng, Zhonggang.

"Designing numerical algorithms for algebraic computations" at MAA Florida Chapter Local Meeting, Pensacola, Florida on Nov. 19, 2011 (keynote address).

(5) Funded grants

Cofer, Tanya (Co-NEIU Director).

2009-2014 Chicago Teacher Pipeline Project grant, federal grant collaboration with UIC, Loyola and National Louis University. \$15,000,000.

Cordell, Sarah.

2011-2016. HSI Stem and Articulation Initiative, US Dept. of Education, "Faculty Coordinator for Emerging Scholars Program (ESP) Mathematics Workshops, Enhancing Career Opportunities in Biomedical and Environmental Health Sciences at an Urban Hispanic Serving Institution," \$4,345,618.

Gidea, Marian.

2012-2015, National Science Foundation, PI, "Instability of Dynamical Systems", PI, (\$138,000). Status: recommended for funding.

2011-2014, National Cancer Institute - NIH, Co-PI, "NU-NEIGHBORS: A social science partnership to reduce cancer disparities", \$1.2 million.

2011, NEIU Student Center for Science Engagement/Department of Education CCRAA HSI grant, PI \$16,000.

Mubayi, Anuj.

2010-2013, National Science Foundation Mathematical Biology & Population & Community Ecology Grant, Division of Mathematical Sciences- 1020880, Co-PI (Kribs-Zaleta PI). "Cross-immunity and geographical invasion in sylvatic *T. cruzi* transmission," \$200,000.

2012 National Institute of Health (NIH), Co-PI. "Clinical Research and Field Studies of Infectious Diseases Study, R01 AI097262-01 (Tisch, PI) 2012- Lymphatic Filariasis Transmission and Elimination in Papua New Guinea."

Wrinkle, Nancy (Project Director)

2010-2012, US Department of Agriculture (Ana Fraiman, Pam Geddes, Jean Hemzacek, and Laura Sanders, Co-PI's). *CREAR: Collaboration and Retention through Environmental and Agricultural Science*. Joint project involving departments of Biology, Chemistry, Earth Science and Mathematics, \$290,000.

6. Service

Cofer, Tanya

NEIU co-coordinator, Chicago Teacher Partnership Program

Filus, Lidia.

Mathematics Department of Czestochowa University of Technology, Czestochowa, Poland to give lectures (20 hours) as part of a European Union Grant for strengthening and development of universities programs to increase the number of graduates majoring in science, engineering and mathematics, November 2011.

President of the Chicago Chapter of Kosciuszco Foundation and member of its National Advisory Council

President of the Council of Educators in Polonia.

Editorial Board of the Universal Journal of Mathematics and Mathematical Sciences.

Mubayi, Anuj.

Co-organizer, SIAM Workshop Celebrating Diversity Symposium, 2012 SIAM Annual Meeting, Minneapolis, July 9-13, 2012

Workshop Instructor, Epidemiology and Biostatistics 3-day Workshop, September 2011, Papua New Guinea Institute of Medical Research and Divine Word University, Madang, Papua New Guinea

Adjunct Instructor, Department of Epidemiology and Biostatistics, Case Western Reserve University School of Medicine. 2011-

Adjunct Faculty, Department of Mathematics, The University of Texas at Arlington. 2011- (PhD co-advisor of Kaushik Goharav, expected to graduate in May 2013)

Adjunct Professor, Mathematical and Computational Modeling Sciences Center, The Arizona State University, Tempe. 2012-

Associate Research Scientist, Prevention Research Center, Pacific Institute for Research & Evaluation, Berkeley, CA. 2009-

REU Program Faculty, Mathematical and Theoretical Biology Institute (MTBI), The Arizona State University. Tempe, Summer 2012

O'Hara, Paul.

Standing Committee Member International Association of Relativistic Dynamics.

Oppland-Cordell, Sarah.

Member of the American Association of Women in Mathematics Job panel at the University of Illinois at Chicago.

B. Student Achievements

Student Success:

1. Papers and publications

Dudzik, Monika J. (Graduate Student) proved the bounds of a definite integral problem proposed as Problem 944 in The College Mathematics Journal; (Acknowledgement is published at MAA-The College Mathematics Journal vol. 43, no. 1; January 2012, p. 103).

Pham, Minhien. (Undergraduate Student) solved and submitted a different solution to Problem 960 suggested in MAA-The College Mathematics Journal, vol. 42, no.4; September 2011, p. 330.

Quaid, Patrick. (Graduate Student) solved and submitted the solution to Problem 961 suggested in MAA-The College Mathematics Journal, vol. 42, no.5; November 2011, p. 407.

Tolsky, Ben. (Graduate Student) solved and submitted a different solution to Problem 961 suggested in MAA-The College Mathematics Journal, vol. 42, no.5; November 2011, p. 407.

Yingpeng, Que (Undergraduate Student) solved and submitted a different solution to Problem 963 suggested in MAA-The College Mathematics Journal, vol. 42, no.5; November 2011, p. 407.

2. Acceptance to Graduate or Professional School

Hirschbeck, Kelly. Ph.D. Program in Mathematics, University of North Carolina.

Jones, Rebecca. Ph.D. Program in Applied Mathematics, Northwestern University.

Smalenberger, Michael. Ph.D. program in Economics, University of North Carolina

Appendix: Letter from Dean Gillette:

It is my pleasure to write a letter of support for a mathematics faculty member with a specialization in Math Education. The extensive collaboration that currently exists between the College of Education and the Department of Mathematics is rare in universities. Two examples illustrate this point. Faculty members in the department of mathematics have been integral in the implementation of our Chicago Teacher Pipeline Project grant, a \$15 million federal grant collaboration with UIC, Loyola and National Louis University. Dr. Tanya Cofer is co-director of this project. Chair Paul O'Hara was instrumental in helping the COE implement an on-line preparation course for the Illinois Test of Basic Skills (mathematics section). The faculty members from the Department of Mathematics regularly attend COE meetings and retreats to ensure that our collaborations result in student success. To date, the results of these collaborations have been visible and important:

- An increasing number of secondary mathematics majors.
- Two redesigned general education math courses specifically designed to better prepare elementary, bilingual, and early childhood teacher candidates to be more effective teachers of mathematics.
- Collaboration on a newly designed mathematics methods course for elementary and bilingual education teacher candidates.
- A successful program report from the National Council of Teachers of Mathematics, meaning that the SCED mathematics program is “recognized” by NCTM through 2014 with conditions. Once conditions are removed, we will be nationally recognized through 2017.
- An on-line basic skills preparatory course that has resulted in more students passing the mathematics portion of the basic skills test.
- A redesigned MA in Pedagogical Content knowledge for Teaching Elementary & Middle school mathematics.

The COE fully supports the request for an additional faculty member to continue this excellent work.

Sincerely,



Maureen Gillette
Dean, College of Education

MATHEMATICS DEVELOPMENT

Annual Report 2011-2012

Submitted by Thomas Blackburn

Executive Summary

The Mathematics Development Program enrolled 1869 students in course work during fall and spring semesters in FY 2012, compared to 2245 in FY 2011. This represents a 16.7 % decrease in enrollment from FY 2011. 80 % of fall 2010 freshman required at least one developmental mathematics course. Re-designing our instructional program and corresponding changes in placement protocols course have further reduced the number of developmental mathematics courses needed by most students.

This year developmental mathematics courses had a success rate of 62 % and a retention rate of 85 %. 60 % of first year students successfully complete their developmental mathematics in two years. These students have a success rate of 73 % which is comparable to first year students who placed directly into college mathematics. Enrollment management has consistently met student demand while maximizing classroom and budget resources.

Our focus for FY 2013 is to further enhance our curriculum, instructional strategies and learning resources with online tools and media to further enhance student success, retention and degree completion. IPADS will be piloted to improve classroom instruction. Improved student retention and success will be sought in utilizing “early alert strategies” to improve student performance.

I. Assessment

A. Enrollment Data and Trends

The following tables show the total enrollment for Math Development for the years 2007 through 2012.

Table 1: Enrollment Data in Developmental Mathematics: Five Year Trend

<u>FY Year</u>	<u>Math 090</u>	<u>Math 91</u>	<u>Math 092</u>	<u>Total</u>
2007	640	904	955	2499
2008	437	845	1017	2299
2009	388	777	1020	2185

2010	408	750	1006	2164
2011	432	788	1025	2245
2012	189	644	1036	1869

Trend Analysis

Changes in Math Placement Protocols and Instructional Plans over the past five years have significantly reduced the number of students requiring developmental mathematics, as well as, the number of required developmental courses a student needs to take. Enrollment demand changed from FY2011 with a 16.7 % enrollment decrease in 2012. This was due to a pilot revision (in 2012) of placements standards which placed more students enrolled in Math 091 and Math 092 than in previous years as well as the 5% increase in the spring drop rate of first year students. Success and retention rates remain stable and contribute to student success in college mathematics and degree completion. Enrollment in Developmental Mathematics for fall 2012 and spring 2013 is expected to be 2,000 students.

A.Student Assessment Outcomes

Table 1: Retention Rates in Developmental Mathematics

Year	Math 090	Math 091	Math 092
2007	80.2 %	81.0 %	79.0 %
2008	82.0 %	84.0 %	81.0 %
2009	85.6 %	83.0 %	83.4 %
2010	88.5 %	84.4 %	83.5 %
2011	90.5 %	86.7 %	84.9 %
2012	85.7 %	85.7 %	86.4 %

Table 2: Success Rates in Developmental Mathematics

Success equals a grade of A, B, C, or I. Success rate equals number of students successful divided total numbers of students enrolled.

Year	Math 090	Math 091	Math 092
2207	59.4 %	56.1 %	60.8 %
2008	65.0 %	59.0 %	62.0 %
2009	67.8 %	62.4 %	67.4 %
2010	69.4 %	62.6 %	66.1 %
2011	69.4 %	60.9 %	60.0 %
2012	60.9 %	58.1 %	64.0%

Trend Analysis

Success and retention rates remain stable. The emphasis must be on long term student success and retention rather than on moving students faster through course work. 60% of the 2009 freshman cohort successfully completed developmental mathematics. 80% of first year students require at least one developmental mathematics course.

UNIVERSITY STRATEGIC PLANNING: ACTIONS STEPS FOR FY 2013

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 both student 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. Continue to develop online learning resources.
 - Collaborate with the Mathematics Department on curriculum development.

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 utilize online learning resources and tools. Pilot the use of Ipads in classroom instruction in the fall 2012.

Strategic Goal Four: Exemplary Faculty and Staff

- 4.5 Climate of scholarship, professional development. Continue to provide professional development experiences for faculty.

Mathematics Development Program: Strategic Plan for 2013

Attain a program enrollment of 2000 students, continue to provide a blended curriculum of instruction utilizing classroom and online resources, activities, and assessment tools. Pilot the classroom use of ipads. Utilize university programs and resources to enhance student retention and academic success.

MATHEMATICS DEVELOPMENT

Assessment Report 2011-2012

Submitted by Thomas Blackburn

I. Enrollment Data and Proportions of Mathematics Placement in Developmental and College Mathematics

The failure to prepare most college students for mathematics, science, and technology as well as workforce readiness is a national concern. The State of Illinois 2011 ACT report indicates only 45% of high school graduates in the State of Illinois have the readiness for success in college mathematics or for success in workforce training. With respect to Race/Ethnicity, Black/African students, 13% were ready for college mathematics and among Hispanic/Latino students, 24% percent were ready for college mathematics. (Appendix A: 2011 State of Illinois ACT Report). The majority of students at NEIU come from underrepresented groups and as evidenced above they have both academic and socio-economic challenges. Our fall 2011 freshman class had an ACT composite score of 16 at the 25th percentile which reflects a state percentile of 24. The cohort's ACT composite score at the 75th percentile of the 2011 freshman class was 21 which is equivalent to a state percentile of 57. More than 80% of our 2011 freshman cohort required at least one developmental mathematics course.

Since 2001, the University has had a mandate to reduce the number of developmental courses in mathematics. Since that time the Mathematics Department has worked with Mathematics Development to meet this mandate by collaboration on revisions of the mathematics placement test standards and the placement use of the student MATH ACT scores. Mathematics Development developed an additional course in 2006 of Math 092 Intermediate Algebra to replace Math 102 Intermediate which was no longer considered college credit. Further the Mathematics Department expanded its courses to meet the increasing needs of students pursuing majors in the humanities, education, science, and business. We were able to achieve these significant reductions in developmental course hours without a reduction success rates.

II. Proportion of Mathematics Placement for Fall Freshman Cohorts: fall 2002 through fall 2011

Course / Year	2002	2003	2004	2005	2006	2007	2008	2009	2010
Math 090	51.2%	46.8%	43.0%	41.8%	35.6%	23.5%	19.7%	23.4%	20.1%
Math 091	24.9%	25.7%	26.4%	30.1%	30.2%	32.0%	32.4%	30.2%	34.7%
Math 092	15.4%	20.0%	19.8%	17.3%	23.4%	28.0%	28.0%	29.6%	23.5%
Developmental	91.5%	92.5%	89.2%	89.2%	89.2%	83.5%	80.1%	83.2%	78.3%

College Level 8.5% 7.5% 10.8% 10.8% 10.8% 16.5% 19.9% 16.8% 21.7%

III. Summary of Improvements in Developmental Mathematics Course Placements: 2002 to 2010

Course / Year	2002	2006	2010
Math 090	51.2%	35.6%	20.1%
Math 091	24.9%	30.2 %	34.7%
Math 092	15.4%	23.4%	23.5%
College Level	8.5%	10.8%	21.7%

IV. Enrollment data or number of participants in the program for each year over the last 5 years:

Table: Enrollment Data in Developmental Mathematics: Five Year Trend

<u>FY Year</u>	<u>Math 090</u>	<u>Math 091</u>	<u>Math 092</u>	<u>Total</u>
2007	640	904	955	2499
2008	437	845	1017	2299
2009	388	777	1020	2185
2010	408	750	1006	2164
2011	432	788	1025	2245
2012	189	644	1036	1869

V. Program completions for each year for the last 5 years:

Year/Number	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
	627	688	665	615	664

Number of Successful Student Completions in the Math 092 Intermediate Algebra with a Grade of A, or B, or C.

VI. Student Assessment Outcomes in Developmental Mathematics

Table 1: Student Success Rates in Developmental Mathematics

Success equals a grade of A, B, C, or I. Success rate equals number of students successful divided total numbers of students enrolled.

Year	Math 090	Math 091	Math 092
2008	65.0 %	59.0 %	62.0 %
2009	67.8 %	62.4 %	67.4 %
2010	69.4 %	62.6 %	66.1 %
2011	69.4 %	60.9 %	60.0 %
2012	60.9 %	58.1 %	64.0 %

Table 2: Student Retention Rates in Developmental Mathematics

Year	Math 090	Math 091	Math 092
2008	82.0 %	84.0 %	81.0 %
2009	85.6 %	83.0 %	83.4 %
2010	88.5 %	84.4 %	83.5 %
2011	90.5 %	86.7 %	84.9 %
2012	85.7 %	85.7 %	86.4 %

VII. Post Program Assessment Outcomes: Success in College Mathematics

Table 1: College Mathematics taken by fall 2008 freshman who took Developmental Mathematics their first year

Grade	Frequency	Percent	Cumulative Frequency
A	141	27.1%	27.1%
B	112	21.5 %	48.7%
C	127	24.4%	73.1%
D	39	7.5%	80.6%
F	20	3.8%	84.4%
W-I's-Missing	81	15.6%	100.0%

Overall success rate (A-B-C) was 73.1%. The corresponding success rate of freshman students who started in college mathematics was 75.7 %.

Table 2: College Mathematics taken by fall 2009 freshman who took Developmental Mathematics their first year

Grade	Frequency	Percent	Cumulative Frequency
A	245	27.6%	27.6%
B	217	24.4%	52.0%
C	187	21.1%	73.1%

D	58	6.5%	79.6%
F	65	7.3%	86.9%
W-I's-Missing	116	13.1 %	100.0 %

Overall success rate (A-B-C) was 73.1%. The corresponding success rate of freshman students who started in college mathematics was 75.1 %. The academic performance of the developmental students in college mathematics was nearly the same for both 2008 and 2009 freshman cohorts. This data is our best evidence of the effectiveness of the Mathematics Development Program in preparing students for college mathematics and enabling degree completion. The success rate of 73.1% of developmental students in college mathematics is quite remarkable.

MUSIC AND DANCE

Annual Report 2011-2012

Submitted by R. Shayne Cofer

Executive Summary

The Department of Music and Dance Program continues its high profile position as a vital part of the cultural life of the university and the community. Working closely with The Office of Cultural Events, the department sponsored over 150 concerts, workshops, and master classes last year. The Chicago Brass Festival, Ensemble Español Spanish Dance Theater, Ruth Page Dance Series, and the Chicago Clarinet Ensemble also presented concerts on campus, bringing quality performances and positive media attention to Northeastern Illinois University.

With recruitment as a primary goal, the department continued student recruitment activities by distributing materials to local high schools which included the annual concert calendar, flyers, and an audition poster. The department participated in classical singer exhibitions at the Illinois Music Education Association Conference (IMEA) in Peoria, IL, the NEIU Open Houses Classical Singers Conference, and faculty conducted clinics at several local high schools.

Department faculty continued to be highly visible at international, national, and local levels. Major artistic performances included: Mr. Collin Anderson's performances as bassoonist in the Attacca Woodwind Quintet; Mr. Brian Groner's performances as conductor Fox Valley Symphony; Mr. Greg Sarchet's performances as bassist with Lyric Opera of Chicago, Chicago Philharmonic, Chamber Opera Chicago, and the Chicago Opera Theater; Dr. Rose Sperrazza's performances as artistic director and clarinetist with the Chicago Clarinet Ensemble; and Dr. Venetia Stifler's choreography for Concert Dance, Inc., with performances at NEIU and The Ravinia Festival.

The Chicago Brass Festival in March 2012, under the direction of Dr. Travis Heath, was a particular highlight for the department. There were many outstanding performances including: nationally renowned trumpeter Orbert Davis with Mayo Tiana and the NEIU Varsity Big Band; Spanish Brass, and excellent performances by the Chicago Clarinet Ensemble under the direction of Dr. Sperrazza, also provided regional, national, and international recognition for NEIU.

Large and small music ensembles continued to grow in size and quality over the past year. The NEIU Wind Ensemble, jazz bands, string orchestra, guitar ensembles, 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 NEIU events such as the NEIU Civil Service awards, the College of Business and Management Senior Dinner, and the NEIU Faculty Authors Event, among others.

The department was pleased to successfully search for and hire Dr. Christopher Owen as our new Assistant Professor and Director of Choral Activities beginning in fall 2012. In addition, we welcomed 4 new faculty members in 2011-2012: Mr. Brian Groner, Orchestra and Applied Violin lessons; Mr. Bruce Hall, Vocal Methods; Anna Mayne, Applied Horn lessons; and Jaime Gorgojo, Applied Viola and Violin lessons. The department also bid adieu to retiring faculty and staff Dr. Phyllis Hurt, Dr. Elyse Mach, and Administrative Aide Danuta Lusinski.

I. Assessment

All 6 music programs were revised to meet NASM accreditation standards in 2009. The department continues to assess the effectiveness of these curricular changes in anticipation of our upcoming review by the National Association of Schools of Music in 2014-2015.

All senior music education students passed the State of Illinois Music Content and Basic skills examinations required for certification, N=6

All senior music education student portfolios passed and met music education outcomes, N=9

All senior music education students passed student teaching and met criteria, lesson planning, and music education outcomes, N=9

All but 2 undergraduate music majors passed playing performance juries and, therefore, met performance outcomes, N=93

II. Program Plan

A. Short Term Goals:

- Recruit new and more advanced students.
- Begin a summer community piano program entitled The Chicago Piano Festival
- Strengthen the string program
- Develop new methods of advertising concerts in the Chicago area
- Establish a working relationship with Marketing and Public Relations to enhance the visibility of NEIU arts programs in the Chicago area

B. Long Term Goals:

1. Hire one full-time tenure-track faculty member in voice, strings, percussion, and guitar.

2. Develop a Junior Standing Examination for all music education majors, which will serve as an assessment tool for entry into 300 level courses.
3. Continue to recruit advanced level student musicians.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Kowalkowski, Jeffrey

- Pianist (2011). As Pianist recorded the album “Stars Have Shape” with the *Exploding Star Orchestra*, on the historic Delmark Label.
- Pianist (2011). Performed two concerts with *Exploding Star Orchestra* at the Sardegna Jazz Festival, Sardenia, Italy. These concerts were broadcast on National Italian Radio.

Leifer, Lyon

- Bansuri (keyless N. Indian bamboo flute) soloist. (2011). *Prerna* annual memorial concert in memory of Tushar Pandit. India International Centre, New Delhi.
- Bansuri soloist. (2011). Pannalal Ghosh Birth Centenary Program at Sangit Mahabharati music school, Mumbai.
- Bansuri soloist. (2011). Swami Haridas Sangeet Sammelan (annual music festival). Mumbai.
- Bansuri soloist. (2011). Suburban Music Circle, 25th Anniversary Season, celebrating Birth Centenary of Pannalal Ghosh and in memory of Devendra Murdeshwar. Mumbai.
- Bansuri soloist. (2011). Recital under auspices of Rajasthan Sangeet Natak Akademi and Ninaad Sanskrutik Sansthaan. Jodhpur.

Marchi, Lucia

- (2010) Bibliographical entries in *Medioevo Musicale, Bibliographical Bulletin of Medieval Music*, XI 2009

Ruiz, Irma Suarez

- Associate Artistic Director, Choreographer, Guest artist and Instructor (2012). Dance St. Louis, Touhill Center for the Performing Arts. Master Class for community students and 3 performances and 7 in-school residencies.
- Associate Artistic Director, Choreographer, and Guest artist (2012). Flamenco Passion, Dana Center for Humanities, Manchester, MD. 1 concert.

- Associate Artistic Director, Choreographer, and Guest artist (2012). Flamenco Passion, Robidoux Resident Theater, St. Joseph, MO. 1 concert.
- Associate Artistic Director, Choreographer, and Guest artist (2012). Flamenco Passion, Montgomery College, Silver Spring, MD. 1 concert.
- Associate Artistic Director, Choreographer, and Guest artist (2012). Flamenco Passion, Wynmoor Theater, Coconut Creek, FL. 1 concert.
- Presenter, Guest Artist, Associate Artistic Director, Choreographer, Producer (2011-2012). "Tales of Spain/Historias de España", Multimedia lecture concerts for elementary and high school students. Johnson County Community College, Overland Park, KS. Lecture with Associate Artistic Director and performance.

Sarchet, Gregory

- String Bass (2012). Lyric Opera of Chicago orchestra member
- String Bass (2012). Chicago Philharmonic orchestra member (Co-Principal)
- String Bass (2011). Grant Park Music Festival substitute member
- String Bass (2011). Chicago Symphony Orchestra, substitute
- String Bass (2011). Vienna Waltz Ensemble historical informances, founding member

Sperrazza, Rose

- Concerto Soloist. (2012). Chicago Chamber Orchestra. Preston Bradley Hall in Chicago Cultural Center, Chicago IL. Performed Mozart Clarinet Concerto K622.
- Concerto Soloist. (2012). Chicago Chamber Orchestra. Fourth Presbyterian Church, Chicago, IL. Performed Mozart Clarinet Concerto.K622
- Performance. (2012). Chicago Clarinet Ensemble with Guest Artists Elsa and Walter Verdehr. Northeastern Illinois University, Chicago, IL.
- Performance. (2012). Chamber Music Festival. Harper College, Palatine, IL.
- Performance. (2012). Light Opera Works production of Camelot. Cahn Auditorium, Evanston, IL.

Tang, Susan

- Pianist. (2011). Featured pianist/actor for internationally acclaimed/award winning (OBIE, Elliot Norton Award, Boston) production of Mabou Mines Dollhouse, Majestic Theater, Boston, MA.
- Pianist/Artist Teacher. (2012). Solo recital and masterclass at McNeese State University, Lake Charles, LA.

Torosian, Brian

- Guitarist (2011). Performed a full solo classical guitar recital for the Second Sunday Concert Series at McHenry County College. A brief article in the "Northwest Herald" preceded the concert.
- Rehearsed and planned a full solo classical guitar recital at NEIU February 2,

2011 which was an NEIU snow day.

- Guitarist (2011). Performed with Ensemble Español in their Duende Flamenco concert at NEIU June 2011 and in their American Spanish Dance Festival concerts June 25-27, 2011. Included on the latter programs was Torosian's arrangement of Manuel de Falla's *Danza* from *La Vida Breve* for guitar, flute, and violin, which is dedicated to Ensemble Español.
- Guitarist (2011) Performed as mandolinist in a trio with the Waller and Maxwell Guitar Duo at Northwestern University, April 23, 2011.

2. Book Chapters, Regional Exhibitions or Performances

Groner, Brian

- Conductor. (2011). 6 Concerts at the Birch Creek Music Performance Center
- Conductor. (2011). Performance *Bartok Concerto for Orchestra*, Fox Valley Symphony, Appleton, WI
- Broadcast. (2011). Wisconsin Public Radio, Music from Wisconsin, Fox Valley Symphony
- Interview. (2011). WHBY, Appleton, WI
- Conductor. (2011). Performance of Reveultas Sensemaya, Chicago Latino Music Festival, Harper Symphony Orchestra, Palatine, IL
- Conductor. (2011). Pops concert performance, The Three Phantoms, Fox Valley Symphony, Appleton, WI
- Conductor. (2011). World Premier of *Hanukah Celebration*, Harper Symphony, Palatine IL
- Conductor. (2011). Holiday Concert, Elkhart County Symphony, Elkhart, IN
- Conductor. (2012). Concert of R. Strauss Don Juan, Fox Valley Symphony, Appleton, WI
- Conductor. (2012). Concert of Irish composer Shaun Davey's music, featuring Irish instrumentalists from around the country, full chorus, augmented percussion section and the Fox Valley Symphony.
- Conductor. (2012). Performance of Dvorak Symphony No. 8, Harper Symphony Orchestra, Palatine, IL
- Conductor. (2012). Cabaret Concert, Elkhart County Symphony, Elkhart, IN
- Conductor. (2012). Performance with Chicago flutist, Hideko Amano, Harper Symphony Orchestra, Palatine, Illinois.
- Conductor. (2012). Performance of Mahler Symphony No.1, Fox Valley Symphony, Appleton, WI
- Conductor. (2012). Concert/Final Round of Emilio del Rosario piano competition, Harper Symphony Orchestra, Palatine, IL
- Conductor. (2012). Season Finale, Elkhart County Symphony, Elkhart, IN

Heath, Travis

- Director, Founder. (2012). Chicago Brass Festival, March 2012, World renowned International, National, and Local Performers, Solo Competition, Vendors,

Exhibits. Northeastern Illinois University, Chicago, Illinois

Heitzinger, Robert

- Vocalist. (2011). Baritone/bass soloist for “Music & Song inspired by Goethe’s poetic drama “The Story of Faust””; Sandra Van Valtier and William Proskow, producers. Wauconda, IL.
- Vocalist. (2011). Baritone Recitalist with Pianist Stephen Zivin, on the Jewel Box Performing Arts Series at Northeastern Illinois University, Chicago, IL. Broadcast nationally and streamed on the Internet worldwide.

Kowalkowski, Jeffrey

- Pianist (2011). Performed with *Exploding Star Orchestra* in week-long residency at the Whistler, a jazz club in Logan Square, Chicago
- Composer (2011). Chicago Clarinet Ensemble premiered original composition *ruth, rubric-rational, realisms-relational*s for thirteen clarinets and synthesizer.
- Composer (2011). Stanley and Naomi Drucker (clarinet soloists) premiered arrangement of Mendelssohn Konzert Piece No. 1, Op. 113, with Chicago Clarinet Ensemble
- Director (2012). *Chicago Scratch Orchestra* concert at Links Hall, Chicago.
- *Composer (2012). Duo(s) for Cornet and Piano* performed on New Music Depaul concert series.

Ruiz, Irma

- Presenter, Guest Artist, Associate Artistic Director, Choreographer, Producer (2011-2012). “Tales of Spain/Historias de España”, Multimedia lecture concerts for elementary and high school students. Northeastern Illinois University Auditorium, 9 concerts, lectures with Associate Artistic Director and performances.
- Associate Artistic Director, Choreographer and Guest Artist (2011). Joffrey Ballet Dance Lab Program, Joffrey Towers, Chicago, IL. Classes.
- Associate Artistic Director, Choreographer (2011). McDonald’s Thanksgiving Day Parade, Chicago IL. 1 Performance
- Associate Artistic Director, choreographer (2011). Chicago Human Rhythm Project “Thanks4Giving”, Harris Theater for Music and Dance, Chicago, IL. 1 concert.
- Associate Artistic Director (2011). Chicago Chamber Opera Amahl and the Night Visitors, Harold Washington Library, Chicago, IL. 3 concerts.
- Presenter, Associate Artistic Director, Choreographer, performer (2011). Concierto Familiar/Family Holiday Concert, Northeastern Illinois University Auditorium. 1 concert.
- Associate Artistic Director, Choreographer, Guest artist and Instructor (2012). Dance St. Louis, Touhill Center for the Performing Arts. Master Class for community students and 3 performances and 7 in-school residencies.

- Associate Artistic Director, Choreographer, and Guest artist (2012). Flamenco Passion, Dana Center for Humanities, Manchester, MD. 1 concert.
- Associate Artistic Director, Choreographer, and Guest artist (2012). Flamenco Passion, Robidoux Resident Theater, St. Joseph, MO. 1 concert.
- Associate Artistic Director, Choreographer, and Guest artist (2012). Flamenco Passion, Montgomery College, Silver Spring, MD. 1 concert.
- Associate Artistic Director, Choreographer, and Guest artist (2012). Flamenco Passion, Wynmoor Theater, Coconut Creek, FL. 1 concert.
- Associate Artistic Director, Choreographer, and Guest artist (2012). Flamenco Passion, Lancaster Mennonite High School. 1 concert.
- Associate Artistic Director, producer (Feb – May, 2012). Goodwin School Residency, Goodwin School, Cicero IL. After school classes.
- Presenter, Guest Artist, Associate Artistic Director, Choreographer, Producer (2011-2012). “Tales of Spain/Historias de España”, Multimedia lecture concerts for elementary and high school students. Johnson County Community College, Overland Park, KS. Lecture with Associate Artistic Director and performance.
- Associate Artistic Director (2012). Chicago Latino Film Festival, Instituto Cervantes, Chicago, IL. 1 concert
- Associate Artistic Director (April – May, 2012). Ebinger Elementary School Residency, Ebinger School, Chicago, IL. In-School and after school classes and 3 performances.
- Associate Artistic Director (April – June, 2012). NEIU Child Care Center Residency, NEIU Child Care Center, Chicago, IL. After school classes.
- Associate Artistic Director, Choreographer (March, 2012). FAME, Indiana. Master classes, lectures and 25 performances.
- American Spanish Dance and Music Festival 2012 36th Anniversary Celebration / Professor, Artistic Director, Faculty. (2012). American Spanish Dance and Music Festival Independent Study Course, Northeastern Illinois University. 57 classes
- Associate Artistic Director, Choreographer, Producer. (2011-2012). Spain’s Dancing Rhythms (EE & Urban Gateways) Chicago, Des Plaines, Mundelein, Naperville, Northfield, Northbrook, Oak Park, Orland Park, Schaumburg, Wilmette./ 17 Lecture-Performances
- Presenter, Guest Artist, Founder, Associate Artistic Director, Choreographer, Producer (2012). Duende Flamenco Music and Dance Concert. Northeastern Illinois University Auditorium, Chicago, IL. 1 concert
- Presenter, Guest Artist, Founder, Associate Artistic Director, Choreographer, Producer. (2012). American Spanish Dance Festival Flamenco Passion Gala Concerts. North Shore Center for the Performing Arts, Skokie, IL. 3 Concerts
- Associate Artistic Director, Instructor and Faculty (2012). American Spanish Dance and Music Festival Independent Study Course, Northeastern Illinois University, J Building Studios. Credit and non credit day and evening classes and workshops.
- Associate Artistic Director, Instructor and Faculty (2012). Ensemble Español Community Workshop Classes, Northeastern Illinois University, J Building studios. Evening community dance classes.

- Associate Artistic Director, Choreographer, Presenter, Producer. (2011-2012). Ensemble Español Spanish Dance Youth Company Performances, Chicago, BuckTown Arts Festival, Edward Olmos Latino Family Book Fair, Fiesta Latina, La Grange Pet Parade, McDonald's Thanksgiving Day Parade, Whole Foods, Sauganash, , NEIU Alumni, Lincoln Avenue Police Station, Prtizker Pavilion Skokie Festival of Cultures, St. Scholastica School. Community performances.
- Presenter, Guest Artist, Associate Artistic Director, Choreographer, Producer (2011-2012). "Tales of Spain/Historias de España", Multimedia lecture concerts for elementary and high school students. Northeastern Illinois University Auditorium, 9 concerts, lectures with Associate Artistic Director and performances.
- Associate Artistic Director, Choreographer and Guest Artist (2011). Joffrey Ballet Dance Lab Program, Joffrey Towers, Chicago, IL. Classes.
- Associate Artistic Director, Choreographer (2011). McDonald's Thanksgiving Day Parade, Chicago IL.
- Associate Artistic Director, choreographer (2011). Chicago Human Rhythm Project "Thanks4Giving", Harris Theater for Music and Dance, Chicago, IL. 1 concert.
- Associate Artistic Director (2011). Chicago Chamber Opera Amahl and the Night Visitors, Harold Washington Library, Chicago, IL. 3 concerts.
- Presenter, Associate Artistic Director, Choreographer, performer (2011). Concierto Familiar/Family Holiday Concert, Northeastern Illinois University Auditorium. 1 concert.
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- Associate Artistic Director (2012). Chicago Latino Film Festival, Instituto Cervantes, Chicago, IL. 1 concert .
- Associate Artistic Director (April – May, 2012). Ebinger Elementary School Residency, Ebinger School, Chicago, IL. In-School and after school classes and 3 performances.
- Associate Artistic Director (April – June, 2012). NEIU Child Care Center Residency, NEIU Child Care Center, Chicago, IL. After school classes.
- Associate Artistic Director, Choreographer (March, 2012). FAME, Indiana. Master classes, lectures and 25 performances.
- American Spanish Dance and Music Festival 2012 36th Anniversary Celebration / Professor, Artistic Director, Faculty. (2012). American Spanish Dance and Music Festival Independent Study Course, Northeastern Illinois University. 57 classes
- Associate Artistic Director, Choreographer, Producer. (2011-2012). Spain's Dancing Rhythms (EE & Urban Gateways) Chicago, Des Plaines, Mundelein, Naperville, Northfield, Northbrook, Oak Park, Orland Park, Schaumburg, Wilmette./ 17 Lecture-Performances.
- Presenter, Guest Artist, Founder, Associate Artistic Director, Choreographer, Producer (2012). Duende Flamenco Music and Dance Concert. Northeastern Illinois University Auditorium, Chicago, IL. 1 concert.

- Presenter, Guest Artist, Founder, Associate Artistic Director, Choreographer, Producer. (2012). American Spanish Dance Festival Flamenco Passion Gala Concerts. North Shore Center for the Performing Arts, Skokie, IL. 3 Concerts.
- Associate Artistic Director, Instructor and Faculty (2012). American Spanish Dance and Music Festival Independent Study Course, Northeastern Illinois University, J Building Studios. Credit and non credit day and evening classes and workshops.
- Associate Artistic Director, Instructor and Faculty (2012). Ensemble Español Community Workshop Classes, Northeastern Illinois University, J Building studios. Evening community dance classes.
- Associate Artistic Director, Choreographer, Presenter, Producer. (2011-2012). Ensemble Español Spanish Dance Youth Company Performances, Chicago, BuckTown Arts Festival, Edward Olmos Latino Family Book Fair, Fiesta Latina, La Grange Pet Parade, McDonald's Thanksgiving Day Parade, Whole Foods, Sauganash, , NEIU Alumni, Lincoln Avenue Police Station, Prtizker Pavilion Skokie Festival of Cultures, St. Scholastica School. Community performances.

Myintoo, Sylvia

- Violinist. (2012). Ken Arlen Orchestra- Bellagio, Las Vegas, NV
- Violinist. (2012). Ken Arlen Orchestra. Kentucky Derby, Louisville, KY
- Violinist. (2012) Ken Arlen Orchestra. Bravo Arts Organization, Des Moines, IA

Stifler, Venetia

- Choreographer, (2011) Ravinia Festival, Concert Dance, Inc. Full evening concerts.

Tang, Susan

- Pianist. (2012). Solo and duo piano recital, Music Institute of Chicago (Winnetka campus), Chicago, IL.
- Pianist. (2012). Collaborative performance with internationally renowned singers Michael Feinstein and Nicole Cabell for Dominican University Gala Event, River Forest, IL.

Torosian, Brian

- Guitarist(2012). Performed a classical guitar recital at Northern Illinois University.
- Guitarist(2012). Performed a solo classical guitar recital for the Second Sunday Concert Series at McHenry County College on September 11, 2011.
- Guitarist(2012). Performed in the NEIU Music Department Faculty Recital Convocation on November 8, 2011.
- Awarded a Certificate of Nomination in recognition of achievement in profession and community by Harper College in August 2011.

- Guitarist(2012). Performed a solo classical guitar faculty recital at NEIU September 22, 2011 which was part of the university's "Year of Liszt" celebration.
- Guitarist(2012). Performed with Ensemble Español in their Duende Flamenco Music concert at NEIU and in their concert honoring Dame Libby Komaiko. Assisted Dame Libby Komaiko as master class accompanist June 2011.
- Interview/article featured in the "Northern Star" February 21, 2012 entitled "Classical guitarist to play lost pieces."
- Guitarist(2012). Presented a lecture/recital entitled "The Early Guitar" at Northwestern University's Summer Guitar Workshop, June 11, 2011.

3. Articles and Abstracts, Local Exhibitions or Performances

Cofer, R. Shayne.

- Conductor. (October, 2011). NEIU Wind Ensemble Concert, Northeastern Illinois University, Chicago, IL
- Conductor. (December, 2011). NEIU Wind Ensemble Concert, Northeastern Illinois University, Chicago, IL
- Conductor. (December 2011). Commencement Ceremonies, UIC Pavilion
- Conductor. (April, 2012). NEIU Wind Ensemble Concert. Northeastern Illinois University, Chicago, IL

Groner, Brian

- Conductor. (2011). Northeastern Illinois University String Ensemble, Chicago, IL
- Conductor. (2011). Northeastern Illinois University String Ensemble, World Premier Christopher Caliendo's *Cross Culture for String Orchestra*, Chicago, IL
- Conductor. (2012). Northeastern Illinois University String Ensemble, Chicago, IL
- Conductor. (2012). Northeastern Illinois University Orchestra, Chicago, IL
- Conductor. (2012). Chicago Clarinet Ensemble, Northeastern Illinois University, Chicago, IL.

Heath, Travis

- Jazz Soloist. WFMT 98.7. (2011). Jewel Box Series w/Jazz singer Grazyna Augiscik. Northeastern Illinois University, Chicago, IL.
- Interview. WFMT 98.7 (2012). Chicago Brass Festival. Featuring the Spanish Brass – Live Broadcast on March 9th. Northeastern Illinois University.
- "Live from WFMT 98.7" (2012). Camerata Chicago. WFMT's signature live performance and conversation series – heard live each Monday night at 8pm CST. Principal Trumpet. (2012). Camerata Chicago. Murphy Auditorium 50 East Erie Street, Chicago IL
- Soloist/Principal Trumpet. (2011) North Shore Chamber Orchestra. Performances of Handel's Messiah and Israel in Egypt.
- Trumpet Soloist. (2011) with the Protégé Philharmonic Youth Orchestra –

Prokofiev's Lieutenant Kije. Northeastern Illinois University, Chicago IL

- Faculty Recital. (2011) Faculty Recital on September the 8th in the Recital Hall. This recital featured works from J.S. Bach to transcriptions of modern banjo virtuoso Bela Fleck's composition **Almost 12**. Collaboration with Faculty Artist, Sasha Gerritson, performing J.S. Bach's **aria from Jachzet Gott in Allen Landen** and Kristen Chenoweth's **14 G**.

Heitzinger, Robert

- Grant Park Music Festival, (2011). "American a Cappella" conducted by Christopher Bell; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (2011). "Chichester Psalms" by Leonard Bernstein, and "Requiem" by Gabriel Fauré, conducted by Christopher Bell; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (2011). "Kullervo" by Jean Sibelius, conducted by Hannu Lintu; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (2011). "The Book with Seven Seals" by Franz Schmidt, conducted by Christopher Bell; Choral ensemble member. Chicago, IL.
- Vocalist and Master Clinician, (2011). Recital and Vocal Master Class at the Young Artist Training Program "Music in the Marche" in Piobbico, Italy.
- Ravinia Music Festival, (2011). "The Lord of the Rings; The Fellowship of the Ring" by Howard Shore, conducted by Ludwig Wicki; Choral ensemble member. Highland Park, IL
- Master of Ceremonies. (2011). Passavant Cotillion, Northwestern Memorial Hospital Women's Board. Chicago, IL.
- Vocalist. (2011). Soloist on Faculty Convocation. Northeastern Illinois University. Chicago, IL.
- Vocalist. (2012). Soloist on "Women Composers Concert". Northeastern Illinois University. Chicago, IL.
- Vocal judge. (2012). Judge for the National Association of Teachers of Singing Artist Awards regional competition. Lake Forest, IL.
- Vocal judge. (2012). Judge for the National Association of Teachers of Singing Classical Division competition. Chicago, IL.

Kowalkowski, Jeffrey

- (2012) Book Review: "Creative Life: Music, Politics, People, Machines" by Bob Ostertag, in Issue 46.2 of Computer Music Journal, MIT Press.

Leifer, Lyon

- Flutist. (2011-2012). Principal Flute, Ars Viva Orchestra, a series of 5 symphonic programs at the North Shore Center for the Performing Arts between September, 2011 and March 2012.

- Flutist. (2011-2012). Principal Flute, Lake Forest Symphony Orchestra, a series of five pairs of symphonic programs taking place between September, 2011 and May, 2012.
- Flutist. (2011). Performed as part of the Ensemble Español's annual American Festival of Spanish Dance and Music.
- Flutist. (2011). Performed on Music Department's Faculty Recital.
- Flutist. (2011-12). Performed as Faculty Guest Artist on NEIU Wind Ensemble Concerts.
- Flutist. (2012). Performed on Music Department's Women Composers Concert of March 8.
- Flutist. (2012). Performed in orchestra for Music Department's Spring Opera and Spring Choral Concert.
- Bansuri soloist. (2011). Performed on "Timeless Traditions" concert sponsored by Angelina Pedroso Center in November.
- Bansuri soloist and speaker. (2011). Experimental performance at Casino Club with classical Indian dancer, Pranita Jain, and art historian, Madhuvanti Ghose – part of a series of programs exploring connections between Indian arts.
- Bansuri soloist. (2011). Presented a brief recital at the Chicago Flute Club's November biennial Festival, Evanston, IL.

Linsner, Arthur

- Performer (2011). Ninety-six performances on tenor trombone and tuba with the Drury Lane Theatre orchestra for a production of *The Sound of Music*.
- Performer (2012). Eighty-eight performances on tenor trombone with the Drury Lane Theatre orchestra for a production of *Gypsy*.

Mach, Elyse

- Artistic Director of the department's *The Year of Liszt*, celebrating the composers 200th birthday.
- "Did the Piano Really Kill Liszt – An Interview with Blandine Ollivier de Prevaux, Liszt's Great-Granddaughter," [reprint] Clavier Companion, September/October 2011, Volume 2, Number 5.
- [in progress] "*Beyond Superstar – Evgeny Kissin*" cover story for Clavier Companion. Interview conducted in New York, May 10, 2012.

Marchi, Lucia

- "Rossini's Stabat Mater and the Aesthetics of Nineteenth Century Sacred Music," *Rivista Internazionale di Musica Sacra* 32 (2011)

Melton, Michael

- Ravinia Festival(Summer 2011). Score reader for the complete Chicago Symphony Orchestra season – Video live to audience screens.

- Accompanist on an NEIU Department of Music Faculty Recital (November 2011).
- Choral master class at UIC College Prep High School, Chicago (December 2011)
- Choral master class at NEIU with a touring choir from Montello, Wisconsin High School (March 2012)

Myintoo, Sylvia

- Violinist, (2011). Chicago Chamber Orchestra, Chicago, IL
- Violinist, (2011). NEIU Convocation, performance of Jeff Kowalkowski's Pajak, the Spider.
- Violinist, (2010-11). NEIU Orchestra, 3 concerts, October, December, February.

Sperrazza, Rose

- Artist and Organizer (2010) Chicago Clarinet Ensemble featuring Anthony McGill. Performance and master class with renowned clarinetist, Anthony McGill of the Metropolitan Opera Orchestra. This event included a pre-concert interview with myself and Anthony McGill on WFMT Live.
- Interview and Performance (2010), Anthony McGill and the Chicago Clarinet Ensemble, WFMT Presents: Impromptu.

Stifer, Venetia

- Producer – Artistic Director – Ruth Page Dance Series, NEIU, 2011
- Producer – Dance Chance-Ruth Page Foundation Theater, 2011
- Artistic Director – NEIU Repertory Dance Ensemble, 2011
- Choreographer – Artistic Director- Concert Dance, Inc. February, 2011
- Producer- Ruth Page Foundation – Subsidized Theater production, 2011

4. Conference Presentations, Group Shows

Chang, Peter

- “Genesis, Sources, and Stylistic Elements in Handel’s Seven Sonatas or Trios for Two Violins or German flutes and A Bass, Op. 5,” accepted for the 2011 Hawaii International Conference on Arts and Humanities, Jan. 9-12, 2011.
- Discussant: the 19th Annual Student Research and Creative Activities Symposium, April 15, 2011.

Heath, Travis

- Director/Founder. (2012). 4th Annual Chicago Brass Festival. Coordinated two-day festival at Northeastern Illinois University bringing over 400 brass-enthusiasts to our campus to participate in concerts, master-classes, and competition with world-renown talent. This year’s festival featured the Spanish Brass, Christopher Martin – principal trumpet with the Chicago Symphony

Orchestra, Orbert Davis, the Chicago Brass Band, and many more.

Kowalkowski, Jeffrey

- Poster Presentation (2012). “The use of pictograms and geometric shapes in the music of Luigi Dallapiccola” MACRO Musician’s Workshop (Macro Analysis Creative Research Organization), University of Wisconsin, Madison.

Marchi, Lucia

- Presenter (2011). “Chasing Voices, Hunting Love: the Meaning of the Italian Caccia.” Medieval and Renaissance Music Conference, Barcelona, July 2011

5. Funded Grants

Kowalkowski, Jeffrey

- (2011) Received a **Helen Coburn and Tim Meier Foundation for the Arts Award** in recognition of twenty or more years of experimentation in music composition. \$33,333.33

Ruiz, Irma

- Ensemble Español Endowment Fund
- Brommel/Komaiko/Perez Scholarship for the Ensemble Español at Northeastern Illinois University.
- Northeastern Illinois University \$100,000
- Aronson Philanthropic Fund \$1,000
- Barbara and Barre Seid Foundation \$1,000
- Chicago City Arts \$3,000
- Consul General of Spain \$3,684
- Fifth Third Bank \$5,000
- Jarvis/Gerritson Fidelity Trust \$5,000
- Illinois Arts Council \$9,000
- Arts Work Fund \$10,000
- Chicago Community Trust Smart Growth \$20,000
- NIB \$2,000
- Individual Contributors \$30,000

Stifler, Venetia

- Driehaus Foundation for the creation of new choreography \$5000
- Ruth Page Foundation for the Ruth Page Dance Series at NEIU
- Donnelly Foundation for creation of new choreography \$3000

6. Service to Academic Organizations and Editorial Boards

Chang, Peter

- Associate Member, Center for East-Asian Studies, University of Chicago, 2010.

Cofer, R. Shayne

- Member, Editorial Board for online journal: Research and Issues in Music Education
- Member, College Band Directors National Association
- Member, Association of Illinois Music Schools

Heitzinger, Robert

- President, Chicago Singing Teachers Guild
- Board member Chicago Chapter, National Association of Teachers of Singing (2011-12)

Mach, Elyse

- Board of Directors, American Liszt Society. Twenty-one chapters of the Liszt Society are based internationally.
- Consulting Editor, Clavier Companion Magazine, Kingston, New Jersey.
- Member, Music Teachers National Association.
- Member, Illinois Music Teachers Association.
- Chair, Berlinger Music Scholarship Committee.
- Chair, Sachs Music Scholarship Committee.
- Chair, Northeastern Illinois Scholarship for Pianists (NISP) Committee.
- Chair, Piano Proficiency Committee.

Sarchet, Greg

- AST (American String Teacher), journal of the American String Teachers' Association, editorial committee
- August 2011-May 2012 continued offering NEIU students complimentary tickets and opportunities for Lyric Opera of Chicago performances and rehearsals, along with various other area performances
- Membership in professional organizations ASTA, and ISB (International Society of Bassists)

Sperrazza, Rose

- Steering Committee Annual Student Research and Creative Activities Symposium (2010). Northeastern Illinois University

Stifler, Venetia

- Sponsor with the Ruth Page Foundation; Ruth Page Awards given annually
- Executive Director, The Ruth Page Foundation

Tang, Susan

- Adjudicator, Illinois State Music Teacher Association MTNA Young Artist Competition, Illinois State University.
- Judge, Thaviu-Issak Piano Scholarship Competition, Northwestern University.
- Regional Associate, Carnegie Hall Royal Conservatory Achievement Program.

Torosian, Brian

- Elected President of the Chicago Classical Guitar Society in January 2012.
- Adjudicated two Evaluated Recitals sponsored by the Chicago Classical Guitar Society on June 5, 2011 at the Evanston Public Library and November 6, 2011 at DePaul University. The annual events feature performers of all ages and often include participation by current and former NEIU guitar students.
- Adjudicated 2012 Society of American Musicians Competition March 2012 at Music Institute of Chicago.
- Directed the NEIU Guitar Ensemble at the DePaul University Guitar Ensemble Festival on November 13, 2011.
- Various volunteer service as an officer of the Board of Directors of the Chicago Classical Guitar Society, Summer 2011-Spring 2012.

B. Student Achievements

- **Bjorling, Kurt** (2011 and 2012). Lecturer “Introduction to Klezmer Music Style and Techniques.” Northwestern University, Evanston, IL. and Vandercook College, Chicago, IL.
- **Juan Castellan**, Dance student and member of Ensemble Espanol has been admitted the NEIU Graduate School in the area of Spanish Studies.
- **Joseph Derus** (2011-12). Opened a music school and store—the **House of Music** in Orland Hills, Illinois now serves 250 students a week with private lessons in voice and instruments, music theory/composition, and also a jazz and rock band combo program.
- **Theresa Egan**(2012). Winner, NEIU Concerto Competition. Chicago, IL.
- **Michelle Guy**(2012). Scholarship winner to Orvieto Musica. Orvieto, Italy.
- **Hernandez, Miguel**(2012). Competition Winner. NEIU Department of Music Concerto Competition. Northeastern Illinois University, Chicago, IL.
- **Hernandez, Miguel and Pawelek, Konrad**(2012). Solo Performances in Master class with Jon Manasee of The Eastman School of Music. Northeastern Illinois University, Chicago, IL.
- **Hernandez, Miguel; Kostencki, Elizabeth, and Pawelek, Konrad**(2012). Solo Performances in Master class with Elsa Verdehr of the Verdenr Trio.

Northeastern Illinois University, Chicago, IL.

- **Hernandez, Miguel; Kostencki, Elizabeth; Pawelek, Konrad**(2012). Lecture Recital “Weber and the Baermanns: The Concerti Revealed”. Northeastern Illinois University, Chicago, IL.
- **Lyz Krieger**, dance student, is now a member of Elements Ballet Company
- **Pawelek, Konrad**(2012). Talent Scholarship Recipient. Polish Musicians Club of Chicago. Chicago, IL.
- **Repertory Dance Ensemble** was chosen to perform on the curated performance at the American College Dance Festival.

C. Alumni News

- **Jill Bisluk**, former dance student, has been hired to work with autistic children using dance to facilitate improved communication.
- **Keith Elliott**, former dance student, now works for the Ruth Page Foundation as Director of Special Projects.
- **Amanda Ilic**, former dance student, now works for Fred Astaire as a full time instructor (2011).
- **Nancy Kabat**. (Master of Music Ed, '94). Continues to perform as second flute in Northwest Symphony while maintaining her work as music teacher in the Glenview Public School System.

Honors and Awards

Hurt, Phyllis

- Awarded Professor Emeritus at the May 2012 Commencement Ceremony

OFFICE OF CULTURAL EVENTS

Annual Report 2011-2012

Submitted by Christie Miller

Executive Summary: Creative Activities

- 1.** The Office of Cultural Events produced over twenty-five concerts, lectures, or master classes in 2011-2012. Eight Jewel Box Series concerts were broadcast live over WFMT 98.7 FM radio giving Northeastern a strong presence in the Chicago arts community.
- 2.** The Office of Cultural Events produced its third annual brochure featuring the calendar of events for the Office of Cultural Events, the Music Department, Stage Center Theatre, the Art Gallery and Dance programs at NEIU.
- 3.** The Department produced the seventh annual talent show for NEIU students, faculty and staff.
- 4.** In 2011-12 the Office of Cultural Events collaborated with NEIU's NETT Day organizers and the College of Business to bring in author and keynote speaker Jane McGonigal.
- 5.** The Office of Cultural Events collaborated with music faculty members Rose Sperrazza and Travis Heath in 2011-12 to produce the Chicago Brass Festival and concerts and master classes with the Chicago Clarinet Ensemble.
- 6.** The Office of Cultural Events established a new university/community book club in the fall of 2011. Books were chosen to represent the three colleges and Student Life. Where possible, the book club and the Presidential Lecture Series complemented each other.

PHILOSOPHY

Annual Report 2011-2012

Submitted by John Casey

Executive Summary

The Philosophy department is proud of the accomplishments of its faculty and students over the last year. We have continued to foster an extremely student friendly culture in our department by encouraging discourse beyond the classroom and by ensuring that all of our faculty are accessible both inside and outside of the classroom. We believe that the environment of intellectual engagement accounts, at least partially, for our tremendous growth as a department over the past few years. Over the last nine years, our growth is estimated at 483%. We have gone from 12 to around 70 majors and the most recent university report indicates that we now have over 25 minors and we are sure the number will climb even higher. This year we graduated 19 majors and four minors.

Dr. Milsky continues to engage in a research agenda dedicated to the promotion of a new understanding of ecosystem health and the philosophical value of biodiversity. Lately his concentration has been on how to apply notions of ecosystem health to eating--especially within the locavorism movement. He spent the second semester on sabbatical, developing a course on Intrinsic Value for an NEH grant, preparing a module for teaching philosophy to children for elementary schools, and working on a paper on ecovorism.

Dr. Casey continues to strengthen the philosophy core by teaching our newly developed WIP course, *Arguing Philosophically*, as well as our upper level logic course, and critical thinking, a course in the General Education curriculum. For his logic courses Dr. Casey has authored his own text. Dr. Casey's research over the last year focuses on the analysis of fallacies in informal reasoning. His recent work offers a more detailed analysis of the family of straw man arguments. His work on the hollow man fallacy is starting garner national attention as evidenced by his recent publication in *Argumentation*. Finally, this year Dr. Casey was awarded tenure and promotion to the rank of Associate Professor.

Dr. Hoagland retired at the end of this academic year. Nonetheless, she has continued her strong research as a Bernard Brommel Distinguished Research Faculty member. She has been actively presenting her most recent research on the coloniality of knowledge. Most significantly, Dr. Hoagland established an endowment, Inspring Trivia—the Sarah Lucia Hoagland Speaker Series Fund. The aim of this endowment is to bring philosophers to campus whose work focuses on the intersections between race, class, and gender.

We continued into the sixth year of Ethics Bowl competition by attending and co-chairing the 6th Annual APPE Upper Midwest Ethics Bowl at Oakland University in Michigan. Sixteen teams from across the upper Midwest competed and NEIU was well represented by the competition as the bowl went off without a hitch. Our team this year put enormous effort into preparing for the competition but came up short of qualifying for the Nationals. We are proud of our student's efforts and we had a wonderful showing and continue our team's tradition of offering novel and critical approaches to case-based ethical assessment. The competition continues to be a great social and pedagogical exercise for the department and the students. Although only five members are selected to compete in the actual bowl, 12 students participated and most attended the twice weekly practices.

The department continues to experiment with web-based course enhancement. John Casey, for example, runs a blog "thenonsequitur.com" which analyzes the logic of arguments from the news, op-ed pieces and television. He then utilizes the site in his critical thinking and logic courses. Many of our students participate in these on-line conversations.

Finally, in anticipation of Dr. Hoagland's retirement, the Philosophy Program conducted a search for a specialist in Continental Philosophy, with competencies in Feminism, Post-Colonial Theory, Philosophy of Race, or Philosophy of Science. We received 160 applications, many of them outstanding. Fortunately, we were able to secure our top-ranked candidate, Dr. Alfred Frankowski of the University of Oregon. Dr. Frankowski is a specialist in Continental Philosophy and Philosophy of Race. He join us in fall 2012. Nonetheless, with Dr. Hoagland's retirement, the Philosophy Program remains short of tenure-line faculty. The Program still has not replaced Dr. Mohaghegh, who left the Program in 2010.

Mission Statement

Philosophy, broadly defined, is the systematic inquiry into some of the problems of human existence. These problems are ones which cannot be dealt with by the methods of the sciences, and ones whose structures are based strictly on rational argument. In this sense, the study of philosophy, through the broad humanistic background that it provides, has always been an essential, perhaps the most essential, ingredient of a liberal education.

Development of the abilities to reflect, analyze and think critically, which result from the study of philosophy, enables the student to understand and correlate all the insights garnered from other disciplines. The varied perspectives that philosophy provides, from the fields of religion, ethics, politics and art, guide the student in her or his search for a sound sense of values. At the same time, philosophy adds a distinctive emphasis on questions of meaning, from linguistic expressions to life itself, and calls for justification of claims to knowledge from any source.

The primary goals of the program are to contribute significantly to the liberal education of university students, to prepare majors for advanced studies in their chosen field, and

to help students in their various future professional activities by acquainting them with applied philosophy.

I. Assessment

The results of our teaching evaluations were spectacular across the board. Our grade norming exercises continue to show that we have similar responses to student work and that our standards are quite similar. Alumni reviews of the program are positive and draw special attention to our teaching skill. We have begun using critical thinking and argumentative writing rubrics in our courses to further norm our departmental standards. Faculty continues using entrance and exit essays to assess the ability of students to integrate the methods of philosophy into their writing. This has been a useful way to both assess student development and to help the student's self-assessment. We are working closely with Angeles Eames to develop a more robust assessment plan as we prepare for our upcoming IBHE review.

II. Program Plan

A. Long term goals

We would like to **reshape our curriculum** -- and the research and teaching of most of our faculty -in two complementary ways in order to more effectively contribute to fulfilling the university mission of creating citizens well-prepared for life in a multicultural society and a cosmopolitan world.

The **two-pronged curricular focus** we propose for our teaching and research for the sake of student learning is:

- a) Applied Ethics and Critical Social Analysis
and
- b) Comparative Philosophy and Religion.

Each of these tracks of study would have the larger goal of discovering how to **honor both similarities and differences among people(s)** in the ways they think and feel, the ways they value things and express themselves.

This general purpose and strategic focus, along with additional personnel, would not only enable us to **recruit and retain a greater diversity of philosophy majors** and minors. It would also allow us to **contribute to the education of non-philosophy majors** and minors in two ways, by offering

- a) Applied ethics, critical controversies, reflective methodologies, and cross cultural studies for upper-division majors in other disciplines, and

b) Critical and creative thinking skills, as well as basic philosophical concepts, issues, and perspectives for lower-division students in the general education program.

The creative appreciation abilities and critical evaluation skills developed at both of these levels of philosophical study are useful to students throughout the University: they widen perspective and deepen understandings of a range of practices and ideas.

B. Program Plan Requirements/projected needs

On account of Dr. Hoagland's retirement, and despite our hiring of a new faculty member, the Program aims to make two tenure-line hires as we have strong curricular needs in Feminism and Analytics Philosophy. These are core requirements of any philosophy curriculum and are thus necessary to meet our commitment to address the ever evolving needs of our student body and to serve the mission of NEIU.

III. Accomplishments

A. Faculty Research

1. Conference Presentations

Casey, John

“Don't Feed the Trolls: Straw Man and Iron Man Fallacies” (with Scott Aikin). Midsouth Philosophy Conference, February 24-25, 2012, Rhodes College, Memphis, TN.

“Straw Men and Iron Men” Paul Hazard Colloquium Series Presentation, St. Xavier University Department of Philosophy, Chicago, March 30, 2012.

Hoagland, Sarah Lucia

“Feminist Advocacy Research, Relationality, and the Coloniality of Knowledge” FEMMSS 4 (Feminist Epistemologies, Methodologies, Metaphysics and Science Studies), May 11, 2012.

“Feminist Advocacy Research, Relationality, and the Coloniality of Knowledge” Midwest SWIP (Society for Women in Philosophy), November 4, 2011.

Milsky, Daniel.

Talks on Aldo Leopold biography film, *Green Fire: Aldo Leopold and a Land Ethic for Our Time*, at the University Center of Lake County, the Spertus Museum, and NEIU.

4. Service to Academic Organizations, Editorial Boards.

Casey, John

Moderator, IIT Boeing Scholars' Academy Ethics Bowl
Peer Reviewer for *History of Philosophy Quarterly*

Hoagland, Sarah

Editorial Board, HYPATIA, since 1986
Research Associate, Philosophy, Interpretation, and Culture Center, State University of
New York, Binghamton, since 2002
Director, Institute of Lesbian Studies, since 1990
Conference Organizer and host: The Institute of Lesbian Studies Summer Retreat (3
days), since 1993

Milsky, Daniel

Co-Creator and Judge, 5th Annual APPE Upper Midwest Regional Ethics Bowl
Ethics Bowl for 3rd-5th grade, North Park Elementary School
APA Central Organizing Committee

5. Honors

Hoagland, Sarah

2012 Invitation, to give the Annual Ann Palmeri Lecture in Feminist Philosophy at
Hobart & William Smith Colleges (*Dr.Hoagland had to postpone this trip until
February 2013 as she became ill and could not make the trip in 2012.)

B. Some Recent Student Achievements

Baroody, Michelle

Attending Ph. D. program in Comparative Literature at the University of Minnesota.

Czarnecki, David

Completed first year Law School at Loyola University
Co-Recipient of the 2011-2012 Undergraduate Prize in Philosophy

Defrancisco, Nicole

Accepted into Ph.D. program in Anthropology at University of California/Riverside.

Dolan, Jeremy

McNair Scholar

Completed 3rd year of his Ph.D. in philosophy at New York University (#1 ranked
program in the world).

Hilton, Jem

Completed the Masters Program in Philosophy at University of Wisconsin-Milwaukee.
Taught as an Adjunct in our department 2011-2012.

Jagmohan, Desmond

Pursuing his Ph.D. in Political Theory at Cornell University.

Mayo, Phil

Completed 2nd year of Ph.D. program at the University of Oregon.

Montiel, Jorge

Selected to participate in the McNair Scholars Program at NEIU (Summer 2011).

Proyecto Pa'lante Scholastic Award (Spring 2012).

NEIU Undergraduate Philosophy Prize (Spring 2012).

Selected to participate in the 2012 CIC Summer Research Opportunities Program (SROP) at the University of Illinois at Chicago (UIC) (Spring 2012).

Jewelle Berlinger Scholarship for outstanding academic performance in the Spanish department at Northeastern Illinois University (Spring 2012).

Included in the anthology of poetry: *Susurros para Disipar las Sombras*. Chicago: DePaul University, 2012.

Moskovits, Yisroel.

Graduated Loyola Law School. Spring 2010.

Passed Illinois Bar exam, working in private practice.

Myslinski, Sylvia

Accepted into Law School.

PHILOSOPHY

Assessment Report 2011-2012

Submitted by John Casey

The Plan. The mission of the Program in Philosophy is to help fulfill the University mission of offering an excellent liberal education opportunity to the whole spectrum of students at NEIU, in their diversity of race, religion, class, gender, and ethnicity.

Our mission includes furthering the University goals of teaching the skills of inquiry and evaluation, as well as introducing students to the broad base of knowledge necessary to preparing themselves to be citizens of a multicultural society and a cosmopolitan world.

To this end, the program in Philosophy offers courses that teach (1) analytic, conceptual, and logical skills, (2) normative, comparative, and evaluative skills, and (3) knowledge of the history of ideas (both east and west).

Our Assessment Plan distinguishes between Program Assessment and Teaching Assessment measured by student learning outcomes.

For **Course and Teaching Assessment** we use several tools:

1. Course and Teaching **Evaluations** are conducted each semester using a departmental standard set of questions similar to those asked by other departments at NEIU.

2. Norming of Faculty Grading Practices. Every three years we gather sample term papers from upper division courses, white-out the student author's name and teacher identifying information, copy the papers and distribute to all instructors for grading according to a departmental paper grading rubric.

3. **Alumni Survey.** Every five years we solicit answers to questions concerning the course offerings and teaching of our faculty.

For **Program Assessment**

4 We will use results of recently introduced ETS **standardized tests** of Critical Thinking and Argumentative Writing as part of the General Education Program administered to students in 300 level classes after completing 90 hours of course work (i.e., after completion of the Gen Ed program of study); these results are compared to ACT entrance exam scores for the same skills. We will compare these scores for the University as a whole with the final grades of students in the Critical Thinking courses offered by our department.

5. **Alumni Survey.** Every five years we solicit student perceptions concerning advising, graduation requirements, teaching, course offerings, career paths, etc.

6. We use departmentally-produced common Critical Thinking **Rubric** for teaching and grading; it articulates components of critical thinking and sets a common standard for all our students; we also use the rubric against itself in order to further explore the nature of critical thinking.

7. We also will use a departmentally produced common Argumentative Writing **Rubric.** This is a project under development.

The Results

1. The results of faculty and course evaluations over recent years have been consistently high ("excellent" for everyone in almost every category, except for one professor who just retired a few months ago). We are proud that (with the one past exception) our teachers are known on campus as among

the very best: supportive of students yet having high expectations of them -- friendly mentors and tough graders.

2. We are gratified that the results of our norming exercise show that we have similar responses to student work. The fact that we have similar standards gives us confidence that our feedback is careful and fair.

3. Our most recent survey of our alumni shows that students regard our teaching as highly satisfactory. Phillip Shon, now a teacher himself, says: "I would say that my study of philosophy at NEIU has been integral to cultivating my ability to think, write, and relate critically. In fact, I'd say it was THE most important part of my college career. Being able to question and challenge the presuppositions of others, in text and speech, has been absolutely THE best thing I learned from philosophy. As I am fond of saying, if you can read critically through *The Critique of Pure Reason*, then any social science (or any other) work is like reading the menu at dinner. . . . The teachers made the difference being accessible and open to students; that was what I liked. Let the world, and even the university, perish, but let there be philosophy!"

4. At this moment we are waiting for the Center for Teaching and Learning to supply us with the first data on student performance on the ETS tests of Critical Thinking and Effective Writing and the comparison of these results with ACT entrance scores. Then we will compare these to our final course grades in our General Education course on Critical Thinking.

5. As mentioned earlier, surveys of our alumni show that students feel that our program is effective and satisfying. It was rated good or excellent by 98% of the respondents (82% excellent). The scholarly expertise, friendly advising, classroom discussions, and transferable skills were mentioned as strengths of the program.

Graduates of our Program have been admitted to a variety of graduate programs – at Rutgers, NYU, Wisconsin/Madison, Princeton, Yale, Cornell, UCLA, Milwaukee, University of Oregon, Western Michigan, Minnesota, Marquette, Illinois, Johns Hopkins, Chicago, Northern, Tulane and Wisconsin; and at law schools such as Berkeley, Michigan, DePaul, Loyola, Southern Illinois, Kent, and John Marshall.

PHYSICS

Annual Report 2011-2012

Submitted by Paulo Acioli

Executive Summary

The Physics Department continues to be engaged in efforts to offer high quality teaching that is based on the best practices supported by current Physics Education Research (PER). Faculty in the department currently employ pedagogies such as Peer Learning, Just in Time Physics, Real Time Physics, Personal Response Systems (PRS), Peer Led 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. The department is studying the implementation of new assessment tools and depending on the results the department might decide to extend the implementation of some of these techniques to all the sections of a given course.

Enrollment in the courses offered by the Physics department continues to grow, in large part due to the success of our Summer program. Figure 1 shows our enrollment figures for the past five academic years broken down in contributions from Fall, Spring, and Summer. Although the enrollments in Physics were down in the Fall, the results for the academic year were up from last year. These positive results are due in to an increase in enrollments in the Spring and in the Summer. Our summer class offerings are classes that are required by many pre-professional majors. Our program attracts students from other universities locally and even nationally, and in particular we have a strong attendance of UIC students.

The Physics Department continues to be a key player in a new Environmental Science program that is in development, and has been working in collaboration with Biology, Chemistry, Earth Science, Geography and Environmental Studies on designing the interdisciplinary curriculum for this program. The Mission and Goals are fully developed and approved by the Environmental Sciences (ENVI) workgroup and the program is nearly ready to be submitted through governance.

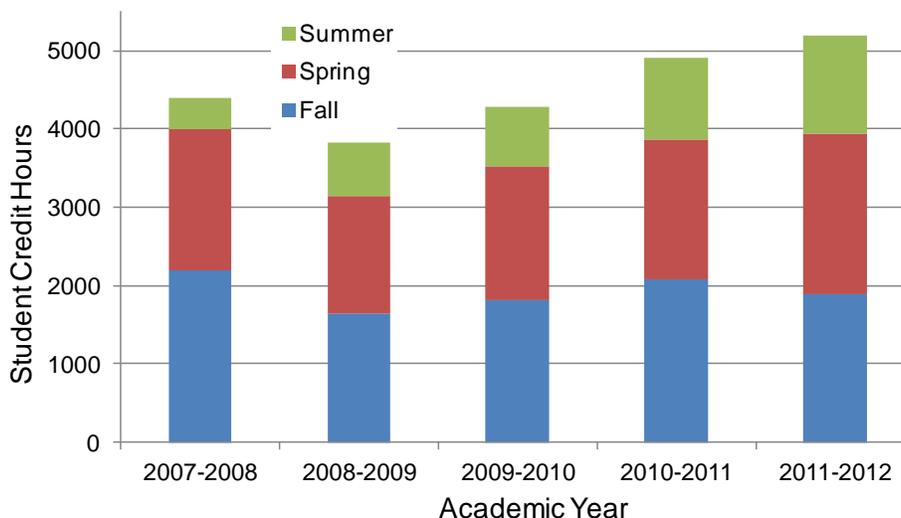


Fig.1. – Total number of student credit hours produced by the Department of Physics and Astronomy in the past five academic years.

Dr. Srinivas continues to work as the principal investigator (with Paulo Acioli and other STEM faculty as co-P.I.s) on managing an externally funded National Science Foundation scholarship project. The program mentors, advises and engages a cohort of scholars in the STEM disciplines of Chemistry, Earth Science, Mathematics, and Physics. The program's 14 scholars have been advised and closely mentored by the participating faculty. At the end of year 4 of the program 92% of the scholars have cumulative GPAs of 3.25 or above (the sole exception has a GPA of 3.17). The majority of the scholars are scheduled to graduate within a 4-5 year period, with some planning to pursue a double major. Dr. Acioli has been a member of the Editorial Board of a peer reviewed open access journal. Dr. Dolan has been a member, editor, and chair of several University, Regional, and National committees or professional societies. Dr. Srinivas is a reviewer for the National Science Foundation and Department of Energy as well as a member of the Alliance for Advancing the Careers of Women in Science, Technology, Engineering, and Mathematics at Predominantly Undergraduate Institutions through Professional Networks, National Science Foundation ADVANCE Program.

Dr. Acioli, Dr. Srinivas and Steve Burkland (undergraduate student) published a paper in the European Journal of Physics D. This paper was direct result of research funded by the Student Center for Science engagement. Dr. Acioli is chairing a section and presenting a paper co-authored by Dr. Srinivas in the World Conference in Physics Education 2012 in Istanbul, Turkey. Dr. Dolan made several presentations in regional and national conferences and published a paper in The Physics Teacher.

I. Assessment

The faculty of the physics program have been very active in teaching, research and creative activities, and service as demonstrated by the individual achievements listed in this report. After attending a recent Building a Thriving Undergraduate Physics Program workshop the department is considering using a survey to measure the attitude of students towards learning physics such as the CLASS (Colorado Learning Attitudes

about Science Survey). Recent studies have shown that these surveys can be used to predict student success in learning physics. The department strives to offer a curriculum that will nurture a positive learning environment and a positive attitude towards the learning of science in general and physics in particular.

II. Program Plan

A. Long term goals

The physics program goals include continuing to provide high quality education for its majors, minors, students in the pre-professional programs and to the university community as a whole; enhancing our program by establishing a new biophysics concentration; and to study the viability of re-instituting a secondary teaching certification in the physics concentration.

B. Projected needs

1. Faculty: The Physics Department currently has four tenure-track faculty. The department had a failed faculty search in 2008-2009. Although the practice of the university is to automatically authorize a failed search to continue the next year this search has not been reauthorized to date. In order to establish a biophysics concentration we anticipate the hire of a biophysicist. This proposed hire would develop and teach undergraduate level courses in biophysics to be offered to both physics and biology majors. In addition, this will allow the Physics department to offer a major with a new concentration for a fast increasing job market. The US Department of Labor expects a 31% growth in employment in the area of biophysics and biochemistry. Developing a biophysics component within the physics program will enhance the chances of employment for NEIU students after graduation. The new hire would also allow the department to concentrate on bringing back the teaching certification program.

2. Equipment: The physics department anticipates the need for new optics equipment to bring our optics lab up to date and also to adapt it in such a way that it not only serves the physics majors, but also to make it a broader course that would serve our pre-professional students considering a professional degree in optometry. Among the desired equipment are a Diode Laser Spectrometer, a Modern Interferometry kit, an Optical Pumping Instrument, a few Lens Aberration and Fourier Optics Kits, and three extended Optics Experiment Kit. In addition to these, we anticipate the need for biophysics related equipment to help the new hire to successfully implement his research/educational program at NEIU. The physics department also anticipates the need to double the equipment for the Physics I and II labs so that it can address the increasing demand for its Summer offerings.

3. Other resources: If a successful search results in the hire of a biophysicist 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 observatories were a substantial part of the research will be conducted.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Paul J. Dolan, Jr., “But is it GOOD FOR anything?”, *The Physics Teacher* **49**, 324 (2011).

Paulo H Acioli, S. Burkland, and Sudha Srinivas, “An Exploration of the Potential Energy Surface of the Seven Atom Silver Cluster and a Carbon Monoxide Ligand”, *European Physical Journal D*, 2012.

2. Conference Presentations, Group Shows

Paul J. Dolan, Jr., Heather Patay, Wendy Thomas, Shobha Sharma, Huseyin Colak, Keshia Korman, Alia Hollister, Brittany Pines, Cathie Anderson, Joyce Mangelsdorf, Katie O’Neill, Linda Kostencki, Corinna Nemeck, Rob Reynolds, “Integrating Inquiry-based Math & Science for Pre-Service Middle School Teachers”, workshop for the first Illinois Science Education Conference (joint ISTA/CSAAPT/ISAAPT/IACS/IABT/EEAI meeting), October, 27 – 29, 2011.

Paul J. Dolan, Jr., Wendy Thomas-Williams, Shobha Sharma, Heather Patay, “Development of an Effective, Collaborative, Interdisciplinary & Fun Pre-Service Program”, Second Annual NEIU Faculty Research Symposium, November 4, 2012.

Paul J. Dolan, Jr., Linda L. Tichenor, Nancy L. Elwess, “Making the Most of Your Joint NSTA/Society for College Science Teachers Membership”, NSTA National Meeting, Indianapolis, IN, March 31, 2012.

Paul J. Dolan, Jr., Cathie Anderson, Joyce Mangelsdorf, Wendy Thomas-Williams, Huseyin Colak, “Integrating Inquiry-based Math & Science for Pre-Service Middle School Teachers”, NSTA National Meeting, Indianapolis, IN, April 1, 2012.

Paulo H Acioli, “The Physics Program at Northeastern Illinois University (NEIU)”, Poster at Building a Thriving Undergraduate Physics Program Workshop”, June 10-12, 2012.

Paulo H. Acioli and Sudha Srinivas, “Experiential Learning of Classical Mechanics Through Molecular Dynamics” Oral presentation at the World Conference on Physics Education, Istanbul, Turkey, July 1-6, 2012.

3. Funded grants

Paulo Acioli and Sudha Srinivas, A Mathematics and Physical Sciences (MaPS) Cohort of Scholars Program, National Science Foundation S-STEM Program, August 2008-July 2013, \$598,003

Paulo Acioli, “**DESIGNING AND IMPLEMENTING A WIND POWERED GENERATOR AT NEIU**” Proposal funded through the USDA-funded CREAR (Collaboration and Retention through Environmental and Agricultural Research) June-August 2012, \$18,000.

4. Service

Paulo Acioli, Referee for Physical Review A (Manuscript AQ10878) and Physical Review B (Manuscripts LJ120347BR, BJ11682, BH11501).

Paulo Acioli, Member of the Editorial Board of ISRN Physical Chemistry (ISSN 2090-7753, doi: 10.5402/PHYSICHEM).

Paulo Acioli, Reviewer for the World Conference in Physics Education 2012 (Abstracts 0186, 0238, 0265, 0426, 0581).

Paul J. Dolan, Jr., AAPT -- member, Committee on Pre-High School Education (3-year term ended of the February 2012) Chair through February 2011 – February 2012
-- member of the High School Committee (3-year term effective February 2012)

Paul J. Dolan, Jr., Advanced Laboratory Physics Association (ALPhA)
-- Elected Vice President (2011 -)
-- Steering Committee, Topical Conference on Advanced Labs “Beyond the First Year” (BFY) to occur July 2012, preceding AAPT Summer Meeting

Paul J. Dolan, Jr., CSAAPT (Chicago Section, Amer. Assn. of Physics Teachers)
--Secretary/Webmaster (re-elected for the coming year)
--Chair, nominating committee

Paul J. Dolan, Jr., APS -- member of Prairie Section Council (PSAPS)
-- Forum on Education (FEEd) Spring Newsletter editor
Newsletter published online at
<http://www.aps.org/units/fed/newsletters/spring2012/index.cfm>

Paul J. Dolan, Jr., SCST (Society of College Science Teachers) (an affiliate of NSTA)
-- Councilor-at-large (through December 2011)
-- National Membership Chair (December 2011 -)

Paul J. Dolan, Jr., Executive Board, CPS-SSF, Inc. (CPS-Student Science Fair, Inc.)

Paul J. Dolan, Jr., Participant in (national) NISEnet NanoDays initiative.

Paul J. Dolan, Jr., Participant & co-editor for JAUPLI, online journal for undergraduate physics labs

Sudha Srinivas, External Reviewer of grant application submitted to the Materials Theory Program of the National Science Foundation (grant application NSF10xxxxxx, January 2012)

Sudha Srinivas, External Reviewer of grant application submitted to the Materials Theory Program of the National Science Foundation (grant application NSF12xxxxxx, March 2012)

Sudha Srinivas, Panel Reviewer for applications submitted to the Graduate Science Fellowship Program of the Department of Energy, Rockville, MD (April 2012)

Sudha Srinivas, Member, Alliance for Advancing the Careers of Women in Science, Technology, Engineering, and Mathematics at Predominantly Undergraduate Institutions through Professional Networks, National Science Foundation ADVANCE Program.

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications

Max Hansen, Paul Dolan, “Granular Studies: Measuring Axial Separation as a Function of Platonic Objects”, 20th Annual NEIU Student Research Conference, April 13, 2012.

Cathie Anderson, Kathleen O’Neill, Jennifer Durst, Kate Tarchala, Paul J. Dolan, Jr., “Integrating Inquiry-based Math & Science for Pre-Service Middle School Teachers”, Workshop Session for 20th Annual NEIU Student Research Conference, April 13, 2012.

POLITICAL SCIENCE

Annual Report 2011-2012

Submitted by Jeffrey S. Hill

Executive Summary

The Department of Political Science continued its strong enrollment with 162 undergraduate majors and a record number of 53 students enrolled in its MA program. Compared to enrollment five years ago, the number of students has increased by 25% and 96%, respectively. The Department also graduated 36 BA majors and 9 MA students.

Department members participated in several university wide events. In cooperation with the Graduate Program in Human Security of the University of Tokyo, **Dr. Sangmin Bae** and **Dr. David Leaman**, along with **Dr. Martyn de Bruyn** and graduate student **Nancy Underwood**, organized and hosted the first Interdisciplinary Symposium on Human Security: Building a Human Security Network between the US and Japan. Held on the campus of NEIU, the program featured speakers from the University of Tokyo, Rutgers University-Camden, Florida International University, University of California at Irvine, and University of Illinois at Urbana-Champaign. The keynote speaker was the former ambassador of Japan to the UN, Yukio Takasu. The symposium was funded by The Japan Foundation Center for Global Partnership. **Dr. Russel Benjamin** presented research at the NEIU Black Faculty Research Symposium. Dr. Sophia Mihic, as co-chair of the General Education Review and Revision Task Force, along with co-chair Dr. Nancy Wrinkle and the other task force members, organized University Day around the theme "Integrative Teaching in the Liberal Arts and Sciences." Graduate students **Anna Roguska** and **Bernard J. Brennan** made presentations at the Twentieth Annual Student Research and Creative Activities Symposium.

The Department continued its support of the University's strategic goal of establishing its presence at Lake County. Starting with the Spring 2012 term, the Department tripled the number of course offerings it taught at the University Center (UC) in Lake County, allowing students in Lake County to complete the Political Science major at the UC. As part of this effort, the Department also co-sponsored a screening/discussion of the environmental film "Green Fire," which was held at the at University Center in Grayslake, IL.

Department faculty members were very successful in 2011-2012. First, **Dr. Martyn de Bruyn** and **Dr. Gregory Neddenriep** were approved for tenure and promotion to Associate Professor, effective in September, 2012. Second, as listed below, Department faculty members published eight scholarly book chapters and articles, and **Dr. Ellen**

Cannon wrote numerous short articles and commentaries for the general public. Faculty members, as documented below, also delivered nine conference presentations. In addition, **Dr. Russell Benjamin** served as chair and discussant for a panel at the annual meeting of the National Conference of Black Political Scientists. The panel was titled “Race, Social Justice and Political Economy.” He also served in several capacities for the annual meeting of the Caribbean Studies Association. He was panel chair for “The 2010 Haitian Earthquake: Vulnerabilities, Tents and Education” and for “How to Finish Your Ph.D. and Get a Job.” Third, faculty members continued to promote student advancement outside the classroom. **Dr. Gregory Neddenriep** took students to the Illinois Moot Court competition in Springfield. Finally, NEIU Political Science students were recognized for their achievements through several fellowships, nominations, and campus awards. Graduate students **Jennifer Conlon** and **Anna Roguska** were the recipients of the Dr. Kusol Varophas Award for Outstanding Graduate Student in Political Science. Current undergraduate **Lakeesaha Harris** received the Lincoln Laureate Student Award of Excellence and current MA student **Isaac Franco** was awarded the Diversifying Higher Education Faculty in Illinois (DFI) Fellowship, 2011-2012.

Department-related student organizations contributed greatly to the academic and social culture of the Department in 2010-2011. Pi Sigma Alpha, the political science honor society, inducted eight more members. The Politics Club also continued to meet regularly for discussion and activities. The NEIU Model Illinois Government (MIG) team advised and led by political science students **Paul Harris** and **Michelle Gruebmeier**, and with the involvement of a large number of political science students, continued their excellent participation in the annual event in Springfield. **Dr. Marshall Thompson** accompanied the Model UN Club to the National Model United Nations in New York. They represented the Republic of Maldives and were given a tour of the country’s mission in New York.

Especially exciting for our Department have been the academic achievements and professional advancements of current and former students. Based on information we received in 2011-2012, nine recent alums were accepted to post-graduate programs including three doctoral programs and two law schools. Several students have also notified us of new positions, promotions, or awards. These are all noted below.

I. Assessment

Each year the Department’s assessment efforts emphasize a particular aspect of the assessment plan. For 2011-12, we undertook a syllabi analysis. The results indicate that our courses are adequately designed to reflect and communicate our undergraduate goals. The results of this analysis will be more fully discussed below. This year’s assessment report also includes plans for assessment activities in the coming year.

II. Program Plan

A. Long term goals

The long term goals have not changed from the previous year. Supporting the University Strategic Plan goals/action steps of building NEIU's program at the University Center of Lake County (1.2); fostering strong relationships with community colleges and other colleges and universities (2.6); and focusing on academic programs that are linked to regional workforce development (2.9), the Department expanded the Political Science Major at the University Center in Lake County in spring 2012. This expansion will include publicity and promotion on many fronts. We already have developed an on-line hybrid course to serve UC students; and we are offering a mix of courses that should allow the successful completion of all the requirements for a major that concentrates in American Politics and Public Affairs. We will also renew our search for a Title V-funded tenure-line faculty member in the area of Public Policy/Public Administration to support UC expansion.

B. Projected needs

As noted above, the Department plans to renew its search for a Title V-funded tenure-line faculty member in the area of Public Policy/Public Administration to support Department and University expansion at the University Center in Lake County. The Department will also continue to ask for support for the faculty members who accompany NEIU student teams to the Model UN and Moot Court conferences.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters

Bae, Sangmin, "Capital Punishment." In Encyclopedia of Global Social Issues, edited by Christopher Bates and James Ciment (Armonk, NY: M.E. Sharpe 2012).

2. Articles

Bae, Sangmin, "International Norms, Domestic Politics, and the Death Penalty: Comparing Japan, South Korea, and Taiwan." *Comparative Politics* 44(1) (2011): 41-58.

Cannon, Ellen. As Chicago Homeland Security Examiner, Dr. Cannon published more than 330 articles in *Examiner.com*. Several of the articles were used and referenced in Congressional hearings on homeland security during this past academic year.

de Bruyn, Martyn, "The Irish Referendums on Lisbon: Did the Recession Help Lisbon?" *Journal of Contemporary European Studies* 20 (1) March 2012.

de Bruyn, Martyn, "Inter-Korean Cooperation in the Fisheries Industry: Modeling Trust and Peace Building on the ECSC." *Asia Europe Journal* 9 (1) (2011): 1-11.

de Bruyn, Martyn, "European Integration in the Post-Constitutional Era: Federalism and the Role of National Parliaments." *Contemporary Political Society* (Summer 2011).

Leaman, David E., "Politics Across the Curriculum: Teaching Introductory Political Science Courses in Learning Communities," *Indiana Journal of Political Science*, Volume 14, 2012, summer.

Leaman, David E., "Returning to America in Peter Jennings' Limousine," *New Scriptor*, Volume XIII, 2012, 31-35.

Mihic, Sophia. "Down There and Wherever Here Might Be: On Studying the South," *Seeds: Literary Arts Journal*, Spring 2012, pp. 32-33.

3. Conference Presentations

Bae, Sangmin, Symposium Chair for the Interdisciplinary Symposium, *Building a Human Security Network between the US and Japan*, funded by the Japan Foundation Center for Global Partnership., Northeastern Illinois University, Chicago, IL, March 29-30, 2012.

Benjamin, Russell. "Black Medical Students, Fidel Castro, and American Politics." *NEIU Black Faculty Research Symposium*. Northeastern Illinois University, Chicago, IL, March 8, 2012.

Cannon, Ellen, "The Workings of Chicago Politics and Government." A one hour video requested by NEIU Board of Trustee member Lee for use as part of a democracy building project.

de Bruyn, Martyn, "ASEM and the Bridging of the Human Security Gap" Current Issues in EU Governance, European Union Center, University of Illinois at Urbana Champaign Working Conference, Chicago, IL, January 14, 2012.

de Bruyn, Martyn, "ASEM and the Bridging of the Human Security Gap" *KFG Workshop: Regional Organizations as Global Players*, Berlin, Germany Oct 29-31, 2011.

de Bruyn, Martyn, "Turkey and the European Union," *Oakton Community College Emeritus Program*, Skokie, IL October 6 and 7, 2011 (invited).

Mihic, Sophia. "Languages of Property and Propriety: Human Capital, Hannah Arendt and the Near History of Neoliberalism," Plenary Session, *Dialogues Under Occupation VI*, Lebanese American University, Beirut Lebanon, May 9, 2012.

Neddenriep, Gregory. "Courts in the Internet Age: Online Judicial Communication." Poster presented at the *70th Annual Meeting of the Midwest Political Science Association*, Chicago, Illinois, April 2012.

Thompson, Marshall. "Foreign Capital and National Capital in Natural Resources Exploitation: Capital Formation and Accumulation in the Global South with an

Application to Ethiopia.” Paper presented at the *Ninth International Conference on the Ethiopian Economy*, Addis Ababa, Ethiopia, July 2011.

4. Service

Benjamin, Russell. Co-chair, Graduate Student Organizing Committee and Mentor for undergraduate and graduate students attending the annual meeting of the Caribbean Studies Association.

Benjamin, Russell, Vice-chair, McKnight Alumni Association.

Hill, Jeffrey. Trustee of the Corporation of Bishop and Trustees of the Episcopal Diocese of Chicago.

Linares, Juan Carlos. Commissioner, Board of Commissioners, Chicago Commission on Human Relations.

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications

Brennan, Bernard. “Political Science as an Organization, Vis-à-Vis Hirschman’s Exit, Voice, and Loyalty,” Annual Conference of Illinois Political Science Association, February 2012, and 20th Annual Student Research and Creative Activities Symposium, NEIU, April 13, 2012.

Brennan, Bernard. Appointed Political Science Tutor, NEIU Department of Political Science, June 2012.

Conlon, Jennifer. Recipient of Dr. Kusol Varophas Award for Outstanding Graduate Student in Political Science, fall 2011.

Franco, Isaac. BA 2010, current MA student. Awarded Diversifying Higher Education Faculty in Illinois (DFI) Fellowship, 2011-2012.

Gruebmeier, Michelle. President, NEIU Model Illinois Government team, 2010-2012.

Harris, Lakeesha. Lincoln Laureate Student Award of Excellence.

Harris, Paul. Advisor, NEIU Model Illinois Government team, 2010-2012.

Roguska, Anna. “Poland’s Transition from Authoritarian Regime to Democracy in 1989,” 20th Annual Student Research and Creative Activities Symposium, NEIU, April 13, 2012. Recipient of Dr. Kusol Varophas Award for Outstanding Graduate Student in Political Science, fall 2011.

Rodriguez, Luis E. Nominated for Federal Employee of the Year in the Patient Administrative Services category.

2. Acceptance to graduate or professional school

Bailey, Daniel “Ben”. MA 2010. MA/Ph.D. program in Political Science, Texas Tech University.

Davaajav, Dariimaa. MA 2011. Master’s program in Public Health, Simon Fraser University.

Ilic, Lazar. Political Science minor 2008. Ph.D program in Geography, Carleton University.

Kinyui, Regina. Master’s Program in Urban Planning and Policy with a specialization in Globalization and International Planning, University of Illinois Chicago (starting fall 2012).

Martinez, Adeicha. Florida Coastal Law School (starting in fall, 2012).

Peed, Erin. MA 2011. Master’s program in Applied Economics, Center for Economic Research and Graduate Education – Economics Institute (CERGE-EI), Prague, Czech Republic.

Ryan Cochran, Colleen. BA 2011. Master’s program in Library and Information Science, University of Illinois, Urbana-Champaign.

Salerno, Mara. BA 2005. JD program, John Marshall Law School (starting January 2013).

Tassigne, Romuald. BA 2010. MA/Ph.D. program in Political Science at Northern Illinois University (starting fall 2012).

C. Alumni News

Arabu, Eduardo. Public Administration minor 2010. Diversity Initiatives Intern, Community and Public Affairs Department, Pittsburgh Pirates.

Bluestone, Robert. BA 1975. Retired Senior Vice President, Harbor Federal Savings Bank. Former City Commissioner, Ft. Pierce, Florida. Running for City Council in Port St. Lucie, Florida.

Castro, Veronica. BA 2004. Director, Immigrant and Worker Justice Campaign, National People’s Action.

Croegaert, Jacob. BA 2007. Assistant State's Attorney, Macon (Illinois) County State's Attorney's Office.

Dix, Brian, BA 2011. Conductor, Amtrak.

Fuchs, Jacob. BA 2012. Works in Communications and Outreach, Riders for Health.

Hadley, Laura. BA 2007. Completed her paralegal degree at Roosevelt University, August 2011. Has worked for Stack and O'Connor Chartered since September 2011.

Hyland, Cole. Political Science minor 2006. Assistant golf coach at Loyola University Chicago. Former head boys golf coach at Whitney Young High School where he guided the team to two Chicago Public League titles. Also, has served as program director at The First Tee of Chicago, a youth development initiative of the World Golf Foundation.

Jackson, Gregory. BA 1999. President, Chicago chapter of the American Society of Public Administration (ASPA).

Kozłowska, Anna. MA 2009. Completed her Master in Library Science (MLS), Dominican University, 2011.

Kozłowska, Anna (MA Political Science, 2009). Social Sciences Librarian at Dickinson College, Carlisle, PA.

Magee, Michael. Political Science minor 2005. Ph.D program in higher education, University of South Florida. Awarded a McNair Fellowship (full tuition and stipend).

McGlynn, Melissa is now Academic Advising Program Assistant at Northeastern Illinois University

Muslin, Ivan. BA 1994. Earned Ph.D in Business Administration, University of Memphis, 2011. Currently, Assistant Professor of Management, Lewis College of Business, Marshall University.

Osorio-Aldana, Mary. BA 2000. Bilingual Therapist, Albany Park Community Center.

Podgorski, Matthew. BA 2002. "Hostess Brands: Bankrupted by Its Own Unions?", Institute Brief, Public Interest Institute, Volume 19, Number 6, February 2012.

Ortega, Patricia Christine. MA 2008. M.A.T. program, National Louis University.

Rincón, Roberto. M.A. 2010. Awarded Graduate Assistantship at Institute of Policy and Civic Engagement and Rene Matos Scholarship to support his doctoral studies in political science at University of Illinois at Chicago.

Rojas, Eric. BA 2005. Real Estate Consultant with Chicago Home Estates - completed five consecutive years as top 5 percent Realtor in sales for Chicago Association of Realtors. Selected as chair of Winnemac Park Neighbors and delegate to the 47th Ward Alderman's Ward Council. Appointed to NEIU Alumni Advisory Board.

Saxon, Elma. Public Administration minor 2009. Project Assistant, Katten Muchin Rosenman LLP.

Sherbini, Jaleh. MA 2005. Earned doctorate in Community College Leadership, National-Louis University.

Sparks, Nicholas. BA 2011. Contract Specialist, Department of Veteran's Affairs, Cleveland, OH.

Sta. Maria, Isagani "Sonny". MA 1993. Earned doctorate in public administration at the Polytechnic University of the Philippines (PUP), 2005. Currently, instructor in the Department of Political Science and Public Administration at PUP.

Woodall, Amanda. BA 2007. Policy Manager integrating active transportation policy with obesity reduction initiatives, suburban Cook County, Illinois. Consultant, Active Transportation Alliance, Chicago.

POLITICAL SCIENCE

Assessment Report 2011-2012

Submitted by Jeffrey S. Hill

Each year the Department's assessment efforts emphasize a particular aspect of the assessment plan. For 2011-12, we focused on a syllabi analysis.

In order to examine how the elements of syllabi reflect and communicate Department Goals, a content analysis of syllabi was conducted. Seven faculty and two full time instructors did a content analysis of fifty-two syllabi for the courses they taught. In each case, they determined if their courses addressed each of the ten Outcomes that comprise the Department's Assessment Plan. They also determined the degree to which outcomes were addressed. Three levels of engagement were used in the second part of this analysis. Level one (1) was the introduction of the Outcome. Level two (2) was the practicing of the Outcome. Level three (3) was students' demonstration of ability to use or apply the Outcome.

The results indicate that our courses are adequately designed to reflect and communicate our undergraduate goals. Generally, introductory courses emphasized

engagement at Level 1 using lectures. Class discussion and exams were generally used to raise students to the second level of engagement. In upper division courses, lectures and class discussion were designed so students were engaged in practicing of the Outcomes (Level 2 engagement). Writing assignments such as research papers, article reviews, and other types of analysis were used to encourage students to use or apply the Outcomes (Level 3 engagement).

A syllabi analysis is a necessary but not sufficient step in program assessment. It shows whether courses present students with the opportunity to develop the skills, knowledge and outcomes inherent in the assessment plan. Next year, as in past years, the Department needs to assess the degree to which these outcomes have actually been achieved. In past years, these assessment activities have led to a number of changes. These were examined in detail in last year's assessment report. Below are additional changes and updates from the current report period.

(1) As part of the University's Writing Intensive Program (WIP), we developed and received approval to offer three WIP courses. These courses have already been taught multiple times and are a regular part of our course rotation.

(2) We continue to encourage students to make an internship a part of their education. To help our students in the workplace when they graduate, the Department uses its Facebook page to notify them of internship opportunities.

(3) We continue to strengthen our undergraduate advising with regular discussions of issues and best practices. Department members are also developing a template to help them keep records and to guide advising.

Future Assessment Actions: In the upcoming year, we have the following plans for our assessment activities. (1) We will review the results of our syllabi analysis and determine what changes are needed. (2) We will examine our assessment of our General Education courses. Our plans include revising the content of our assessment instruments, and a change in the method of implementation. We will also examine our approach to determine the degree it is in alignment with the university's general education goals. (3) We will begin a review of our Goals and Outcomes to determine where they need clarification or revision.

PSYCHOLOGY (INCLUDING GERONTOLOGY MA)

Annual Report 2011-2012

Submitted by Saba Ayman-Nolley

Executive Summary

Psychology Executive Summary

This report is arranged, where possible, using the categories of the university's strategic plan. One of the major accomplishments of the Psychology department for this year was the completion of a thorough self-study of the department as part of our Program Review process. The whole department was involved in accomplishing this task. We concluded this assessment process with a six year program review along with hosting an outside reviewer of the department.

Student Success

The Psychology Department has had a productive year during 2011/2012. This year, the Department had 694 majors, approximately 80 minors, and 47 graduate students enrolled. Of these, there were about 111 new psychology major declarations. Additionally, 5 McNair students were supported and mentored this last academic year. There were 19 new student inductees this year into Psi Chi, the International Honors Society in Psychology. Altogether, faculty and students have published 10 peer-reviewed articles, chapters, and books (as listed below). In addition, we had 19 presentations (local, national, and international—invited and refereed). About 163 students and alumni were involved in presentations. The Student Center for Science Engagement 3rd Annual Research Symposium, held in September of 2011, had 1 faculty member and 3 students involved in 2 presentations. The University's 2nd Annual Faculty Research Symposium was held in November of 2011 with 3 Psychology faculty members involved in 2 presentations. There were 8 faculty and 69 students involved in the 7th Annual Fall Psychology Student Symposium in December 2011. There were 12 presentations, 6 poster presentations, 3 short films, 2 faculty chairs, and 2 faculty discussants. 13 faculty and 101 students were involved in presentations at the 20th Annual NEIU Student Research and Creative Activities Symposium in April 2012. These included 16 presentations, 16 poster presentations, 6 faculty discussions, and 3 faculty chairs. Among the 123 graduates for the year, 2 graduated with honors, 31 *cum laude*, 6 *magna cum laude*, and 13 *summa cum laude*.

Academic Excellence and Innovation

The NU-Start Grant brought us a post-doctoral student from Northwestern University as a scholar and a teacher. Additionally, this year our department offered programs for students to help develop skills for career and post undergraduate work. Throughout the year, we continued the seminar series to present research to faculty and students. This included faculty presentations at the Lake County Campus.

1. On September 14th, we invited Dr. David Poveda, professor in the Department of Developmental and Educational Psychology from the Universidad Autonoma de Madrid (Spain) to present his research of Children in Single-Parent Families by Choice: Views of the Family and Socialization into a Non-conventional Family Model.
2. On October 5th, we invited Dr. Verena Graupmann of Ludwig-Maximilians-Universitat (Germany) to present her research on Freedom According to Your Self: Social Self-definition and Psychological Resistance.
3. From October 12th-14th, a series of capstone workshops and new major/minor orientations were held to provide support to current students at the beginning and end of their careers as psychology students here at NEIU.
4. On November 3rd, 10th, and 17th, workshops in our unique Beyond the BA Series were held to guide students on topics such as thinking about graduate school, finding a job in with a BA in psychology, and choosing a career in the helping professions.
5. On January 25th and April 12th, and April 17th we hosted a series of career workshops in Psychology with key speaker Tory Nair.
6. On February 21, **Dr. David Farmer** presented a lecture on Treatment Considerations for Grandparents who are Raising Grandchildren with Mental Health Problems as part of our faculty research series.
7. On March 12th, we invited Dr. Gwendolyn Fiske, an Autism & Developmental Disorders specialist from Mason Intervention, Inc. to present as part of the Beyond the BA series on careers working with children in the Autistic spectrum.
8. On March 14th, we invited post doctorate fellow Isabel Gutierrez from Northwestern University to lecture on her research titled Does Life End at Death? Mexican Children's Understanding of Life Processes.
9. On April 3rd, we paired with the Math department to present faculty research by Dr. Sarah Oppland-Cordell on Latino/a undergraduates resist racialized, gendered, and classed spaces through an Emerging Scholars Workshop.

Exemplary Faculty and Staff

In order to increase collaboration and accountability across the University to invest in faculty and staff while maintaining a high standard of educational opportunity for students, the psychology department held mixed department events.

The first event was the International Symposium of Life Span Developmental Psychology on July 15. The first session titled Death and Culture included research by our own **Dr. Christopher Merchant** as well as research by Dr. Daisuke Kawashima of Hokkaido University in Japan. The second session titled Visual Images and Narrative included research by NEIU's chair of Psychology **Dr. Saba Ayman-Nolley**, a presentation by Naoko Nishiyama of Kyoto University in Japan, and research by Dr. David Poveda of Universidad Autonoma de Madrid in Spain. This international symposium was attended by NEIU students and by scholars and faculty from Kyoto University and Shimane University in Japan.

The second event the Psychology department sponsored was a collaborative effort with the Angelina Pedroso Center, FYE, Justice Studies, CAS, Business, Arts, Student Life, Social Work, Political Science, and Sociology titled A Peace of my Mind. This photo exhibit was displayed from August 27th – September 29th. This project created and produced by photographer John Noltner combined photography and storytelling.

The third event was a series of workshops and activities on the Psychology of Peace and Conflict from September 21st to September 22nd. Group discussion led by **Dr. Saba Ayman-Nolley** and **Dr. Maureen Erber** on the meaning of peace: Psychological perspectives of peace, conflict and happiness was followed by an interactive session titled Hands on Peace. **Dr. David Farmer** also presented on the Impact of Violence on the Development of Children to complete the sessions.

This series was followed by the 2nd Annual Art in Response to Violence event on November 10. The NEIU Psychology Department paired with the art department, counseling education, and the gifted education program to host the Peace Paper Project by papermakers Drew Matott and poet Margaret Mahan with a lecture, demonstration, and workshop. Their work was a collaborative effort in peaceful reconciliation in international communities.

On February 29th, the Psychology Department hosted its 2nd Annual Graduate Programs Fair for Psychology Majors at NEIU. Faculty and representatives from programs in psychology, counseling, social work, nonprofit administration, occupational therapy, and other areas attended to provide information and present their programs. There were 17 graduate schools represented included Adler School of Professional Psychology, Ball State University, Chicago School of Professional Psychology, Dominican University, Elmhurst College, Erikson Institute, Governor's State University, Illinois Institute of Technology, Loyola University of Chicago, Midwestern University, National-Louis University, Roosevelt University, Rosalind Franklin University, Rush University, University of Illinois at Chicago, and our own NEIU Counseling, Gerontology, and Linguistics programs. This event also included roundtable discussions with 6 faculty members and 8 alumni.

Urban Leadership

The department continued developing the active alumni group on Facebook called NEIU Psych Space. It currently has 134 members with 9 faculty members and a social committee of alumni who work on planning events with the faculty. We have used the social networking site to engage with alumni for a variety of events including the Graduate Programs Fair, Generativity Club events, faculty talks, and the fall Psychology research symposium. Additionally we have used NEIU Psych Space as an information gathering tool for data on alumni graduate school degrees and careers.

The faculty was greatly involved in numerous community organizations. **Dr. Farmer** presented at 5 community events including NEIU student leader training, UIC College Prep High School, and 3 university presentations. **Dr. Ayman-Nolley** has been the coordinator of a child and parent program on the Chicago Southside, sponsored by the B'ahai community. The children in the program engaged in social service activities including Pan African project, firehouses, and nursing homes. **Dr. Merchant** as the advisor for Psi Chi and Psychology Club organized drives that donated to the Epilepsy Foundation and the Chicago Polar Plunge, an organization committed to supporting Special Children's Charities in Chicago. **Dr. Gaskins** served as the director of the Chicago Cultural Organization Research Network.

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.

Student Success

During the Fall 2011-Spring 2012 academic year, fifteen (15) new students were taking classes to begin the graduate gerontology program, with approximately 60% program enrollees by end of Spring 2012. There are currently eleven (11) new graduate gerontology students registered to begin the program in Fall 2012, with approximately 40% currently in the process of applying to the program and remaining students are formally enrolled in the program There are also three (3) to five (5) more prospective students so far who have indicated that they will be registering for and entering the gerontology program in Fall 2012. Thus, it is expected that the in-coming cohort will be between approximately fourteen (14) and sixteen (16) new gerontology students. With two (2) recent graduations, the total program enrollment is approximately fifty two (52).

Academic Excellence and Innovation

The program faculty are proud of both the academic rigor in curricular content, receptivity to student needs through on-going assessment feedback process outcomes (See Appendix A for the Gerontology Program Assessment Report), and research productivity of both faculty and mentored gerontology students over the past academic time period (Summer 2011 - Spring 2012). See details of this report for more information. Over this time period, **Hollis-Sawyer** was sole author on both a research article and a book review in two different peer-reviewed journals. **Takahashi** authored both a book

chapter and a research article over the past year. Over this same time period, **Hollis-Sawyer** has written two additional book reviews that are currently in press and has a book proposal under consideration at a major book publishing company that reflects a collaborative work over the past year with a colleague at another four-year educational institution with a gerontology program. Further, as program coordinator of the gerontology program, **Hollis-Sawyer** presented her research about women in caregiving roles on a local radio talk show and was the sole author of an extensive self-study report for the gerontology program's program review during the fall and spring of the 2011-2012 academic year.

In response to a changing field, the graduate program in gerontology has been successful to date in developing strategies for advertising and developing program expansion possibilities with an effective utilization of existing resources (e.g., development of a graduate certificate program). It is an exciting time of adaptive changes to the program content and administration that will continue to reflect enhanced program outcomes in line with both professional field expectations and the NEIU University priorities and Illinois Commitment Implementation plan.

Psychology Assessment Summary

We have examined using direct and indirect measures our gateway course (Psych 200: general Psychology), and the skills developed by our curriculum that have applicability to professional goals and the success of our Alumni. Here is a summary of our findings:

1. We found a reduction in the number of students who failed in the general psychology class (Psyc 200) with the establishment and modification of the new Peer-led Team learning program.
2. The results of our comprehensive exam demonstrate that our curriculum adds value to our students' knowledge of the field of psychology.
3. Our Skills Survey demonstrates that many of the skills developed in our curriculum have professional applicability.
4. In our Alumni survey, both students and alumni reported a high degree of satisfaction with the education they received from our curriculum noting that the writing and scientific method skills they learned had prepared them well for graduate school and their careers.

Our plan is to continue evaluating how well the PL system works in Psych 200 as well as in our foundation courses in statistics and methods (Psych 202 and 302). In addition, this year we will be finalizing our on-line course development strategy and along with that we will develop ways to assess on-line teaching.

See Appendix A for the detailed assessment report

Gerontology Assessment Summary

This assessment plan of the gerontology program is based on a model consisting of three core areas of focus (i.e., an "Administrative Core," an "Educational Core," and an "Application Core"). Each core area deals with a functional aspect of the program. The Administrative Core deals with issues surrounding the maintenance of a well-run

graduate program. The Educational Core is concerned with issues about the educational experiences of the students in the classroom. Finally, the Application Core pertains to the match of program emphasis to workplace needs. Each core area addresses a different central question, suggests different tools for evaluation, and potentially different feedback emphases. Each core dimension is viewed as a guiding principle for the development of tools and use of information gathered. Within these three broad assessment core areas are more specific program components assessed on an on-going basis, creating opportunities for feedback and improvement in each of the care areas. Please refer to Appendix A for the assessment plan and results (2011-2012). In an examination of the results, the on-going, multi-criteria approach to assessing student and program outcomes has resulted in more responsive changes to both the content and scheduling of courses in the program to better prepare our students for degree completion and career preparation in the field of or related fields toward gerontology.

See Appendix B for the detailed assessment report

II. Program Plan

A. Long term goals

Psychology

1. Further expand and fine-tune our peer leader program, especially if we receive a grant that was submitted this summer
2. Invite on and off campus research presentations (including at least one at Lake County campus)
3. Fine-tune and improve our capstone community service courses
4. Fine-tune the conversion of Psych 200 (entry to the major) into a hybrid course
5. Settle the new teaching lab (BBH 323) and reorganize 305 ad 315 research/teaching labs.
6. Continue involvement with two new university initiatives —CAST minor program and Art in Response to Violence conference
7. Continue involvement with Student Symposium and McNair program
8. Continue and expand our alum activities, especially planning the expansion of the contact between alumni and current students.

9. Continue the NU-Start Initiative with Northwestern University
10. Create a detailed on-line and e-course strategic plan including development and assessment of these initiatives. We will offer one new elective e-course in Spring 2013 and plan for our first General Education e-course for Fall 2013.
11. The most important task of academic year 2012-13, will be processing the self-study outcomes from last year and planning the future of the department based on those outcomes and comments of the outside reviewer.

Gerontology

On-going program assessment goals.

1. The increasing emphasis in the past years has been improved assessment efforts in all aspects of program functioning, articulated with respect to both NEIU University priorities and Illinois Commitment Implementation plan and the field designated curricular goals for quality gerontology education programming (i.e., Association for Gerontology in Higher Education's (AGHE) (2005) ***Standards and Guidelines for Gerontology Programs*** and AGHE's (1993) ***Core Principles and Outcomes of Gerontology, Geriatrics, and Aging Studies Instruction***).
2. In response, over the course of the 2011-2012 academic year, program faculty are continuing to update their respective syllabi for courses taught, and further developed specific measurable objectives for each to enable assessment of students' learning. This is an on-going process that is frequently discussed during monthly program meetings, as well as assessed through student feedback surveys at the end of each term. The resultant emphasis on increased student and faculty assessment has created multi-source "feedback loops" that have yielded continued efforts in revised curricular planning to better serve students' expressed needs.

Other long-term goals.

1. Currently, it is the goal of the program to both reduce time-to-degree rates and attract more professional students needing gerontology training. In Fall 2012, three (3) more students will be mentored by the two full-time faculty to prepare to take the M.A. in Gerontology comprehensive exam for Spring 2013 in lieu of a thesis for M. A. degree completion.
2. Further, based on the success of offering past fully on-line graduate courses, **Hollis-Sawyer** is planning to develop another fully on-line elective graduate course during the summer with the newly-adopted Desire2Learn learning

management system for 2013 course administration. On-line course offerings is part of a long-term curricular plan to offer more fully on-line graduate elective courses within the gerontology program over years to come. It is hoped that these different program efforts to improve recruitment, retention, and graduation rates will broaden the appeal of the program to the local and broader community.

3. Another long-term goal is the development and implementation of a Faculty Summer Institute targeting professionals needing skill updating with an aging clientele, as well as life-long learners in response to personal aging issues; it is hoped that this summer institute can be offered in the next two-three years, to again broaden the appeal of the program and attract attention to both the field and the graduate gerontology program for recruitment purposes.
4. Finally, the gerontology program coordinator (**Hollis-Sawyer**) has been steadily working on a rather extensive program application for the “Program of Merit” program certification under the Association for Gerontology in Higher Education. It is hoped that, with the possible financial support of the administration, that this designation will be achieved by the end of the 2012-2013 academic year. This is a goal of the program for both further aging field exposure and the associated recognition that would assist in student recruitment on a broader national basis.

B. Projected needs

Psychology

1. Faculty

- We have put in a request for a new faculty member in cognitive neuropsychology with a focus of experience in research on human participants. We also are in need of a faculty in the area of cultural psychology.

2. Equipment

- There is a need for more well-equipped, functioning, and up-dated computers in our research/teaching laboratories.
- There is a need for more furniture and materials as we reorganize the research/teaching labs.
- We need to purchase additional video recording and processing equipment to complete our set up for training the students and conducting video data collection and processing.

- We need to build our equipment for neuro-cognitive data collection on human participants by purchasing neurological and physiological recording devices.

3. Other Resources

- Increase in our budget to cover our advertising and expansion needs for the departmental graduate program and the Lake County psychology B.A. program.
- Increase in the student aide budget so a faculty assistant or a student aide can be hired for up to twenty hours a week between July first and June 30th of each year. This person would be a psychology senior or alum that would help faculty with set up of their course Black Boards and set up for the lab courses in addition to office and library work.
- In addition we need student aide for the Physiopsychology lab to care for the fish and the lab. This position is for 10 hours a week, also from July 1st to June 30th of each year
- We need to provide support resources for the lake county students such as tutoring and more predictable Peer Leader program that will not require them to travel regularly to the main campus.

Gerontology

Program plan requirements/projected needs

- As the program is looking to next year's developments in expanding course offerings (e.g., development of more hybrid and fully on-line course electives), a possible request would be for hiring one to two more visiting lecturers who can offer a broader range of backgrounds and perspectives (theoretical, applied) in the field of gerontology, to better train our program graduates and hopefully enhance the attractiveness of the gerontology program to the general community.
- During the Fall 2011-Spring 2012 academic year, fifteen (15) new students were taking classes to begin the graduate gerontology program, with approximately 60% program enrollees by end of Spring 2012. There are currently eleven (11) new graduate gerontology students registered to begin the program in Fall 2012, with approximately 40% currently in the process of applying to the program and remaining students are formally enrolled in the program. There are also three (3) to five (5) more prospective students so far who have indicated that they will be registering for and entering the gerontology program in Fall 2012. Thus, it is expected that the in-coming cohort will be between approximately fourteen (14) and sixteen (16) new gerontology students. With two (2) recent graduations, the total program enrollment is approximately fifty two (52).

- As student recruitment is always a priority for the program, any assistance with creative ways to promote information about both the Certificate and M.A. in Gerontology programs is always needed, be it relying on existing resources or possible a small advertising budget (e.g., \$500) during the up-coming academic year for newspaper/periodical and journal (paper, on-line) advertising.
- Lastly, the afore-mentioned program application for the “Program of Merit” program certification under the Association for Gerontology in Higher Education would benefit from either full or partial financial support from the administration (e.g., \$1000 for full application cost).

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances

Liu, L., Ayman, R., & **Ayman-Nolley, S.** (2012) Children’s image of leadership in China. In Turnbull, S., Case, P., Edwards, G., Schedlitzki, D., & Simpson, P. (Eds.), *Worldly Leadership: alternative Wisdoms for a Complex World*, New York, NY: Palgrave Macmillan.

Rueckert, L. (2011). Gender differences in empathy. In D. J. Scapaletti (Ed.) *Psychology of Empathy*, Hauppauge, NY: Nova Science Publishers.

Takahashi, M. (2011). Religion and Spirituality. In Kaneko, A. (Ed.), *Shukyo shinrigaku gairon* [A handbook of religious psychology]. Kyoto, Japan: Nakanishiya.

2. Articles and Abstracts, Local Exhibitions or Performances:

DuBois, D. L., Portillo, N., Rhodes, J. E., **Silverthorn, N.**, & Valentine, J.C. (2011). How effective are mentoring programs for youth? A systematic assessment of the evidence. *Psychological Science in the Public Interest*, 12, 57-91.

Hollis-Sawyer, L. (2011). A math-related decrement stereotype threat reaction among older “non-traditional” college learners. *Educational Gerontology*, 37(4), 292-306.

Hollis-Sawyer, L. (2012). Book review: Psychodynamic perspectives on aging and illness. *Activities, Adaptation & Aging*, 36(1), 84-85.

Lewis, K. M., Bavarian, N., Snyder, F. J., Acock, A., Day, J., DuBois, D. L., Ji, P., Schure, M. B., **Silverthorn, N.**, Vuchinich, S., & Flay, B. R. (2012). Impact and mediated

effects of a social-emotional and character development program on adolescent substance use. *International Journal of Emotional Education* 4, 56-78.

Saszik, S. & DeVries, S.H. (2012). A bipolar cell with Na⁺ action potentials signals rapid change in the retina. *Journal of Neuroscience*. 4: 297-307.

Stawiski, S., **Dykema-Engblade, A.**, Tindale, R.S. (2012). The roles of shared stereotypes and shared processing goals on mock jury decision making. *Basic and Applied Social Psychology*, 34, 88-97.

Rueckert, L., Branch, B., & Doan, T. (2011). Are gender differences in empathy due to differences in emotional reactivity? *Psychology*, 2, 574-578.

Takahashi, M. (2011). Future for the Society for the Study of Religion. *Newsletter for the Japanese Society for the Study of Religion*, 15, 10-11.

3. Conference Presentations, Group Shows

Abdul-Adil, J., Greene, M., Ingram, D, **A. David Farmer Jr.**, Crain, H., Skerrett, K., & Quinn, C. R. Behavior problems, police contacts But promising outcomes: Disruptive behavior clinic. Poster Presented at The Midwestern Psychological Association Annual Convention, Chicago, IL.

Abdul-Adil, J., Barbee-Dixon, K., Dew, D., Ares, K., Simon, M., Crain, H, **Farmer, A. D. Jr.** Behind bars, breaking chains: Early intervention for incarcerated parents' children. Poster presented at The Midwestern Psychological Association Annual Convention, Chicago, IL.

Abdul-Adil, J., Rivera, C., **Farmer, A.D. Jr.**, Suarez, L., Crain, H., Seiler, J., & Shah, R. Crossing the "Communities-to-Clinics" divide: Integrating violence prevention programming. Poster presented at The Midwestern Psychological Association Annual Convention, Chicago, IL.

Ayman-Nolley, S. (2012, June). Judgment, reasoning, and problem solving (Chair), *Rethinking cognitive development*. Symposium conducted at the 42nd Annual Meeting of the Jean Piaget Society, Toronto, Canada.

Bavarian, N., Flay, B., Lewis, K., Acock, A., Vuchinich, S., DuBois, D., & **Silverthorn, N.** (2012, May). The Chicago cluster-randomized controlled trial of positive action: Direct and mediated effects on health behaviors and outcomes. Poster presented at the Society for Prevention Research 20th Annual Meeting, Washington, DC.

Dykema-Engblade, A. (2011, November). The influence of expertise and information distribution on group process and decision-making. Presented at Northeastern Illinois University's 2nd Annual Faculty Research & Creative Activities Symposium.

Flay, B., Acock, A., Vuchinich, S., Lewis, K., Bavarian, N., Schure, M., Malloy, P., Reed, A., Snyder, K., Li, K., DuBois, D., **Silverthorn, N.**, Day, J., Fagen, M., & Portillo, N. (2011, October). Impact of a social-emotional and character development program: Findings from the Chicago RCT of positive action. Paper presented at the 67th Oregon Public Health Association Annual Meeting and Conference.

Gandara, D., May, J., Lee, M., & Lakin, K. (2011, October) Collaborative innovation: Creating tangible value out of team concepts. Presented at the 7th annual meeting of the River Cities I/O Conference in Chattanooga, TN.

Gaskins, S. (2012). Open Attention as a Cultural Tool for Observational Learning. Presented at an invited workshop, "Learning In and Out of School: Education across the Globe" University of Notre Dame, May, South Bend, IN.

Gaskins, S. (2012). Workshop invited participant, Play, Attention, and Learning (PAL): How Does Play and Timing Shape the Development of Attention and Facilitate Classroom Learning? Organized by the New York Academy of Sciences, June, New York, NY.

Holcombe, D., **Church, R.B.**, & Kelly, S.D. (2011, October) Temporal synchrony in gesture and speech. Paper presented at the Cognitive Development Society, Philadelphia, PA.

Hollis-Sawyer, L. (2011, August). **Women and elder caregiving roles. Presentation at the Chicago Public Radio's Vocalo 89.5 FM, Chicago, IL.**

Larson, S., **Rueckert, L.** & Chung, H. L. (2012, June). Course embedded undergraduate research in psychology. Presented at the bi-annual meeting of the Council on Undergraduate Research, Ewing, New Jersey.

Lewis, K., Acock, A., Bavarian, N., Day, J., DuBois, D., Ji, P., Malloy, M., Schure, M., **Silverthorn, N.**, Vuchinich, S., & Flay, B. (2012, February). Effects of the positive action program on social and emotional outcomes of african-american and hispanic youth. In Smith, E. P. (Chair), Promoting Positive and Social Development. Paper presented at the 2012 SRCD Themed Meeting: Positive Development of Minority children, Tampa, FL.

Lewis, K., Acock, A., Bavarian, N., Day, J., Ji, P., Malloy, M., Schure, M., **Silverthorn, N.**, Vuchinich, & Flay, B. (2012, March). Effects of the positive action program on social-emotional outcomes in Chicago public schools. In DuBois, D. (Chair), Effects of School-Based Interventions on Urban, Low-Income Youth. Paper presented at the 2012 SRA Biennial Meeting, Vancouver, BC.

Merchant, C. (2011, July). Social context of adolescent suicidality. Paper presented at the International Colloquium of Life Story, Northeastern Illinois University,

Chicago, IL.

Merchant, C. (2012, March). Interpersonal indicators of black adolescent psychopathology. Poster presented at the Society for Research in Adolescence Biennial Meeting, Vancouver, BC, Canada.

Takahashi, M. (2011, November), *Implicit Theories of Spirituality in Japanese: Revised*. Poster presented at the 64th annual meeting of the Gerontological Society of America, Boston, MA.

Takahashi, M. (2011, July). International symposium of life-span developmental psychology, Northeastern Illinois University, Chicago, IL

Takahashi, M. (2012, June). Failure of Successful Aging Paradigm? An analysis from a perspective of inclusive wisdom. An invited symposium presentation at the 53rd annual meeting of the Japan Socio-gerontological Society annual conference, Nagano, Japan.

Tomizawa, K., **Takahashi, M.**, T. Iga (2012, June). Longevity among the oldest old in the Amami: A visual approach to empirical research. Paper presented at the 53rd annual meeting of the Japan Socio-gerontological Society annual conference, Nagano, Japan.

Professional conference/presentations with students and alumni

Alibali, M. W., Wolfgram, M., Young, A. G., **Church, R. B.**, Johnson, C. V., Jacobs, S. A., & Nathan, M. J. (2012, April). Linking mathematical ideas multimodally enhances learning. Paper presented at AERA, Vancouver, CA.

Ayman-Nolley, S., Cain, B., & **Gordon, E.** (2012, June). Understanding children's concept of friendship across developmental challenges: An examination through their drawings. Poster presented at the 42nd Annual Meeting of the Jean Piaget Society, Toronto, Canada.

Bem, J., Jacobs, S. A., Goldin-Meadow, S., Alibali, A. W., & Nathan, M. (2012, June). Gesture's benefit for instruction: Attention coordination or embodied cognition? Poster presented at the 42nd Annual meeting of the Jean Piaget Society, Toronto, Canada.

Burgo, I.M., Quiros, L., **Church, R.B.**, and Mahootian, S. (2012, June). Revisiting Speech and gesture as an index of the simultaneous activation of two language systems. Paper presented at the Jean Piaget Society conference, Toronto, CN.

Cusack, C. (2012, May). Strategy and imitation enhance standard learning but gesture enhances deeper learning. Poster presented at the APS convention, Chicago, IL.

Cusack, C. (2012, June). The effects of gesture and instruction style on learning and verbal imitation. Poster presented at the 42nd Annual meeting of the Jean Piaget Society, Toronto, Canada.

Farmer, A. D. Jr., Abdul-Adil, J., Gibson, L., Rivera, C., Crain, H., & Hall, S. (2011, May). Parenting practices of grandparents who are raising their grandchildren. Poster Presented at The Midwestern Psychological Association Annual Convention, Chicago, and IL.

Hattway, H., Kosmin, S., Puryear, TK, & **Saszik, S.** (2011, July) Novel effects of folic acid and folate supplementation on locomotor development in embryonic Zebrafish, *Danio rerio*. Presented at Society for Developmental Biology 70th Annual Meeting, Chicago, IL.

Hernandez, D., Koumoutsakis, T., Ross, J., Weinstein, M.J., **Church, R.B.**, and **Ayman-Nolley, S.** (2012, June). Using representational gestures to teach monolingual and bilingual children math. Paper presented at the Jean Piaget Society conference, Toronto, CN.

Kluwe, K., Martínez, R., Talbot, M. E., Gaytan, A., Gallagher, D., **Dykema-Engblade, A.**, & Tindale, R. S. (2012, May). The effects of cognitive load and a shared mental model on group performance. Presented at Midwestern Psychological Association, Chicago, IL.

Schwartz, J., Jacobs, S.A., Goldin-Meadow, S., Benforado, A., & Bennett, C. (2012, June) The role of gesture in retention and perception of legal closing arguments. Poster presented at the 42nd Annual Meeting of the Jean Piaget Society, Toronto, Canada.

Slavnic, B., Miller, S., Sacks, J., Kosmin, S., Puryear, T. K., & **Saszik, S.** (2012, April) Novel effects of folic acid supplementation in embryonic zebrafish, *danio rerio*. Presented at Experimental Biology San Diego, CA.

Sytniewski, M. & **Rueckert, L.** (2012, May). New empathy measure finds two types of cognitive empathy. Presented at the annual meeting of the Association for Psychological Science, Chicago, IL.

Yetzer, A., **Ayman-Nolley, S.**, and **Erber, M.W.** (2012). Now you see it, now you don't: Pinpointing race-of-experimenter effects in a stereotype picture task. Poster presented at the Midwest Psychological Association 84th Annual Meeting, Chicago, IL.

Yetzer, A., Motroni, L., Bem, J., & **Erber, M.W.** (2012). Post-Mortem: Impact of death tragedy on appraisals of the deceased's life. Poster presented at Association for Psychological Science 24th Annual Convention, Chicago, IL.

4. Funded grants

Erber, M. W., Merchant, C., & Rueckert, L. NSF TUES 1140126: A hybrid course model of peer led learning

Gandara, D. NSF grant DUE1123323: Collaborative Research: Assessing Individual Ethical Reasoning and Team Ethical Climate: Understanding their Relationship in Undergraduate Design Teams

5. Service

Ayman-Nolley, Saba, Vice-President for communications for Jean Piaget Society

Ayman-Nolley, Saba, Co-organizer of the Art in Response to Violence Conference

Ayman-Nolley, Saba, Coordinator and organizer of Children, Adolescent, and Parent Weekend Program on Peace and Moral Education, Chicago Southside

Gaskins, Suzanne, Director, Chicago Cultural Organizations Research Network

Gaskins, Suzanne, Review Committee for Lemelson Awards, Society for Psychological Anthropology

Hollis-Sawyer, Lisa, Faculty campus representative, *Association for Gerontology in Higher Education (AGHE)*

Hollis-Sawyer, Lisa, Editorial Board: *Annual Editions: Aging 07/08, 08/09, 09/10, 10/11, 11/12, 12/13*

Hollis-Sawyer, Lisa, Editorial Board: *Taking Sides: Educational Psychology*

Rueckert, Linda, Chair, Council on Undergraduate Research Publications Committee

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications

Abalos, K., Huffman, J., Schmitke, R., & Dykema-Engblade, A. (2011, December). The roles of physically abled and disabled on impression formation. Paper presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.

Aguilar, A., Kos, C., Kobbe, A., & Dykema-Engblade, A. (2011, December). The influence of face-ism and gender on hiring decisions. Paper presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.

Aguilar, A., Kos, C., & Dykema-Engblade, A. (2012, April). Factors that influence applicant selection and evaluation. Poster presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.

- Akbar, M., Begum, T., Fenty, D. G., Khawaja, S., Saifi, F., & Saszik, S. (2012, April). The effect of miracle berry on sour perception. Poster presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Barraza, E., Daniels, K., Nissan, A., Schwartz, J., & Wang-Erber, M. W. (2011, December). Attractiveness and conflict. Paper presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.
- Barsan, A., Ducanes, R., Salinas, T., Wineberg, H., & Wang-Erber, M. W. (2011, December). Seeking happiness. Paper presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.
- Barsan, A., Wineberg, H., & Wang-Erber, M. (2012, April). Just whistle while you work: Maintaining happiness and task performance. Paper presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Bautista, D. A. & Dykema-Engblade, A. (2012, April). The influence of leader exchange on employee performance, job satisfaction and turnover intentions. Paper Presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Boyce, W., Dato, F., Drebenstedt, T., Pojskic, K., Ruffin, M., Sandoval, M., Szufnarowska, A., Tripp, B., Williams, V., & Gaskins, S. (2012, April). The effects of crowding on engagement at a children's museum. Paper presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Burgo, I. M., & Church, R. B. (2011, December). Bilingualism and cognitive overload. Paper presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.
- Cain, B. & Ayman-Nolley, S. (2012, April). Understanding children's concept of friendship across developmental challenges: An examination through their drawings. Poster presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Cain, B., Cherry, K., Dagon, J., Dato, F., Gordon, P., Guzzardi, A., Kuffel, A., Peters, J., Sheppard, T., Shyriy, M., Tournage, L., & Gaskins, S. (2012, April). Parents, children, and engagement: Do goals in exhibits matter? Paper Presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Canares, E., Causevic, I., Franklin, D., Goulding, R., Hasan, S., Hernandez, L., Martinez, A., Orellana, M., Slowinski, C., & Gaskins, S. (2012, April). The effect of

- narrative materials on visitor engagement in a children's museum. Paper presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Cuadra, R., Perez, A., Plaia, F., Rivas, J., Sievers, J., Church, R. B., & Schuepfer, T. (2011, December). The expectations. Film presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.
- Cusack, C., Merchant, C., & Davis, L. (2012, April). The effects of emerging adulthood on stress and depression. Poster presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Doggett, M., Miranda, V., Ortiz, L., Nettin, S., Pasquel, K., Qadi, D., Church, R. B., & Schuepfer, T. (2011, December). High school versus college. Film presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.
- Drebenstedt, T. A., Pojskic, K., Dagon, J., Wang-Erber, M. & Schuepfer, T. (2012, April). What would you do if...preparing for an emergency. Paper Presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Emmons, L. M., San Roman, L. G., Hale, R. R., Hernandez, D., & Church, R. B. (2012, April). Effects of instruction type on children's frustration level during learning. Poster presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Flatt, L. G., Schmidt, J. M., Swatek, M. M., & Saszik, S. (2012, April). Taste threshold for diet coke versus coca cola. Poster presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Gaytan, A. K., & Dykema-Engblade, A. (2011, December). Men and masculinities: Attitudes toward machismo held by latino and Caucasian ethnicities. Paper presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.
- Gonzales, J., Krystal, E., Lopez, E., Medina, V., Melendez, M., Ramos, E., Ropp, C., Saldana, S., Trejo, T., & Gaskins, S. (2012, April). Influences if age and task on parental engagement in a children's museum. Paper presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Gurgul, A., Moore, T., Pieczkowski, A., Pinto, T., Santisteven, T., Church, R. B. & Schuepfer, T. (2011, December). Small fish in a big pond. Film presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.
- Hassan, S. & Ayman-Nolley, S. (2012, April). Gender differences in American and Jordanian children's schema of an old person as portrayed in their drawings.

Poster presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.

Hernandez, D., Short, K. M., & Bartlett, L. (2011, September). Differences in processing content and function words in Spanish: A focus on adjectives. Paper presented at the NEIU Student Center for Science Engagement Third Annual Research Symposium, Chicago, IL.

Hernandez, D., Short, K. M., & Bartlett, L. (2011, December). Differences in processing content and function words in Spanish: A focus on adjectives. Paper presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.

Hernandez, D. & Church, R.B. (2012, April). Effects of gestured instruction on bilingual children during learning. Presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.

Jilani, A. S. & Ayman-Nolley, S. (2012, April). An exploratory, qualitative study of everyday creativity and ego strengths among centenarians: An eriksonian perspective. Paper presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.

Jimenez, A. C., Sheppard, T., Zaragoza, R., Wang-Erber, M., & Schuepfer, T. (2012, April). Tranquility for all? Expand the o'hare noise contour. Paper presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.

Kluwe, K., Talbot, M., Martinez, R., Gaytan, A., Gallagher, D., Dykema-Engblade, A. & Tindale, R. S. (2012, May). A shared mental model benefits group performance when information redundancy is high.

Kosmin, S., Hale, R., Lopez, E., Wang-Erber, M., & Schuepfer, T. (2012, April). Three perspectives of the FYE peer mentoring program. Paper Presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.

Koumoutsakis, T., & Hollis-Sawyer, L. (2011, December). The strength in recognition of Greek dances. Poster presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.

Koumoutsakis, T. & Church, R. B. (2012, April) The role of representational gestures in teaching arithmetic to bilinguals. Presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.

Lepley, S., & Hollis-Sawyer, L. (2011, December). Personal morals in non-platonic relationships. Poster presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.

- Matelski, J. L., Krieger, L., & Dam, G. (2012, April). The effects of Tai Chi on cognitive function and stress. Poster presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Mckee, B. A., Abakumov, A. A., Brown, M. C., Bravo, G. R., & Saszik, S. (2012, April). The influence of timbre between electric and acoustic guitars in detecting frequency differences. Poster presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Miskevis, J., Moore, L., Walker, S., Wang-Erber, M., & Schuepfer, T. (2012, April). Service learning with special gifts theatre. Paper presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Miller, S. & Saszik, S. (2012, April). Ethanol effects in embryonic zebrafish. Paper presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Morales, E. E., Obracki, A. M., Penazola, D. J., Travar, D., & Saszik, S. (2012, April). Stroop test and time effect. Poster presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Motroni, L., Yetzer, A. M., Bem, J., Makowski, B., & Wang-Erber, M. W. (2011, December). He died of what? The effect of death situation on perceptions of quality of an individual's poetry. Paper presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.
- Nieman, V., Merchant, C., Davis, L., & Sanborn, K. (2012, April). The effects of immigration on identity achievement and its correlation to depression: A comparison of Bolivian immigrants in Argentina and Mexican immigrants in the United States. Paper presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Oshanina, I., Rodriguez, S., & Dykema-Engblade, A. (2011, December). Hiring decisions. Paper presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.
- Padilla, J., Hartoun, A., Gonzales, K., & Wang-Erber, M. W. (2011, December). Perceived attractiveness in partnered versus single individuals. Paper at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.
- Padilla, J. & Ayman-Nolley, S. (2012, April). The relationship between levels of education and cultural assimilation with internalized racism in college latinos. Paper presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.

- Palmer, K., Carnero, G., & Dykema-Engblade, A. (2011, December). The roles of hyphenated names and gender in hiring decisions. Poster presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.
- Peric, A. & Rueckert, L. (2011, December). The relationship between empathy and field dependence. Poster presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.
- Persowska, A., Imig, J., Stewart, A., & Wang-Erber, M. W. (2011, December). Cherishing behaviors and relationship satisfaction. Paper presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.
- Popko, A. M., & Dam, G. L. (2012, April). Effects of acupuncture on relaxation as measured by electroencephalography. Poster presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Sacco, K. R., Curescu, A. L., Curescu, M. M., Meirelles, T. T., Bartlett, L. N., & Saszik, S. (2012, April). The taste of sugar: Finding the sweetness threshold. Poster presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- San Roman, L. R. & Wang-Erber, M. W. (2012, April). Adult attachment style and forgiveness of infidelity in romantic relationships. Poster presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Schwartz, J., Jacobs, S., & Church, R.B. (2012, April). The effect of gesture on adult's deliberation on a criminal trial. Presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.
- Siddiqui, N., Szymaniuk, A., VanEynde, A., & Wang-Erber, M. W. (2011, December). Romantic relationship scenarios. Paper presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.
- Slavnic, B., Kosmin, S., Puryear, T. K., & Saszik, S. (2011, September). Novel effects of folic acid and folate supplementation on locomotor development in embryonic zebrafish, danio rerio. Paper presented at the NEIU Student Center for Science Engagement Third Annual Research Symposium, Chicago, IL.
- Tanaka, K. & Ayman-Nolley, S. (2012, April) Social cognition in drawing: Can children with autism improve through theatre experience? Poster presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.

Valencia, A., & Hollis-Sawyer, L. (2011, December). Attitudes towards career readiness. Poster presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.

Williams, V., Gonzalez, L., Bokhari, H., Wang-Erber, M., & Schuepfer, T. (2012, April). What do people do in the library: An observational study. Paper presented at the Northeastern Illinois University 20th Annual Research and Creative Activities Symposium, Chicago, IL.

Zaragoza, R., Jimenez, K., Sheppard, T., Bokhari, H., Gonzales, L., Williams, V., Dagon, J., Pojskic, K., Drebstedt, T., Hale, R., Kosmin, S., Lopez, E., Miskevics, J., Moore, L., Walker, S., Wang-Erber, M. W., & Schuepfer, T. (2011, December). Psychology in action: Solving problems in the community. Paper presented at the NEIU Psychology 7th Annual Student Research Symposium, Chicago, IL.

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

- **Abalos**, Krystal; accepted to the MA program at the Chicago School in Counseling Psychology
- **Aguilar**, Alexis; accepted to the Chicago School of Psychology
- **Cherry**, Katy; awarded two internships at Northwestern University in the Feinberg School of Medicine and the Department of medical and Social Sciences
- **Cusack**, Christine; accepted to the MAPPS program at University of Chicago, accepted to the MA program for social work at University of Chicago, will be attending the MSW program
- **Dorrenbos**, Dan; accepted to the graduate program of Library and Information Science at Dominican University
- **Ehrenpreis**, Ben; accepted to the Social Work program with a focus on Crisis and Trauma at Tel Aviv University in Israel
- **Gallagher**, Danielle; accepted to Chicago School of Professional Psychology
- **Gugwor**, Resney; accepted to PhD program in educational policy studies at UIUC, accepted to MA program in social sciences at University of Chicago, accepted to MA program in educational policy studies at UW-Madison
- **Hernandez**, Diana; accepted to the MA program at Erickson Institute

- **Kausar**, Samina; accepted to the Jane Addams College of Social Work
- **Matelski**, Jean; accepted the Keegan Noone Scholarship in Undergraduate Psychology
- **Yetzer**, Andrea; recipient Psi Chi research award
- **Yetzer, A., Motroni, L., Bem, J., & Erber, M.W.**; recipient of Honorable Mention for student research at APS Annual convention

C. Alumni News

- **Avila-Juarez**, Silvia; completing a 2 year certification program for Adult Psychoanalysis at the Chicago Institute for Psychoanalysis; working at YWCA Rise Children's Center
- **Boggs**, Don; accepted to PhD program in Social work at the University of Kansas
- **Dobria**, Ovi; tenure track faculty position at Malcolm X
- **Flores**, Zujuil; accepted into the MA program in Public Health at Temple
- **Drymon**, Christine; graduated from SSA June 2012 with MA in Social Work
- **Hammer**, Jan; completed PsyD from the Chicago School of Professional Psychology, working as a Post-Doctoral resident in the child and adolescent department of psychiatry at a Kaiser Permanent Outpatient Clinic in San Bruno, CA
- **Levine**, Valerie; working full-time as an Applied behavior analyst at Autism Intervention Specialists
- **Medic**, Milana; completed MA in Clinical psychology from Roosevelt University
- **Sawhney**, Suganghi; completed MA in rehab counseling program from IIT in December 2011
- **Szarek**, Robert completed MA in I/O at Elmhurst
- **Taira**, Lora; appointed the interterm chief information officer of Evanston schools K-8

- **Ursetta**, Veronica; graduated from the Chicago School of Professional Psychology with an MA in Clinical Psychology in June 2012
- **Williams**, LaPellia; accepted position with cognitive delayed and abnormal behavior children with Chicago Public Schools

PSYCHOLOGY

Assessment Report 2011-2012

Submitted by Saba Ayman-Nolley

APPENDIX A 2011-2012 Psychology Assessment Report

Peer Leader Program in General Psychology (PSYC 200)

In last year's report we described a pilot program of expanded use of PLs in PSYC 200. PSYC 200 is a self-paced class in which students read the textbook and must pass a quiz for each chapter. The main role of the PLs in this class has traditionally been to assist with classroom activities and be available to answer any questions students might have. Starting in Fall, 2010, instead of simply making PLs available to meet with students, we required all students to attend one PL session per week. In addition to answering students' questions, the PLs conducted discussion sections and conducted learning activities and exercises designed to enhance engagement and learning with the textbook material. We gave them discussion questions centered around specific topics that students were reading about in the text. We were able to create the time for these sessions by moving the quizzes to an online testing system provided by the textbook publisher. This year we further expanded the PL program by requiring students to attend two sessions per week, rather than just one. The second weekly session was conducted by a faculty member with help from the PLs. It focused more on study skills and strategies for success.

The table below shows the percentage of students who obtained each grade in Spring 2010, before the new system was implemented, in Spring 2011, the first year it was implemented, and in Spring 2012, after revisions. The most dramatic grade changes from before and after implementation of the new PL system are the percentage of students who (1) obtained B's and (2) those with F and D grades. Specifically, since we made the change in format of the class, there has been: (1) a decrease in the number of students who failed the class (obtaining a D or below); from 13% or 7 students (in 2010) to 5% or 2 students (in 2012), and (2) an increase in the number of students who obtained a grade of B; from 30% or 16 students (in 2010) to 56% or 21 students (in 2012). It is curious to note that the number of A students has dropped by 9%. We will address this as the course continues to be tweaked and fine-tuned. In fact, the PSYC

200 will be one of the target courses for a proposed NSF TUES grant, and we will address this issue as well as others in developing the PL component of the course.

	Prior to New System 2010	System Implemented 2011	New System with Revisions 2012
Grade			
A	32%	25.6%	23.8%
B	30%	41.9%	56.0%
C	24%	27.9%	16.0%
D/F	13%	4.7%	4.8%
Total	54	47	42

Departmental assessment exam analysis

This was administered to students in February, 2012 in lower-level and upper-level Psychology courses to determine the value added by Psychology curriculum. This was used to assess level of content mastery across our foundation and core courses.

Results: We found that our upper-level students performed significantly better on the departmental assessment exams than our lower-level students. The students in our highest 300 level capstone class, History of Psychology, scored on average nearly 70% % (N=35) on the departmental assessment while our 200-level General Psychology class students scored on average 52% (N=61; $p < .000$).

Student Satisfaction Surveys

In order to gain a "snapshot" of our students' subjective evaluations of their experiences as psychology majors, we adapted a survey instrument developed by the University of Toledo's Department of Psychology. We administered the 36-item questionnaire to ~19 upper division psychology courses in the Spring 2012 term. Surveys were administered to a total of 199 students from selected classes at both the main campus and the UCLC campus. 190 of the total respondents were majors and 9 minors. The majority were juniors (n=93) and seniors (n=98). On average, students in this sample had taken 4.25 courses in our department. 71 students (36%) had taken at least one course at the UCLC campus, with an average of 2.51 courses taken at that location. The following is a brief summary of the highlights of our results. More details can be found in our Program Review.

Results

OVERALL EDUCATION YOU RECEIVED IN PSYCHOLOGY: Over 82.9% of students are satisfied or very satisfied with their overall education in psychology.

QUALITY OF PSYCHOLOGY COURSES & INSTRUCTORS: 82.5% of students are satisfied or very satisfied with the quality of their psychology courses, and 78.9% are satisfied to very satisfied with psychology instructors.

DEPARTMENT CHAIR: Of students who reported speaking or meeting with the Chair of the Psychology Department (n=77 or 38.7%), the most common response (42.5%)

was 'very satisfied' and almost three-quarters (71.3%) reported feeling satisfied or very satisfied. The average satisfaction rating (on a scale of 1-5) was 4.04.

OFFICE/SUPPORT STAFF: 61.2% reported feeling satisfied or very satisfied with the helpfulness of the psychology secretarial staff with the mean satisfaction rating of 3.85 (scale of 1-5). 63.8% reported being satisfied to very satisfied with our Student Services Coordinator: The mean satisfaction rating was 3.87.

ADVISING AVAILABILITY: 63.4% of respondents reported feeling satisfied or very satisfied with the availability of academic advising from their major advisor.

ADVISING QUALITY: 71.9% reported—on a 3-point scale—that their advisors were somewhat helpful to very helpful.

GRADUATE SCHOOL: 54.8% (down from 70.6% in 2006) of students indicated an interest in attending graduate school. Of these students, 35.2% (down from 55.7% in the previous survey) plan to attend a psychology graduate program.

CAREER GOALS: 33.5% of students reported a desire to work in a psychology-related job and only 11.7% indicated plans to work in a "non-psychology" job.

INTELLECTUAL CHALLENGE: 93.5% reported their courses were either just right or challenging.

Faculty Surveys: Applicability of Training

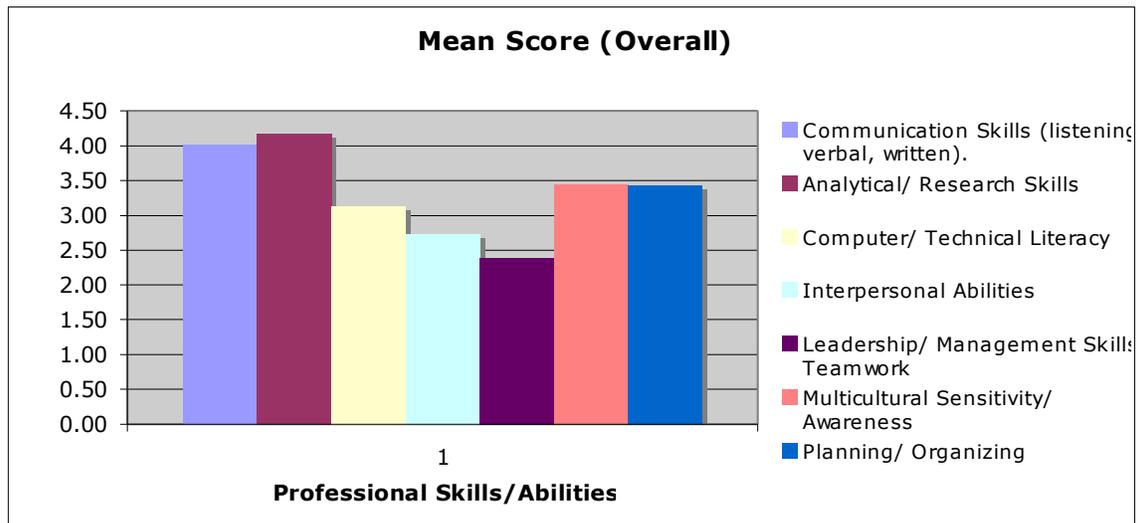
One technique our department utilized to gain an outside perspective on the breadth of training we are providing to our majors was the adoption of the "Skills Experience Inventory for Coursework" instrument developed by one of our former Alumni as part of a practicum for the MA in Higher Education Administration. The purpose of the survey was to determine the degree to which the following career-related Skills/Abilities (see below) are cultivated by courses in the Psychology Department curriculum. Department faculty completed the survey by ranking on a scale of 1 (lowest degree) to 5 (highest) how well their courses emphasized the development of each of the seven different categories of work-related skills (see below). A total of 12 faculty responded. Data were collected for 35 different courses. The dimensions in the survey included:

- Communication Skills (Listening, verbal, written)
- Analytical/Research Skills
- Computer/Technical Literacy
- Interpersonal Abilities
- Leadership/Management/Teamwork Skills
- Multicultural Sensitivity/Awareness
- Planning/Organizing

Results

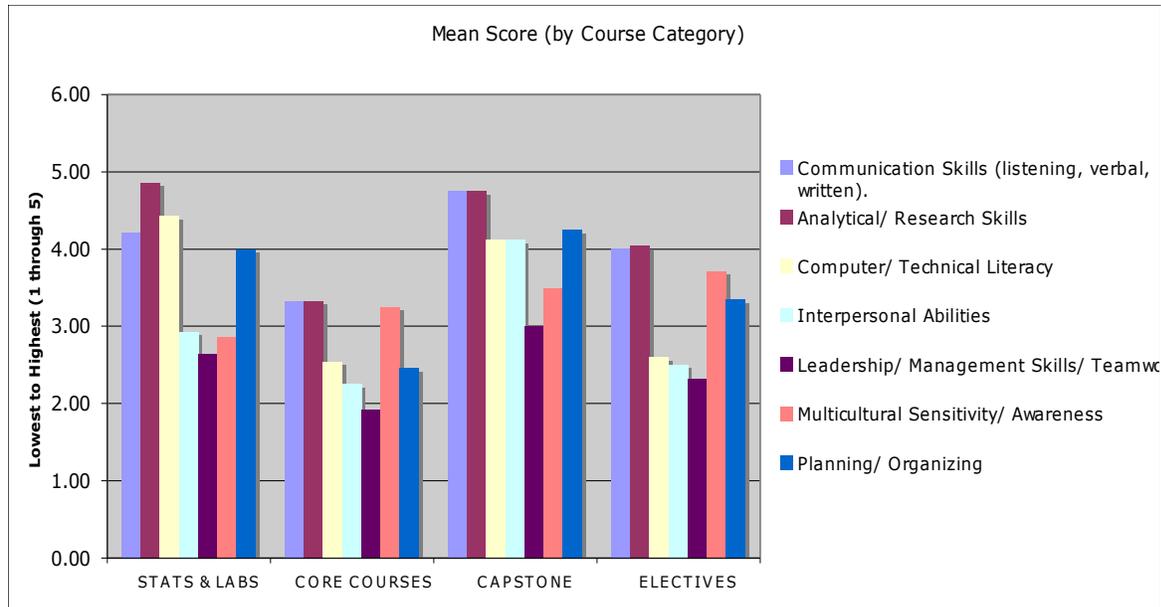
The first result reveals that *Communication Skills* and *Analytical/Research Skills* are the professional skills/abilities most cultivated throughout the overall curriculum in contrast to the other skills/abilities in the survey (Figure 1). This may reflect the inherent nature and importance of research and analysis within the field of psychology as well as the importance of communication. In addition, the result reveals that *Leadership/Management/Teamwork Skills* are least cultivated through the curriculum and may indicate a need to provide opportunities to students to foster leadership skills.

Figure 1. Overall mean faculty rating (on a 1-5 scale) of the degree to which courses emphasize skills.



For the second result, the courses were divided into 4 groups (1) Statistics & Laboratory courses; (2) Core courses; (3) Capstone courses; and (4) Electives. The results show that faculty consider the *Capstone* and *Statistics & Laboratory* courses to cultivate the highest degree of professional skills/abilities. In addition, the *Core* courses appear to cultivate the least degree in comparison (Figure 2). This may be due to the fact that these courses are designed to build a foundation of knowledge and theory and focus less on practical application.

Figure 2. Mean faculty rating of degree to which courses emphasize skills, by type of course.



Alumni Surveys

In the Fall 2011, we deployed our Alumni Survey via our Alumni Facebook page. 100 alumni responded. In general we found that of those 100 alumni who responded to our survey representing graduates dating back 10 years are doing very well.

81% (of 99) are employed.

75% (of 80) are satisfied with their current jobs.

The majority are either pursuing or have completed MAs or professional degrees (73% of 86) and PhD, PsyD or other degrees (36%).

Goal 1: Dissemination of content.

When asked to reflect on their education in the Psychology department, they report that they had an excellent education and that they carried forward important values emphasized in our department.

96% (of 99) found faculty very accessible.

92% (of 99) felt skill levels were challenged in their Psychology classes.

88% (of 100) carried forward the value of life-long learning.

85% (of 100) felt that we instilled an appreciation for perspectives other than their own.

98% (of 100) felt that Psych department prepared them well for life choices.

Goal 2: Understanding of scientific method.

The alumni survey asked which skills acquired from the Psychology program were particularly relevant for professions and graduate education acquired after graduation. The majority of our graduates (80% of 85) reported that critical thinking was particularly relevant for post graduate experiences. Moreover, 96% (of 85) of our graduates said that the Psychology curriculum prepared them well for graduate school.

The majority of our graduates reported that the core and lab courses were the most helpful in preparing them for graduate school.

Goal 3. Enhancement of communication skills.

Again the majority of alumni reported that their writing skills (78% of 85) were particularly relevant and helpful for professional and graduate school experiences.

Goal 4. Computer literacy.

Despite the fact that our graduates reported that our curriculum prepared them well for both jobs and graduate school and that the majority of our classes require computer and internet skills, a very small proportion of our students (only 14% of 85) reported that computer and web technology skills were relevant for jobs and graduate school. This does not mean that their computer skills were not adequate for post graduate experiences but rather that these skills were not particularly important for their post graduate experiences.

APPENDIX B 2011-2012 MA Gerontology Program Assessment Report

Assessment-related Findings and Associated Program Changes in Response (2011-2012)

Lisa Hollis-Sawyer, Ph.D.
Gerontology Program Coordinator
July 2012

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 2011-Spring 2012 academic year, fifteen (15) new students were taking classes to begin the graduate gerontology program, with approximately 60% program enrollees by end of Spring 2012. There are currently eleven (11) new graduate gerontology students registered to begin the program in Fall 2012, with approximately 40% currently in the process of applying to the program and remaining students are formally enrolled in the program. There are also three (3) to five (5) more prospective students so far who have indicated that they will be registering for and entering the gerontology program in Fall 2012. Thus, it is expected that the incoming cohort will be between approximately fourteen (14) and sixteen (16) new gerontology students. With two (2) recent graduations, the total program enrollment is approximately fifty two (52). The gerontology program seeks to enable students to achieve an understanding of the physiological and psychological processes of aging across the life span and of the historical, spiritual, social, political, and physical contexts in which individual aging occurs. It also intends to stimulate thoughtful self-examination of the personal values the student brings to the study and practice of

gerontology and those that underlie the most pressing issues related to aging in an aging society.

Assessment Dimensions and Broader Assessment Components

This assessment plan of the Gerontology Program is based on a model consisting of three core areas of focus (i.e., an “Administrative Core,” an “Educational Core,” and an “Application Core”). Each core area deals with a functional aspect of the program. The *Administrative Core* deals with issues surrounding the maintenance of a well-run graduate program. The *Educational Core* is concerned with issues about the educational experiences of the students in the classroom. Finally, the *Application Core* pertains to the match of program emphasis to workplace needs. Each core area addresses a different central question, suggests different tools for evaluation, and potentially different feedback emphases.

Assessment Core Area Focuses

Administrative Core:

- Is student selection system resulting in high-quality, motivated students?
- Is the program being maintained effectively?
- Is the program anticipating future student needs and the field in curriculum design?

Educational Core:

- Are students learning what is stated in the program goals?
- Is practicum/internship providing opportunities to apply knowledge/ skills?
- Are the faculty effectively presenting instructional material?

Application Core:

- Is the program curriculum emphasizing important areas and meeting goals for professional development?
- Are graduates of the program becoming productive gerontology-related professionals?

Each core dimension is viewed as a guiding principle for the development of tools and use of information gathered. Within these three broad assessment core areas are more specific program components to be assessed on an on-going basis, creating opportunities for feedback and improvement in each of the core areas. See Table 1 for these specific assessment components and associated documentation approaches. Information relevant to program processes and/or outcomes will be collected and analyzed by program faculty, the program coordinator, and the department Chair on a bi-annual basis. Further, reports on assessment results will be presented to NEIU administration.

A goals assessment plan was proposed, linking the graduate gerontology program’s learning outcomes to the Association for Gerontology in Higher Education’s principles (i.e., AGHE’s (1993) ***Core Principles and Outcomes of Gerontology, Geriatrics, and Aging Studies Instruction***). The educational goals of the program reflect these AGHE principles, adhering to the current professional guidelines of experts and educators in the field of gerontology (see Table 1).

Assessment Plan and Results (2011-2012)
Development, Administration, and Analysis of Student and Faculty Self-assessment Survey (linked to AGHE and program goals)

Analysis results. Responses to survey statements ranged from (1) “Somewhat Disagree” to 4 “Strongly Agree” in reaction to both KNOWLEDGE OUTCOMES and SKILL OUTCOMES questions derived from AGHE goals for gerontological education programs:

A. KNOWLEDGE OUTCOMES Student ratings on eight (8) items (Summer 2011 – Spring 2012): On average, students surveyed across three (3) different gerontology courses “somewhat” to “strongly” agreed that the AGHE-based goals of knowledge outcomes (e.g., “I better understand the ethical issues and values pertaining to aging.”) were achieved.

B. SKILL OUTCOMES Student ratings on six (6) items (Summer 2011 – Spring 2012): On average, students surveyed across three (3) different gerontology courses “somewhat” to “strongly” agreed that the AGHE-based goals of skill outcomes (e.g., “I am better able to apply concepts and theories used to study aging.”) were achieved.

Development, Administration, and Analysis of Entrance/Exit Examination Administration (linked to AGHE and program goals):

Analysis Results. During Fall 2011, the eighth cohort of program entrants (15) took the program exam to get a baseline of knowledge. An analysis of the multiple-choice exam yielded the following comparison between students entering and graduates exiting the program. As would be expected, students showed a level of knowledge prior to classroom education at a minimal level of proficiency (i.e., average score across students of 62%).

Analysis of Student-derived Teaching Evaluations

From Summer 2011 through Spring 2012, a statistical comparison of student evaluations of among both full- and part-time program faculty reveals comparable, if not above average, ratings in comparison to non-gerontological faculty in the NEIU psychology department (“norm” of teaching comparison due to department housed within) among the categories:

- Instructor effectiveness,
- Course content, and
- Course readings utility.

Marketing Assessment Survey

During Fall 2011 and Spring 2012, an analysis was conducted of comparable graduate gerontology programs in the Chicago area and surrounding suburbs. Specifically, the analysis focused on the breadth and depth of course offerings in the NEIU program versus other gerontology programs at other colleges or Universities. The NEIU

program, being an interdisciplinary program, met if not exceeded course coverage across the following categories:

- *introductory gerontology*: two (2) core courses
- *biology of aging*: one (1) core course
- *ethics/public policy*: two (2) core courses and one (1) elective course
- *research methodology/proposal writing*: two (2) core courses
- *sociological/cross-cultural gerontology*: two (2) elective courses
- *applied* (workforce, healthcare, clinical): three (3) elective courses
- *experiential learning*: two (2) core courses

Development of Course Syllabi Content Analysis with Explicit Linkages to Multi-source Criteria

This is an on-going process of explicit documentation of linkages in syllabus-specific matrices, with 99% of core courses in program completed in evaluation. Content analysis of completed matrices show acceptable levels of multiple-criteria approaches to evaluating student performance in class, as well as creating multiple sources of student performance feedback between instructor and student. Remaining course linkage documentation (core courses, elective courses) to be completed by Fall 2012.

Applied Program Changes in Response to Assessment Feedback to Date
Curricular-level content revision in progress. Based on multi-source feedback through the assessment process, a re-examination and change of curriculum content in the PSYC-AGED 402 *Developmental Processes in Later Life* graduate course was done to better prepare students for program thesis requirement and later work skills (i.e., linkage with content of PSYC-AGED 401 *Gerontology: An Overview* course to introduce students earlier in the program to the concept of developing a theoretical research proposal). Further, an on-going re-examination of course content in first year and beyond regarding research and knowledge skill building for both academic and career success (e.g., earlier emphasis on understanding how to understand and critically analyze published research) was conducted by gerontology program faculty, individually and during program meetings.

Program sequencing and content revision. During Summer 2011 through Spring 2012, there was an on-going re-organization of course sequencing and content linkages in program to better optimize student learning at the end of the program (i.e., better linkages of PSYC-AGED 401 and 402; better linkages of PSYC-AGED 408, PSYC-AGED 420, and PSYC-AGED 422 (thesis)). Further, a re-examination of elective course offerings to better reflect current training and research trends in field, through conference attendance and content sampling of relevant professional societies (e.g., Gerontological Society of America, National Association of Social Workers), is an on-going programmatic change process.

Summary

To date, the program has improved its effectiveness in functioning and responsiveness to students' needs through this on-going reiterative assessment and feedback process. It is hoped that this will yield further improvements in the recruitment and retention of

students toward the ultimate goal of graduating well-trained practitioners in the field of gerontology. Based on the feedback collected since 2004, the program is taking steps to create a broadened variety of academic options to both enhance the viability and academic rigor of the gerontology program at NEIU.

Table 1. Broad Assessment Components Across Core Areas and Associated Documentation Approaches.

Assessment Component	Assessment Documentation
<p>I. <i>FACULTY INVOLVEMENT</i> a) Program faculty are involved in defining expected learning outcomes and student activities for achieving them</p>	<ol style="list-style-type: none"> 1) Gerontology Program Correspondence (e.g., memos) 2) Faculty Form D's
<p>b) Program faculty should be involved in defining outcomes and outcome-related activities for out-of-classroom experiences.</p>	<ol style="list-style-type: none"> 1) Student Practicum/Field Experience Papers 2) Copies of Students' Theses 3) Gerontology Program Correspondence (e.g., memos) 4) Faculty-sponsored Student Presentations 5) Faculty-sponsored Student Publications
<p>c) Program faculty inform students of expected learning outcomes through class discussion and publication in course syllabi and other venues, as appropriate</p>	<ol style="list-style-type: none"> 1) Program Description from Academic Catalogue 2) Program Student Handbook with Mission Statement 3) Program Poster/Brochure 4) Course syllabi 5) Print out of Program Web Site

Assessment Component	Assessment Documentation
<p>II. <i>PROGRAM GOALS</i></p> <p>a) Program goals are linked, as appropriate, to the University's goals and priorities</p>	<p>1) Program Description from Academic Catalogue</p> <p>2) Program Student Handbook with Mission Statement</p> <p>3) Program Poster/Brochure</p> <p>4) Course syllabi</p> <p>5) Print out of Gerontology Program Web Page</p>
<p>b) Program goals reflect professional standards, as appropriate</p>	<p>1) Marketing Assessment Survey</p> <p>2) Self-assessment Survey (Student, Faculty)</p> <p>3) Advisory Committee (experts in aging field, alumni) Feedback Reports</p> <p>4) Course/content descriptions from other comparable degree programs</p>
<p>c) Goals are appropriate to the program level (undergraduate minor, graduate)</p>	<p>1) Program Description from Academic Catalogue</p> <p>2) Program Student Handbook with Mission Statement</p> <p>3) Program Poster/Brochure</p> <p>4) Course syllabi</p> <p>5) Print out of Gerontology Program Web Page</p> <p>6) Marketing Assessment Survey</p> <p>7) Self-assessment Survey (Student, Faculty)</p> <p>8) Advisory Committee (experts in aging field, alumni) Feedback Reports</p> <p>9) Course/content descriptions from other comparable degree programs</p>

Assessment Component	Assessment Documentation
<p>III. <i>LEARNING OUTCOMES</i></p> <p>a) Each learning outcome is linked to at least one program goal.</p>	<p>1) Program Description from Academic Catalogue</p> <p>2) Program Student Handbook with Mission Statement</p> <p>3) Program Poster/Brochure</p> <p>4) Course syllabi</p> <p>5) Print out of Gerontology Program Web Page</p>

<p>b) Each learning outcome is clearly specified and measurable.</p>	<p><u>Direct measures</u></p> <ol style="list-style-type: none"> 1) Course-based output: <ol style="list-style-type: none"> A. Tests B. Papers/projects C. Oral Presentations 2) Practicum/internship output: <ol style="list-style-type: none"> A. Logs B. Experiential Paper 3) Practicum/internship Supervisor Ratings (Grade) 4) Thesis output: <ol style="list-style-type: none"> A. Thesis Paper/Oral Defense Presentation B. Thesis Rating by Thesis Committee (Grade) 5) Self-assessment Survey (Student, Faculty) 6) Entrance/Exit Exam Results (“Change” Score) <p><u>Indirect measures</u></p> <ol style="list-style-type: none"> 7) Alumni Survey 8) Self-assessment Survey (Student, Faculty) 9) Advisory Committee feedback reports 10) Student-derived Teaching Evaluation Forms 11) Peer Teaching Evaluation Schedule of Class Visits
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Assessment Component	Assessment Documentation
<p>III. <i>LEARNING OUTCOMES</i>, ct'd c) The program has developed a matrix showing the relationship between courses and program goals and outcomes.</p>	<p>Matrix table and text description of program goal linkages to program curricular content and process.</p>

<p>IV. ASSESSMENT/MEASUREMENT</p> <p>a) At least one valid measurement method is specified for each outcome.</p>	<p><u>Direct measures</u> See III. b) items 1-6 of this table</p> <p><u>Indirect measures</u> See III. b) items 7-11 of this table</p>
<p>b) Assessment of learning outcomes includes both direct and indirect measures.</p>	<p><u>Direct measures</u> See III. b) items 1-6 of this table</p> <p><u>Indirect measures</u> See III. b) items 7-11 of this table</p>
<p>c) The program has set up a structure to collect and analyze data about learning outcomes.</p>	<ol style="list-style-type: none"> 1) Gerontology Program Correspondence (e.g., memos) 2) Course syllabi's grading rubrics
<p>d) Results of this assessment are available to appropriate constituents.</p>	<ol style="list-style-type: none"> 1) Yearly Assessment Reports to Dean 2) Correspondence (reports, memos) to Advisory Committee 3) Information on Gerontology Web Page for Alumni, Current Students, Prospective Students

Assessment Component	Assessment Documentation
<p>V. <i>FEEDBACK LOOP</i></p> <p>a) A feedback loop has been established that specifies when the assessment results will be reviewed, by whom, and for what purpose.</p>	<ol style="list-style-type: none"> 1) Yearly Assessment Reports to Dean 2) Correspondence (reports, memos) to/from Advisory Committee 3) Self-assessment Surveys (Student, Faculty): Forms and Process Instructions 4) Student-derived Teaching Evaluation:): Forms and Process Instructions 5) Peer Teaching Evaluation: Schedule of Class Visits
<p>b) Documentation and evidence supporting the establishment of the feedback loop is available – i.e., curricular proposals based on assessment results, request for funding to support change based on assessment results, etc., or new assessment methods.</p>	<ol style="list-style-type: none"> 1) Gerontology Program correspondence 2) Advisory Committee’s actions (meeting minutes, feedback reports) 3) Presentations and/or publications of Gerontology Program assessment results
<p>c) The assessment plan has been implemented and results are available for the past year, and/or for several years.</p>	<ol style="list-style-type: none"> 1) Yearly Assessment Reports to Dean 2) Information on Gerontology Web Page for Alumni, Current Students, Prospective Students 3) Correspondence (reports, memos) to Advisory Committee

SOCIAL WORK

Annual Report 2011-2012

Submitted by Jade Stanley

Executive Summary

The Social Work Program continues to grow and develop and increase the presence of our faculty and students both on campus and in the community. Our students are active in the community through the work in the social work club ASSW, service learning, yearlong internships and active work in agencies and organizations. The NEIU Social Work program received reaffirmation of its accreditation from the Council on Social Work Education (CSWE) through 2016. The CSWE sets standards that define competent preparation for social work education at the baccalaureate and masters levels and ensures that its member institutions meet them. The growth of our program is evident by looking at the numbers: fall 2007-225 students, fall 2008-264 students, fall 2009-286, fall 2011- 344, and spring 2012- 400. The social work faculty should be noted for their continual dedication to our students, the university, the community, and the social work profession. In the NEIU University Strategic Plan, one of the goals identified was the development of a Masters of Social Work Program. The possibility of offering a MSW program at NEIU will enhance our visibility in the community and meet 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.

Department/Faculty Achievement

As a strong, but small, faculty of 6, we have had a successful academic year with several noteworthy achievements. The social work faculty members are productive scholars publishing articles, book chapters and presenting their research at major social work conferences both locally and internationally. The social work faculty continues to play critical roles within the program, university and community through their creative and innovative approach to learning and knowing. Two social work faculty members were involved in the very successful planning, promotion, and execution of a large fundraising event on campus. Dr. Francisco X. Gaytán organized the fall event of the screening of the film, "The Interrupters," to an audience of over 600 students, faculty, and community members, filling the Auditorium and the Fine Arts Theater. After the showing, the film director, Steven James and writer, Alex Kotlowitz conducted a panel discussion. This event was noted as one of the biggest events to be held at NEIU. Dr. Jacqueline Anderson organized the spring event of the screening of the film "Misrepresentation", to an audience of 100 students, faculty and social service providers. The social work faculty is represented on the Faculty Council on Academic Affairs, the Global Studies Committee, the international programs committee, university- wide search committees and others.

Our search for a new social work faculty for academic year 2011-2012 proved to be successful with the hiring of Dr. Milka Ramirez. We have also given an opportunity to have a new search for 2012-2013. We are excited with the opportunity as we have several ongoing needs in meeting the requirements of our growing program. We anticipate searching for a new position in the area of social work practice as our senior faculty member, Jane Peller, retired in spring 2012. 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 5 years in spring 2012. We have provided an ongoing and increased visibility in the community and an increase in the course offerings for our core social work courses at El Centro. This has provided increased opportunities for our students to learn and work in the community. The Social Work Program continues to participate in many activities and programs initiated by Umoja. Several of the social work faculty and instructors participated in "Training the Trainer" at Manley High school; organized and sponsored a Leadership Boot Camp held at CCICS in Spring 2012; provided 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 in the various tasks we engage in on behalf of our students, the program, the university, the community and the social work profession

The NEIU Social Work Program continues to offer two online social work courses, Social Work with Families, and Introduction to Social Work, with plans to offer online courses in our entry level policy curriculum in spring 2013. 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 and Social Work Blog, with a focus on student success stories, scholarship information, program events and resources and to increase communication with our alumni. We have a social work newsletter produced both fall and spring, highlighting our program activities, connecting with our current students and alumni.

In a response to the request made by the Dean 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, 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. We have also developed a relationship with Gloria Curtin, Program Director, at El Valor, to offer two social work foundation courses, Introduction to Social Work and Social Policy I. We anticipate offering those courses in the community in fall 2013.

The Baccalaureate of Arts degree in social work (BASW) is the only undergraduate major that educates students to be professional social workers. BSW graduates are prepared for immediate entry into direct human service professional positions in such settings as social welfare institutions, community service organizations, child welfare agencies, hospitals and nursing homes. The Social Work Program at NEIU is the only state-funded, freestanding social work program in the Chicago area and is acknowledged in the social work community as one of the main feeders for graduate schools of social work in the Chicago land area.

The Northeastern Illinois University undergraduate Social Work Program combines liberal arts with professional social work foundation content to prepare graduates for direct service in the field of social services. In addition to the General Education requirements, the Council on Social Work Education (CSWE) mandates social work foundations content in the following areas:

- Human Behavior
- Social Welfare policy and services
- Populations at risk
- Research
- Social Work Practice
- Field Practicum in the final academic year of at least 400 hours (NEIU requires 512 hours)
- Social work values and ethics
- Human Diversity
- Social and Economic Justice

These specific content areas are addressed in the 14 core courses and two electives. To complete the degree requirements for the undergraduate degree the student must enroll in the field practicum where they are placed in an appropriate social work agency for 256 hours per term (approximately 16-20 hours per week). They are under supervision of a qualified agency-based social worker. The agency, agency supervisor, and student are monitored by a BSW faculty (Field coordinator) to insure that the educational outcomes are achieved. There were 97 students in field placements during this academic year, and appears to be 127 for the upcoming class of academic year 2011-2012. We have expanded our relationships with several community-based programs and have developed new sites for learning for our students. It should be noted that the students in the BSW program at NEIU are well prepared for graduate school as they are required to take three (3) research courses to meet the requirements of our program, unlike other undergraduate programs which require only two.

In our recent Program Review for IRB, we found that 74% of our graduates go on to graduate study in social work or a related field.

Social Work Program Goals

To produce students who are able to:

1. Use the Social Work knowledge base to make self-reflective, ethical decisions guided by the values and ethics of the professionals

2. Engage competent professions in generalist practice with sensitivity about how to modify one's self given the multifaceted nature of a person's context and cultural domains
3. Respond and actively seek to develop sustainable environments globally and locally that promote human rights and social justice
4. Focus on resiliency within and between individuals and systems to overcome risk and trauma
5. Continuously engage in the development of Core Professional Identity behaviors and skills to become competent leaders in the field.

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 7th "Back to School Rally" in the fall 2011, 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 2011, 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 120 students. The morning meeting was combined with field instructors and students and the afternoon focused on Safety and Risk Reduction Training for students. The meeting was well attended and the program evaluation forms indicated that the purpose of the meeting was met.
- In spring 2012, the Social Work Program co-sponsored a "Social Work Month Program-Possibilities", with the social work club officers. We held a day program on the main campus and an evening program on the El Centro Campus. We had current students and alumni in attendance.
- In spring 2012, the Social Work Program faculty acknowledged 32 students in our new social work honors society, Phi Alpha. A reception co-sponsored by the College of Arts and Science, was held for the honoree, their guests and family. This event was held in the Golden Eagles with a cake reception.
- Academic year 2011-2012, The Social Work faculty held weekly faculty meetings throughout the academic year to work on the 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.
- Academic year 2011-2012, the Social Work Program held monthly departmental meetings that included all part time and full time instructors. The focus of the meetings was for instructors to find a place to gain information regarding the program and students as well as gain support for the curriculum areas they are teaching in.
- Academic year 2011-2012, the Social Work Program utilizes a data base system that is used in addition to monitor progress and prepare graduation reports for majors and minors. This data base system also has been useful in preparing annual reports to NEIU, CSWE and NASW. The data base has been useful in helping our students move towards graduation and adhere to the time-to-

graduation process. We offer sequential and concurrent course offerings, helping students to navigate our program within two and one half years.

- In spring 2012, The Social Work Faculty helped organize 78 students to attend lobby day March 2012, and supported the student social work club in securing funding for their travel to Springfield Illinois for the event. The Social Work Program received a certificate from NASW (National Association of Social Workers) for having one of the largest groups of students at the event.
- In spring 2012. The Social Work Program hosted a “Social Work Program” day at the movies to see “Precious”, and had a dinner discussion following the viewing of the film.
- In spring 2012, 10 social work students presented their research findings from their social work study abroad program in Hyderabad, India during our social work month celebration at both the main campus and at the El Centro campus. The students were well received and initiated lively discussion and dialogue, encouraging new students to consider this learning opportunity
- In spring 2012, 7 social work students presented their research projects based on their study abroad research, Hyderabad, India at the NEIU 20TH Annual Student Research Symposium.

Curriculum Revision

- In fall 2011, the policy curriculum was revised to include additional information on economics to reflect the CSWE requirement to infuse policy in the BASW program.
- In fall 2011, Dr. Francisco X. Gaytán developed, and taught a values and knowledge elective, Social Work with Immigrants and Refugees, a course which will be part of three courses focusing on knowledge and skills needed to work with the growing population.
- In spring 2012, Dr. Francisco X. Gaytán developed and taught a skills elective, Social work with Latinos, a course which will be part of three courses focusing on knowledge and skills needed to work with the Latino population.
- In fall 2011, the Social Work Program in collaboration with programs in Psychology, Sociology and Justice Studies successfully developed a new minor, CAST: Child Advocacy Studies and Training. We have had our second cohort complete the first four core courses in the academic year 2011-2012, with students continuing with a field practicum in fall 2012.

I. Assessment

The faculty in the Social Work Program have historically integrated and made use of the ongoing process of curriculum assessment. However, after the last academic year 2011-2012, we have reviewed and revised our evaluation instruments to help us to incorporate multiple assessment measures with benchmarks to inform the Social Work Program of needed changes as well as to inform the Social Work Program of achievements. In general, during this academic year, the faculty methodically examined the key curriculum areas by: utilizing student and alumni curriculum assessment processes; meeting with the Social Work Advisory Board Committee once each semester, who have assisted us in revising and assessing the Program outcomes; using

student and alumni focus groups and, subsequent surveys, to narrow in on the student perspective; continuous self-study meetings used for re-envisioning and curriculum modification in order to better achieve the desired learning outcomes of each course and in turn the Program outcomes.

The social work program administered a pre survey to all students in the introduction to social work course in fall and an exit survey to all students in their field practicum courses in spring, to determine the impact of the social work program on their learning. This survey was administered through Survey Gold, and will be analyzed by our research and policy curriculum specialists.

Assessment begins with the admission to the Program. Our Social Work Database indicated that 200 student met with the Program Chair or our new full time advisor, during this academic year, and assessed the student's academic standing, written and verbal communication skills as well as motivation and readiness to enter the Social Work Program. This process was done during an interview where the Program Chair or program advisor assisted the student in completing the major declaration form, the application for entry into the program and a review of previous courses completed in the areas of general education and liberal arts. Additionally, the student and Program Director and or the program advisor, talked about the student's motivation for becoming a social work major and the previous work and or volunteer experiences they have had. All students entering our social work program are required to engage in 50 hours of volunteer work prior to entering the social work practice/human behavior sequence and were directed to various community based agencies to complete this requirement. This is yet another example of how we have altered our Program through the use of continuous assessment. In recent years, through the entrance process and tracking through the Social Work database, we discovered that our student population was getting younger and coming into the Program with less or more than likely no social service experience.

Each required course in the major has established learning outcomes and at the end of each semester several instruments are given to each student to complete. They include: student evaluation of the course, student evaluation of the course in meeting the Program objectives and instructor evaluation. The Social Work Program worked closely with the Center for Teaching and Learning to make all course evaluations electronic with an 89% completion rate in fall 2011. We are very excited about the electronic course evaluations as it provides more consistent and reliable feedback for our instructors and program.

During both fall and spring semester 2011-2012, assigned office manager summarized and analyzed the data of the various instruments for each course and provided a report to the faculty on the outcomes that have been attained per students' assessment as well as those which have not been attained completely or not at all. This provides faculty with information to assist in revising and strengthening the structure of each course in order to attain the stated objectives. The report also stimulates discussion on student learning styles and teaching approaches that might better their learning styles. The

report was made available to faculty at the beginning of the fall term and reflects the previous semester's performance.

Faculty responsible for each of the foundation areas describes the ways in which they design instruction, course content and activities to achieve the respective course outcomes. The faculty then assessed the congruence between the approach and the expected outcomes taking into consideration student perspectives regarding how well they have achieved the course outcomes. Based on this discussion, suggestions for changes were made to modify or reinforce the teaching/learning process.

Prefield assessment, known as PIDS (Professional Identity Development Survey-in appendix A) takes place in the spring term of each year for all those students enrolled in the Human Behavior/Practice II curriculum and are scheduled to enter the field practicum the following fall term. A qualitative and narrative assessment of the student performance in the competency areas of the Program was completed for each students utilizing SurveyGold and housed on the NEIU Portal in our secure social work faculty group. This was accomplished through the contribution of each faculty member who knows the student and takes place in a series of meetings. Each student (120 students incoming to the field experience) also completed an assessment of themselves based on the same categories. The PIDS are utilized in the placement process of students to better match students with Field Instructors and type of learning environment in the field. The competencies addressed include the following: cognitive/intellectual development, written and verbal communication skills as well as professional development skills. These include professional knowledge, social work practice skills, and appropriate demonstration of social work professional values and skills. Student's strengths and areas needing improvement are identified and warnings are also identified for the student to address.

Assessment continues in the Field Practicum utilizing the above competencies as a basis for evaluation. In the spring term of the senior year, students complete a portfolio describing and illustrating how they have met the competencies identified above. The post field assessment is a qualitative narrative description completed for each student by the Field Coordinator or Field Liaison, who has completed the field practicum. It consists of a description of how students have developed skills over the course of their social work education and presents the level of performance within each of the competency areas.

- Faculty will analyze the data from the Program Outcome Instrument and make suggestions on the findings and the need to secure a more reliable instrument
- Faculty will analyze data from the Foundation Practice Self Efficacy Survey (FPSE)
- Faculty will analyze data from Alumni Survey
- Faculty will review the internship program in terms of staffing and task assignments and make it more responsive to the growth in the program
- Faculty will review the issue of what is the most appropriate faculty for field leadership (instructor or tenure-track) as it relates to CSWE standards

- Faculty evaluations, course evaluations, and program evaluations will all be conducted on line using Survey Gold or Survey Monkey
- All students will be evaluated through PIDS beginning in their first semester of the program in the introduction to Social Work Course and then again at the end of the completed Social Work Program. Each student is also required to complete the PIDS which has been done on Blackboard using Survey Gold
- Most recently, the Social Work Program conducted two surveys, 1) Should there be a MSW program at NEIU- with an overwhelming positive response requesting that NEIU offer a MSW program; 2) a survey to obtain information on the interests of social work majors and minors in a new minor- Child Advocacy- there was a 40% yes and 60% no response from students and 3) Alumni Survey to obtain information regarding the impact of the social work program on the student's educational and professional goals. The results of the survey indicate an "overall satisfaction" with the NEIU Social Work Program. The survey is included below

II. Program Plan

The above annual plans are consistent with the following long term goals. These goals were developed in response to the strategic priorities of Northeastern Illinois University.

Goal 1: Recruit and retain a diverse student body

- Develop a Masters Degree Program in Social Work at NEIU
 1. Work with consultant to meet demands of developing a new program
 2. Develop a curriculum that is based on best practices and workforce needs
- Strengthen our Social Work Program presence at Caruthers Center for Inner City Studies.
 1. Continue to offer all core courses at CCICS
 2. Continue to coordinate with Lance Williams in terms of hiring and course offerings
- Increase recruitment initiatives with the Black Social Work and Latino Social Work Organizations
- Explore ways to market the Social Work Program as the only accredited public undergraduate program within Chicago land area
 1. Continue to work with Mark Rogers, Program Director and Felicia Townsend, recruiter, Dominican University School of Social Work
 2. Explore offering courses at County of Lake County for site for learning for social work students
 - Strengthen relationship with Community College advisors, follow up to initial letters sent out to area colleges
 - Utilize relationships established at Community Colleges particularly Truman, Wright, Harper and Lake Country.
 3. Explore opportunities to offer off site social work course offerings at community-based agencies such as El Valor and Institito. We have been approached by these agencies as potential sites for learning for community members who are interested in pursuing their higher educational goals at NEIU.

4. Strengthen advisement procedures to track social work majors
 - Increase tracking of social work majors who are “inactive”
 - send letters to inactive majors
 - utilize the social work data base by all faculty
 - attend open house by all faculty at all campuses
 - work with publicity office

Goal 2: Foster a student/learner community

5. Continue to support the activities of the Association of Student Social Workers (ASSW) and their efforts to becoming more involved in community and professional related activities (such as participating with a faculty in Springfield in the National Association of Social Workers “Lobby Day”, Statewide NASW conferences and local chapter events)
6. Strengthen student involvement in program development- through the position of student liaison. The student liaison attends faculty meetings, as well as serves as a liaison between the Social Work Program and the NASW-Illinois Chapter.
7. Continue to support a Social Work Honors Society-Phi Alpha Honor Society
8. Continue to develop faculty/student research projects
9. Continue to have senior Social Work students and faculty engage in an ending ritual upon completion of the Social Work Program
10. Continue to have fall Field Supervisor meeting with field instructors and students
11. Continue to develop and implement Social Work Mentoring Program
12. Continue to mentor McNair Scholars
13. Continue to host Fall back to school rally for social work students
14. Continue to host spring social work month program

Goal 3: Foster the use of information technology and learning resources

- All faculty will utilize the Social Work Data base for advisement, and other related duties
- All faculty will utilize Blackboard and NEIUport as well as other information technology instructional resources.
- All faculty will be trained on the use of Survey Gold or other software for course, faculty and program evaluation
- Develop an integrated Assessment Plan between Program Goals, Course Objectives, Student Competencies and Faculty Evaluations.
- All social work courses will have online course and instructor evaluations beginning with social work 200: Introduction to Social Work.
- The introduction to social work course and the social work with families course will be offered as both hybrid and online beginning fall 2011

Goal 4: International Study

- Involve all faculty in curriculum review of core social work courses in order to incorporate international content across the curriculum. (This activity was begun in September 2006.)

- Continue to offer study abroad programs in Ghana, West Africa to study Social Development initiatives
- Continue to offer study abroad program in Jamaica to study community development initiatives (this is an on-going project of 8 years)
- Continue to offer study abroad program in Guanajuato Mexico to study community development initiatives (this is an on-going project of 3 year)
- Continue to explore student/faculty exchanges at the University of Kwazulu Natal, South Africa and Moneague College, Jamaica West Indies
- Continue to be involved in African Summer Institute at NEIU as well as other social work faculty research initiatives abroad such as Ghana
- Plan two study abroad programs each academic year to previous or new initiatives
- Continue to participate in the National Association of Social Work Chicago Chapter International Network Committee and the Chicago Sister City Programs
- Continue to strengthen relationship with University of Guanajuato, Guanajuato Mexico.

Goal 5: Collaborate with external constituents

- Ongoing exploration with community social service agencies to provide quality internships for students.
- Collaboration with the Black Social Workers and Latino Social Workers Organizations
- Ongoing collaborations with Alumni to increase their participation in the program- utilizing the Social Work Month Program, in class alumni panels, invitation to study abroad program and other opportunities to engage them in the program
- Explore off site social work program at CLC (Center at Lake County)
- Implement Articulation Agreement with Dominican University and continue discussion with UIC.
- Continue to collaborate with Northern Illinois University for annual conference
- Continue to work with Enlace, Project Success, Project Palyente, to help recruit and retain under represented groups

Program Plan Requirements/Projected Needs

- A tenure track faculty member will be requested for the academic year 2012-2013 to meet student to faculty ratio
- Office Space: faculty are all located near one another, helping to build a cohesive energy. Should we receive a new hire, we would be in need of an office for our new hire in fall 2012. It would be optimal to have a conference room for our social work program, providing a place to have meetings and a place for faculty to come together to work on mutual projects.
- Secretarial and Student Help: The Social Work Program has a new a full time professional secretary that is dedicated to the Social Work Program to help build and grow the programs potential for meeting an increasing demand for an undergraduate social work degree. The Social Work Program is growing and is in need of additional student help to assist in statistical analysis of program

assessment as the new mandated from CSWE require a yearly report on program assessment

- Other needs: Our department needs additional resources in helping us meet the demand of our growing program. Some of the items, which would be helpful, would be to: hire a graduate student to assist with statistical analysis of our program assessment instruments; additional money for travel to professional conferences for new faculty member.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Ngwe, Job.

- *“Social work research practicum: A step-by-step planning handbook”.*

Waddell, Donald.

- Images: A Collection of Poetry (2011)

2. Book Chapters, Regional Exhibitions or Performances

Gaytán, Francisco X. & Suárez-Orozco, C.

- Social-emotional challenges for newcomer Latino youth in educational settings. In N.J. Cabrera, F.A. Villaruel, & H.E. Fitzgerald (Eds.), *Latina and Latino Children's Mental Health, Volume 1: Development and Context*. Santa Barbara, CA: Praeger.(2011)

Peller, Jane & Morales G., Beebe, K.

- Chat: Transforming the Social Work Classroom. *Transformation in Teaching: Social Media Strategies in Higher Education*, Catheryn Cheal, John Coughlin and Shaun Moore, eds. 2012

3. Articles and Abstracts, Local Exhibitions or Performances

Gaytán, Francisco X.

- Presented a workshop at the 2010 Latino Social Work Organization conference. “Supporting the Education of Mexican and Latino Immigrant Youth through Culturally Competent Socio-Emotional Support in the Schools.”

Peller, Jane.

- Annual Lectora Conference presented "Build it and they will come" Faculty Summer Institute (FSI) May 18th

Resto-Gallardo, Angel.

- Presented paper entitled: Inquiry-based instruction strategies for promoting social justice in the Bilingual Classroom at The International Society for the Social Studies Annual Conference. University of Central Florida, Fall 2011.

Waddell, Donald

- Finished phase one of the African American Fatherhood Curriculum and DVD for RUSH University African American Fatherhood Research Study

4. Conference Presentations, Group Shows**Gaytán, Francisco X.**

- Invited speaker on a panel at the Latino Social Work Organization Conference, a national professional conference focusing on Latino issues in social work. Presentation panel was titled “Teaching Latino Social Work Practice to Social Work Students.” November, 2011
- ‘Don’t be like me:’ Mexican Americans’ academic achievement across generational divides—current and historical perspectives from New York City and Chicago. Presented at the History of Education Society Conference, Chicago, IL. November, 2011

Kim, Jin.

- Moderator for a panel on “Innovative approaches in addressing diversity: Social work practice, aging, and community outreach in Albany Park.”
- Presented paper entitled: “SSI eligibility and participation among the aged: A hazard model approach” at the 64th Annual Scientific Meeting of the Gerontological Society of America (“GSA”).

5. Service**Anderson, Jacqueline.**

- Deborah’s Place Clinical Services Officer: supervises interns and provides clinical training to staff on how to work with women who are homeless and have disabilities
- Midwest Harm Reduction Institute; Presented on how to work with women in homeless services.
- Planning, promotion, and execution of a large fundraising event on campus. This event included the screening of the film, “Miss Representation,” to an audience of over 100 students, faculty, and community members.

Auman, Susan.

- Clinical Interviewer, the Institute for Juvenile Research/Department of Psychiatry/School of Public Health

Dancea, Marius.

- Conducted 2nd Annual Bridge to SSA event with 30 students

Gaytán, Francisco X.

- Invited panelist at a presentation by nationally renowned scholar Richard Fry, of the Pew Hispanic Center, an independent research think tank. Fry presented a paper titled “Latino College Enrollment and Retention,” at Northeastern Illinois University. October 2011.
- Planning, promotion, and execution of a large fundraising event on campus. This event included the screening of the film, “The Interrupters,” to an audience of over 600 students, faculty, and community members, filling the Auditorium and the Fine Arts Theater. The film features a Northeastern Illinois University Social Work student, Eddie Bocanegra, who volunteers with parents who lost a child to violence, at Enlace Chicago, a social service agency in Chicago, October 2011.

Kim, Jin.

- Served on the KACS board of directors.

Leon, Rafael.

- ALMA Organization: facilitated support groups and provided short-term support to Latino Gay men, bisexual men, and LGBTQ population.

Ngwe, Job.

- Conducted African Summer Institute

Peller, Jane.

- Website Advisory board Allyn/Bacon Publisher
- Development of My Kit---an interactive website for Allyn/Bacon publisher for the text Direct Generalist Practice
- Pearson Press, member: Social Work Advisory Board. Reviewed websites, contributed to development of their new series of social work textbook
- Continued relationship with managed care health providers and private practice

Stanley, Jade.

- Serves on Prohealth Advocates board of directors.
- Group facilitator in career and leadership training for high school students through Umoja, a non-profit that helps students in Manley High School, Chicago Public Schools.
- Co-Led two week study abroad program to Hyderabad, India, December 2011, with 10 students
- Reviewer-proposal for Corporation for National and community Service/Americorps program in conjunction with New Mexico Highlands University.
- Reviewer- evaluation of Ph.D. thesis entitled “A study on the self help groups (SHGS) towards the empowerment of rural woman in Puducherry”. University of Pondicherry University, India 2011

Waddell, Donald.

- Selected to be of the Research Team for RUSH University 's African American Diabetes Study
- Selected to be on the Research Team for RUSH University's Foster Parent Research Study

Zefran, Joseph

- President of Joyful Spirits Consulting, Grants Manager for Seguin Service

B. Student Achievements

The Social Work Program continues to grow and the number of social work students is at approximately 400 majors and 100 minors as of spring 2012. This is a growth of 6% over the past academic year with an anticipated steady growth for the upcoming year. We have continued to see an increase in transfer students who come into the program prepared to begin their social work course sequence. We have seen a continued increased in the number of students meeting their graduation requirements each year and meeting the 5 semester course plan. The social work program has 23 student graduates in fall 2011 and 106 student graduates in spring 2012. Students continue to demonstrate strong scholarship and leadership qualities and have been awarded various honors and scholarships. There we 32 students on the Dean's list in spring 2011. Additionally, one of our "shining stars" of the social work program gave the student remarks for the May 2012 graduation, Eduardo Bocanegra-something we are all proud of, and have highlighted the words to his speech in our spring social work newsletter.

This year 32 students were inducted into the Phi Alpha Social Work Honors Society: Angeles Melina, Kimberly Bales, Alicia Barz, James Bell, Alyssa Bernardi, Yajaira Chaidez, Janell Chatman, Katie Clancy, Jessica Curtsinger, Rosalia Diaz, Yesenia Garcia, Ollie Harris, Casey Hickman, Ryann Karabush, Samantha Klein, Lindsay Landa, Joanna Leja, Perla Lopez, Daniel Olavarria, Samantha Palacios, Gabriella Rangel, Philip Redman, Nestor Sagun, Erika Sanchez, Catherine Simmons-Mathiot, Jennifer Spight, Tecia Spires, Bessie Whitehurst-Smith, Erica Williams and Johnnie Williams.

The Social Work Program identified 6 students that were accepted for the McNair Scholars Program during the academic year 2011-2012: Daniel Olavarria, Rodney Allen, Kelly Webb, Rosanelly Lopez, Robert Motely and Perla Lopez.

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 both in Chicago and around the country. This year the students were accepted to MSW programs throughout the country at University of Illinois Jane Addams: Jennifer Denes, Erika Sanchez, Joel Irizarry, Tracy Huddleson and Dawn Harris; California State University: Marlene July, Pennsylvania State University: Daniel Olavarria; Aurora University: Janell Chatman and Lillie Prince; Loyola University: Domenic Pierre and Perla Lopez; Dominican: Joanna

Leja, Timberly Blandon, Alicia Bartz; University of Central Florida: Eugene Slaughter and University of Chicago: Eduardo Bocanegra.

This year Perla Lopez, Eugene Slaughter, Patricia Arroyo, Jenny Gilbert, Nura Shadid and Tina Bonorirgo presented at NEIU's 20th Annual Student Research Symposium April 2012.

Barry Shafer and Jane Peller (faculty sponsor) presented at the Lectora Conference held in Chicago, May 2012

The following students this year were hired by the agencies where they completed their senior practicum Melissa Drouganis- Deborah's Place. Selena Thomas- Metropolitan Family Services, Tunisha Rush- Umoja, Erika Sanchez- La Casa Norte, Tecia Spires- La Casa Norte, James Bell- BUILD and Jamila Lang- BUILD

SOCIOLOGY

Annual Report 2011-2012

Submitted by Susan Stall and Brett Stockdill

Executive Summary

During the 2011-12 academic year, Sociology faculty continued to integrate teaching, research, writing, and activism to promote student success and social justice at Northeastern Illinois University and beyond. We maintain our commitment to an innovative and challenging curriculum that encourages students' academic excellence, critical thinking, and commitment to social change. We have continued to make our course offerings more intersectional (i.e., attentive to race, class, gender, sexuality, (dis)ability, citizenship/legal status, etc.) and global. These strengths are further reflected in our faculty's active participation in other academic programs, particularly African & African American Studies (AFAM), Child Advocacy Studies (CAST), Latino & Latin American Studies (LLAS), Lesbian, Gay, Bisexual, Transgender, & Queer (LGBTQ) Studies, and Women's Studies. Our commitment to libratory pedagogy has paid off in significant ways. Our majors increased from 167 in fall 2010 to 170 in fall 2011; the number of graduates in 2011 increased to 47, up from 35 in 2010. 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 are 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 the workforce, enhance the University's strategic plan, and contribute to struggles for justice and equality. Student and faculty accomplishments continue to rely on the superb organizational, communication, writing, and budgetary skills of **Arlene Benzinger**, our departmental administrative aide.

Highlights of 2011-12

Our department has continued to develop in exciting and productive ways. We began the year with the arrival of a new tenure track faculty member, **Brooke Johnson**, whose teaching and scholarship focus on militarism and education. We ended the year with the retirement of **Susan Stall**, whose departure leaves a significant void in our

department and brings the number of tenure track/tenured faculty down to six, two less than our full complement of eight. In anticipation of Dr. Stall's retirement, Sociology faculty voted in **Brett Stockdill** as the new chair of the Sociology Department in January 2012. Every tenure track/tenured faculty member was awarded a positive job action. **Brooke Johnson**, **Andreas Savas Kourvetaris**, and **Olivia Perlow** all successfully applied for retention; **Michael Armato** secured tenure; **Christina Gómez** and **Brett Stockdill** were promoted to Full Professor; and **Susan Stall** was awarded the rank of Professor Emerita. These milestones reflect the vital contributions that Sociology faculty continue 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.

Teaching: Innovations and Collaborations

Our department has continued to explore and development more effective curricular and pedagogical offerings. Our majors consistently articulate that they choose Sociology because they find our courses to be both exciting and relevant to their lives—and because they have learned of our commitment to social action. This is in large part because we are invested in providing teaching that is accessible, student-centered, critical and inclusive. A key dimension of our annual evaluations of both Instructors and tenure track and tenured faculty is encouraging all faculty members to utilize readings that are intersectional and global. In addition to continually revamping existing courses, we also institutionalized a brand new course, Sociology of Globalization (SOC 365).

We are also committed to employing teaching techniques beyond the traditional lecture style, which on its own increases student alienation and decreases student learning. To this end, we regularly share interactive teaching strategies to enhance our teaching. This past year, we expanded our use of Learning Through Discussion (LTD), a teaching pedagogy that requires deep student preparation and engagement with course readings. During the 2011-12 year, four of our classes featured the LTD method. Sociology faculty also brought an array of guest speakers to campus to speak on gender violence, global sex tourism, public sociology and other topics. A number of these guest speakers are graduate students, whose presentations on their own research inspire our undergraduate students to consider graduate study themselves. Of particular note was a presentation on public sociology by NEIU SOC graduate Dr. **Christopher Schneider** (2002) of the University of British Columbia. A number of faculty members also integrated Service Learning and other experiential approaches to teaching/learning.

Each of our tenure track and tenured faculty members serves as an academic advisor for majors, minors and other students. We continue to provide new majors with a packet of information that includes an overview of the major requirements, a self-advising flow chart, a departmental newsletter, and an American Sociological Society brochure and booklet about careers in sociology. We also had our second annual General Advising Session in September 2011, during which tenure track/tenured faculty presented an overview of advising information for majors. This June, **Michael Armato** and **Brett**

Stockdill met with Tiffani Robertson and Alice Medenwald to review the on-line degree audit for Sociology majors, which will be available for use in fall 2012.

The Sociology Department continues to demonstrate our commitment to work with and serve multiple programs at NEIU. African & African American Studies, Latino & Latin American Studies and Women's Studies Programs are housed within our Department, and we work in close collaboration with these 3 programs. It is noteworthy that all but one of our Sociology tenured/tenure track and full-time instructors are affiliated with and/or teach a cross-listed course in one or more of the interdisciplinary programs. One of our faculty, **Christina Gómez**, completed her first year as the new Coordinator of the LLAS program, rejuvenating the program in a variety of ways and recruiting its first majors. For her work as a teacher, scholar, mentor and advocate, **Dr. Gómez** was awarded the Latino/a Heritage Month Excellence Award for Education at the Latino/a Heritage Month *Noche de la Familia* Reception in October 2011. Two faculty members, **Brooke Johnson** and **Olivia Perlow**, became core WSP faculty. **Michael Armato** and **Brett Stockdill** contributed to the new LGBTQ Studies Minor, which will be housed in Women's & Gender Studies, starting in fall 2012. **Susan Stall** continued her work with faculty from Social Work, Justice Studies and Psychology to launch the official Child Advocacy Studies Minor (CAST). The CAST Internship Seminar course (CAST 304) was offered through in Sociology in fall 2011, and several of our Sociology courses serve as CAST electives. We also have been active participants in the Honors and McNair Programs, providing the largest number of scholars to this latter program since its inception in 2003. We actively contribute to the General Education Program, since we offer up to 13 sections of three General Education classes each semester. In the fall 2011, 30% of our courses offered were General Education courses, while in the spring, 2011, 26% of our courses were General Education offerings.

Our students are active on campus and throughout Chicago through their club involvements, service-learning work, internships, and political activism. The Sociology Club organized an array of professional, educational and political activities throughout the year, which are described below. **Michael Armato** worked with club members to organize two well-attended Café Society events. **Susan Stall** and **Brett Stockdill** established the Northeastern Illinois University chapter of Alpha Kappa Delta, the international sociology honor society, and 13 students were inducted into the chapter in April 2012, with NEIU graduate, now Associate Professor at Dominican University, Christina Perez, as our guest speaker at the awards ceremony.

Research/Creative Activities: Advancing Critical, Public Sociology

As evidenced below, Sociology faculty published an array of books, chapters, articles, book reviews, and blogs as well as presented research at regional, national and international 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, this 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. Of particular note are two books published by our faculty. **Martha Thompson** and **Michael Armato**

published what promises to be a seminal textbook on the sociology of gender entitled, *Investigating Gender: Developing a Feminist Sociological Imagination* (Polity Press, 2012). **Brett Stockdill** and Mary Yu Danico (California State Polytechnic University-Pomona) co-edited the anthology *Transforming the Ivory Tower: Challenging Racism, Sexism, and Homophobia in the Academy* (University of Hawaii Press, 2012).

Sociology students and faculty also attended and presented at numerous professional organizational conferences. Our department was once again well represented at this spring's Midwest Sociological Society (MSS) Annual Meeting held in Minneapolis, MN. Five of our Sociology majors—Alexis Dennis, Nicole Maldonado, Bilal Hussain, Kristopher Mika, Katelyn Mucci—and one minor (Shantrell Rogers) received full funding to attend the conference. **Bilal Hussain** presented his McNair Scholar Research Project, and eight of our faculty (**Michael Armato, Lisa Berube, Christina Gómez, Jerome Hendricks, Brooke Johnson, Andreas Savas Kourvetaris, Susan Stall, Brett Stockdill, and Martha Thompson**) presented at the MSS. Moreover, the two books by Sociology faculty noted above were featured in the MSS Meet the Authors Luncheon.

Service: Shared Governance, Solidarity, and Empowerment

Sociology faculty members continued to provide a broad spectrum of service activities both on and off campus. **Michael Armato** served on the Nontraditional Degree Programs Advisory Council and the Faculty Excellence Award Review Committee, and participated in the Student Union's "Family Feud" event between Faculty/Staff & Students. **Andreas Savas Kourvetaris** served on the Writing Intensive Faculty Advisory Committee. **Brett Stockdill** served as secretary and steering committee member on the Faculty Senate. **Brooke Johnson** served as the advisor for the NEIU Feminist Collective and assisted in production the 2012 NEIU performance of *The Vagina Monologues*. **Susan Stall** and **Barbara Sherry** continued to co-chair the Applied Learning and Engaged Scholarship Committee (ALES), working across the NEIU campus to encourage service learning, internships and participatory action research through workshops and grant support for nine faculty mini-grants. As coordinator for LLAS, **Christina Gómez** initiated a number of cutting edge events and programs, including a LLAS Faculty Speakers' Series. Our faculty are also active in the College Academic Affairs Committee, the Honors Program, and the McNair Scholars Program. The presence of our faculty is felt not only on our main campus, but also at the El Centro, Carruthers' Center for Inner City Studies, and Lake County 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 the General Education Task Force Conference.

A major contribution of our department and Sociology Club to the larger NEIU community and beyond this past year has been the exciting speakers and panels and conference we organized for our campus. The club organized and implemented a number of educational/academic, political, and activist events over the course of the year (see Student Accomplishments section below). Of particular note, the Sociology

Club established the *Sociological Lens Series*, which featured six facilitated discussions on a wide variety of sociological topics, and organized a mini-conference entitled, “Whose Body is It Anyway? Exploring Women’s Bodies as Sites of Oppression and Sites of Resistance,” which featured sociological perspectives from both students and faculty. In recognition of their educational and activist endeavors, the club received the 2012 *Blue and Gold Award* at the annual NEIU LEAD (Leaders Emerging and Developing) Awards Night.

Our faculty and students also play leadership roles in other student organizations. **Christina Gómez** served as the faculty advisor and Sociology majors **Jose Herrera** and **Elizabeth Cervantes** served as co-founders of Undocumented, Resilient and Organized (URO), the first organization organized by and for undocumented immigrant students at NEIU. URO received the Trailblazer Award at the annual NEIU LEAD Awards Night. **Olivia Perlow** is the faculty advisor for the co-ed multicultural fraternity Delta Psi Alpha.

Our faculty are also active in community-based activism. **Olivia Perlow** is a member of two Project NIA initiatives—Girl Talk and the Prison Industrial Complex (PIC) Teaching Collective. The PIC Teaching Collective conducts a variety of educational workshops and produces materials that challenge oppression rooted in the prison industrial complex. Along with NEIU Women’s Studies alumna and Political Science graduate student **Lakeesha J. Harris**, **Dr. Perlow** authored an on-line pamphlet (design by Antonia Clifford) entitled “The Police Execution of Oscar Grant” for the pamphlet series *Historical Moments of Policing, Violence, and Resistance Series – Volume 5*. As a facilitator for “Girl Talk,” **Dr. Perlow** supports the empowerment of girls in the Cook County Juvenile Temporary Detention Center. As a member of the Chicago Torture Justice Memorials Project (CTJM), **Brett Stockdill** organized the CTJM event, *Torture Survivors: A Round Table* at the Carruthers’ Center for Inner City Studies on October 29, 2011. This event was co-sponsored by the NEIU Angelina Pedroso Center for Diversity and Intercultural Affairs, African & African American Studies Program, Justice Studies Department, Sociology Department, and Women’s Studies Program. The round table discussion with torture survivors Darrell Cannon, Mark Clements, David Bates and Anthony Holmes was filmed and broadcasted on CAN TV. **Dr. Stockdill** integrated a *Bearing Witness to Torture Project* into his Sociology of Health and Illness (SOC 312) course in fall 2011. Four SOC 312 students—**Patricia Kozela**, **Latrese Monden**, and **Caty Nordyke**—presented their *Bearing Witness to Torture Projects* at the CTJM Open House at Jane Addams Hull House on March 17th, 2012. **Brett Stockdill’s** SOC 312 syllabus and **Caty Nordyke’s** riveting photography project are featured proposals on the CTJM website (<http://chicagotorture.org/proposals/>). **Susan Stall** secured funding and orchestrated the attendance of over 100 NEIU students, staff, faculty and administrators at a special performance of the Albany Park Theater Park’s play *Homeland* on April 11, 2012. As vice-president of the Board of the 16th Street Theater in Berwyn, Dr. Stall helped bring the play *Unveiled* brought to NEIU this past February 2012.

Departmental Outcomes: Enrollment, Majors, Minors and Graduation

Our faculty's commitment to teaching, research, and service has resulted in very positive outcomes for our students. Our course section offerings have remained robust with 43 sections of Sociology offered in the fall 2011 and 38 sections offered in the spring 2012 (this remains close to the average of 42 sections offered over the past 5 years). Sociology General Education courses and other elective offerings were available at both the El Centro and CCICS satellite campuses and in the Weekend Institute. We also continued to fulfill our agreement to offer one course per semester at the Lake County campus to accommodate students who wish to complete a Minor in Sociology.

As it has for more than five years, the number of Sociology majors increased this past year; in fall 2011, there were 170 majors. Though the number of Sociology minors has fallen dramatically due to the elimination of the university minor requirement, we continue to have the largest number of minors, 125, in the College of Arts and Sciences. The number of Sociology majors who graduated increased by 134% from 35 in 2010 to 47 in 2011.

Sixty-one students completed one of our two capstone courses, Senior Seminar in Sociology and Internship in Sociology this year. We experienced a significant increase in the number of our majors accepted into graduate school, with at least seven accepted into Master's and Doctoral programs for fall 2012. Furthermore, our alumni have continued to excel in graduate school and beyond. Of particular note are alum **Eilleen Rollerson's** (2004, Board of Governors, Concentration in Sociology) completion of her PhD in Sociology at Loyola University and her being hired as the director of NEIU's McNair Scholar's Program and alum **Georgiann Davis's** (2004) accepting a tenure track Assistant Professor position in the Department of Sociology at Illinois State University-Edwardsville.

I. Assessment

The Sociology Department views assessment as an ongoing activity. We utilize a number of tools to assess our curriculum, advising, mentoring and teaching, including assessment of:

- Institutional Research data on the number of majors, minors, and graduates.
- Program data on alumni accomplishments in graduate school and employment.
- Internship in Sociology Field Placements.
- Exit Surveys for our two capstone courses: Senior Seminar in Sociology (SOC 351) and Internship in Sociology (SOC 342).

Assessments of our capstone Exit Surveys are described below in our annual assessment report. In the future, we also plan to develop an embedded assessment tool for Senior Seminar in Sociology Portfolios, an alumni survey to track the academic and employment trajectories of our graduates, and a curricular assessment of course objectives and learning outcomes based on review of Sociology syllabi.

In the spring, 2006, we had a site visit by an external evaluator, Diane Taub. Dr. Taub's final report was integral to our completed Program Review (summer, 2007). Her review and recommendations continue to inform our future assessment activities and curriculum and program planning and implementation. Our annual assessment report also provides information on our progress in implementing a number of her recommendations.

II. Program Plan

A. Long Term Goals

The Sociology Department's plans are consistent with the Strategic Plan of the University and *The Illinois Commitment* of 1) recruiting and retaining a diverse student body, 2) fostering a learner centered community that supports successful outcomes, 3) creating an environment that fosters excellence in teaching, learning and scholarship through the use of information technology and learning resources, 4) strengthening and expanding international educational opportunities to enhance understanding of social, cultural, economic, political and scientific aspects of a global society, 5) collaborating with external constituencies to provide instruction, research, and service programs building upon the programmatic strengths of the university's instructional, research, and service missions, and 6) securing the necessary resources to enhance the working conditions for faculty and staff.

Recruiting and retaining a diverse student body: We continue to attempt to recruit and retain a diverse student population. Our sociology major is one of the most racially and ethnically diverse on campus. We continue to nurture a diverse student population as we work to sustain the gender, racial/ethnic, and sexual diversity of our full time faculty and instructors, the focus on the intersections of race, class, gender and sexuality in our curriculum, and our responsiveness to non-traditional students by offering courses in the evening and on weekends, and at our satellite campuses to attract non-traditional and students of color to major in sociology.

To improve recruitment, retention, and graduation rates, we have attempted to do more systematic recruitment of majors in general education classes. We now widely distribute two publications from the American Sociological Association to our new majors: a brochure entitled, "The Sociological Advantage" and a booklet entitled, "Careers in Sociology." We also explicitly discuss career possibilities in our General Education courses as well as in advising sessions with majors and minors. We publicize students' work with the community through service learning and internships in our departmental newsletter, on the departmental bulletin boards, and on the bulletin boards in LWH 2094 (formerly the "Sociology Classroom"). We are more effectively building on the diversity of our own students through the programs planned by our Sociology Club and in our Café Society and Brown Bag exchanges. Also, in fall 2011 we initiated an Alpha Kappa Delta (AKD) International Honors Society in our department and inducted 13 new student members in spring 2012. NEIU SOC alumna Dr. **Christina Perez** (1996, Associate Professor, Dominican University) was the keynote speaker at the AKD induction ceremony.

Student/Learner centered community: The department consistently uses and infuses pedagogical strategies that foster positive inter-group relations by promoting mutual respect, understanding, cooperation, cultural awareness, and appreciation among students of different racial, ethnic, religious and other backgrounds. Central to our mission is a departmental emphasis on application and sociological practice, more recently termed, “public sociology.” We encourage close collaboration among faculty and students at all levels of sociological practice: in the classroom, in the conduct of research, and in serving the needs of our various communities. We expect students to demonstrate an appreciation for social and intellectual diversity, an awareness of social inequality, civic engagement and responsibility, and a commitment to social justice. In this context, the Sociology Department has sought to provide a dynamic student-centered environment within which students are provided with course work and experiences that empower them to create a more humane and just society.

In fall 2011, **Brett Stockdill** and Professor Emerita **Martha Thompson** facilitated a workshop on Learning Through Discussion (LTD), a teaching pedagogy that requires deep student preparation and engagement with course readings. During the 2011-12 year, four of our classes featured the LTD method.

The tradition of civic engagement is one of the most distinct characteristics of the department. Sociology students continue to have several opportunities for civic engagement through coursework such as the Sociology 343: Sociological Practice and Social Action Seminar, which requires a 20 hour service learning commitment. Students in **Brett Stockdill’s** fall 2011 SOC 270 (Sociology of Latinas) worked with the Autonomous Center to build a database of Albany Park residents facing foreclosure and to canvas this neighborhood to encourage residents to attend Housing Justice Meetings at the center. Part-time instructor, **Jerome Hendricks**, incorporated a service learning component and related assignments into his Social Movements (SOC 310) course.

Technology: Our department continues to embrace technology assisted instruction. For example, the vast majority of our courses are on Blackboard. We expect our majors to be proficient in the use of SPSS for Windows by the time they graduate. SPSS is introduced in the Soc 211: Sociological Research Methods and more fully explored in the Soc 212: Introduction to Social Statistics course. We encourage faculty to utilize technologically-enhanced instruction and encourage our students to make technologically sophisticated classroom presentations and professional presentations at NEIU’s Student Research Symposium and at the Illinois Sociological Association and Midwest Sociological Society conferences.

One of our instructors, **Joel Ritsema**, taught an on-line course, SOC 212: Social Statistics, in summer 2012 the fourth time it has been taught on-line. Instructor **Aneta Galary** completed the NEIU on-line training course last year and will offer the first on-line section of our General Education course, SOC 105: Women, Men & Social Change in fall 2012.

International Education: Our department has made concerted efforts to strengthen and expand international educational knowledge and learning opportunities. We now offer several courses that incorporate a global focus, and will continue to globalize our curriculum. SOC 365: Sociology of Globalization, developed as a pilot course by **Barbara Sherry**, was formally approved this year and will be taught in fall 2012 by **Andreas Savas Kourvetaris**.

Andreas Savas Kourvetaris continued his work as coordinator of the Centers of Globalization Conference series by developing program goals and program objectives for the next conference, tentatively titled, "Uptown USA—Gentrification and Globalization in Chicago's Uptown Neighborhood;" researching funding opportunities from potential internal and external sponsors; planning and developing program sessions/events in accordance with funding limitations; and researching and developing communications and other promotional literature for distribution, such as brochures, flyers, and other media. The 2011 Albany Park Centers of Globalization Conference, organized by Dr. **Savas Kourvetaris** and **Susan Stall**, continued to influence NEIU's involvement in the community. There was a new faculty tour of greater Albany Park in August 2011, and another tour for NEIU staff and administrators for the Great Service Matters Program in fall 2011. As other outgrowths of the conference, NEIU continues to be a lead partner with the North River Commission, and also co-sponsored an event at the Cambodian Heritage Museum in spring 2012. Finally the NEIU night at the Albany Park Theatre Project this past April would not have taken place without the relationship formed with their Artistic Director during the conference and nurtured since the conference.

We greatly encourage our students, alumni and faculty to participate in study abroad opportunities which complement their sociological interests, and their experiences are then carefully detailed in our newsletters, and are soon to be posted on our website. **Christina Gómez** worked with other LLAS faculty submitted a proposal for a study abroad program in summer 2013 at the University of Guanajuato in Mexico. **Christina Gómez** and **Brett Stockdill** collaborated with Tom Hansen of the Autonomous Center to submit a proposal for a study abroad program in summer 2013 at the Martin Luther King Center for Human Rights in Havana, Cuba.

Collaborating with external constituencies: The Sociology internship program offers students a chance to apply the skills they learn in the classroom to the realities of work in organizations serving diverse communities, thereby helping them bridge the gap between theory and the practice of sociology. And as is reflected in our Mission Statement, our instructional mission "includes providing knowledge and skills, both sociological and general, for a broad spectrum of jobs in today's competitive labor market or to pursue graduate and professional degrees in Sociology and related disciplines" (e.g. Urban Planning, Public Health, Human Resources). Sociology majors who select SOC 342: Internship Seminar as their capstone course are instructed to seek an internship in the field of work or career that they wish to pursue after graduation. Our sociology majors seek placements in a wide range of career categories. In the spring, 2012, there was a continued emphasis within the seminar on the importance of cultivating the role of "civic professional," and also an added focus on augmenting

participating majors' understanding of the nuts and bolts of non-profit organizations, and the potential for work within these organizations.

The careers described in the American Sociological Association's literature for undergraduate Sociology graduates to a large degree are mirrored in the types of internship placements selected by our students. Each semester, we expand the possible sites for our internships and invite selected alumni back to speak to our students about their post-graduation work experiences in the seminar. This past spring, 2012, the 12 students in our capstone SOC 342: Internship Seminar, taught by **Susan Stall**, were successfully placed in a variety of organizations for their 144 internship hours (see below). It is noteworthy that employers regularly highly praise the work of our students and request more interns from our Sociology Department.

Internship Placements, Spring 2012

Christopher Camacho
Cook County Juvenile Probation Department
Intern in Intensive Probation Services Division

Heidi Y. Carcamo
Mujeres Latinas en Accion
Sexual Assault Intern

Stephanie Centano
Hephzibah Children's Association
After School Program Intern

Elizabeth Cervantes
General Consulate of Mexico in Chicago
Assistant of Consular and Protection Affairs

Frank M. DeMartino
Mercy Lakefront Housing Chicago
Human Outreach Intern

Ziomara Gil
Wheeling High School
Student Counseling Intern

Allison Hamm
Logan Square Neighborhood Association
Youth Organizer Intern

Katelyn Mucci
Willow Creek Community Church
Compassion & Justice Intern

Darnell E. King
Waukegan Park District
Recreation Intern Childhood/Youth Programs

Denise Orozco
Multicultural Affairs Department at McHenry County College
Multicultural Outreach Specialist

Dina R. Pecoraro
John F. Palmer Elementary School
Sociolinguistics Intern

Breanna Rodriguez
Illinois Coalition for Immigrant and Refugee Rights
Immigration Policy Intern

We also have nurtured partnerships with several community-based organizations: the Logan Square Neighborhood Association (LSNA), the North River Commission, the Center for Neighborhood Technology, the Albany Park Neighborhood Council, and the Autonomous Center of Albany Park. We regularly place students for service-learning and internships within these organizations, and our students have engaged in project support and research needed by these (and other) organizations.

As noted above and below, our faculty are engaged in working with community-based organizations, non-profit, and professional organizations. Indeed, our Department Application of Criteria includes service to the community as an important area of review.

Securing the necessary resources to enhance the working conditions for faculty and staff:

The department continues to work hard to create a positive working environment for faculty and staff. In addition to our monthly 2-4 hour faculty meetings, this past year we held three all-faculty meetings with the following themes: 1) the Learning Through Discussion workshop; 2) the Instructor Departmental Application of Criteria and Instructor Departmental Personnel Committee; and 3) budget cuts for the 2013 fiscal year. In order to continue to foster this inclusive and collaborative work culture, all faculty will be encouraged to participate in: faculty and Brownbag seminars to share research and community activism, departmental curriculum and planning meetings, the departmental newsletter and our website to report on classroom activities, and university-sponsored panels and symposiums.

Program Plan Requirements/Projected Needs

1. Faculty

While traditionally (until December, 2005) we operated our department with a base of eight tenure-track faculty, since the spring, 2009, we have been operating our department with only six tenure track faculty (including the departmental chair who

can only teach one course per semester). A successful search resulted in the addition of a new tenure-track professor in fall 2011, **Brooke Johnson**, but the retirement of **Susan Stall** in summer 2012 brings us back to only six tenure stream faculty. We submitted a request for a new tenure track faculty hire in spring 2012, but particularly given across-the-board budget cuts the we are unsure if this request will be granted. The university administration has also forced us to cut our course offerings for this coming year, despite the fact that this will decrease student enrollment and tuition revenue. We are concerned that deep cuts to instruction will hurt both our General Education students and our majors.

2. Spatial Needs

- **Office Space** for full and part-time instructors. It would be optimal to have all of our full-time and part-time instructors housed on the second floor of Lech Walesa Hall. At the present time we have one office shared by our full-time instructors as well as instructors from other departments in the basement of LWH. Our part-time instructors had no office space this past year, often holding office hours in the hallway or in the departmental office, neither of which is suitable. We plan to move our full-time instructors into the office of Susan Stall in the fall 2012, but it remains to be seen if our part-time instructors will have any official office space.
- **Meeting Space:** It would be optimal to have meeting space for our faculty meetings in Lech Walesa Hall. Right now we must secure a meeting space in the College of Business and Management Building. It would also be optimal to have a designated space for our majors to study and to hold meetings.
- **Classroom Assignments:** It continues to be is troublesome that classroom assignments are often not posted at the same time as the class schedules. This creates uncertainty for the teacher and for the student.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances

Stockdill, Brett C. and Mary Yu Danico. *Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy*. Honolulu, HI: University of Hawai'i Press. 2012.

Thompson, Martha E. and **Armato, Michael.** *Investigating Gender: Developing a Feminist Sociological Imagination*. Cambridge, UK/Malden, MA: Polity Press. 2012.

2. Book Chapters, Regional Exhibitions or Performances

Armato, Michael. "Striving to be Queer: Challenging Inequality from Positions of Privilege." In *Transforming the Ivory Tower: Challenging Racism, Sexism and*

Homophobia in the Academy, edited by Brett C. Stockdill and Mary Yu Danico. University of Hawai'i Press. 2012.

Diaz, Daysi, Maria Luna-Duarte, **Christina Gómez**, and Erica Meiners. "Undocumented Latino Youth: Strategies for Accessing Higher Education." In *Understanding the Disenfranchisement of Latino Men and Boys: Invisible No More*. Routledge Press, Fall 2011.

Gómez, Christina. "Telling Our Stories, Naming Ourselves: The Lost María in the Academy." In *Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy*, edited by Brett C. Stockdill and Mary Yu Danico. Honolulu, HI: University of Hawai'i Press. 2012.

Jenkins, Cristen and Pauline Lipman. "Venture Philanthropy: From Government to Governance." In *The New Political Economy of Urban Education: Neoliberalism, Race, and the Right to the City*, edited by Pauline Lipman. New York: Routledge, 2011.

Moss, Alison and **Jerome M. Hendricks**. "Slumdog or Millionaire—May I phone a Friend? Neoliberalism and the Globalization of the American Dream." In *Cinematic Sociology Social Life in Film Second Edition*, edited by Jean-Ann Sutherland, and Kathryn Feltry, 380-391. Thousand Oaks: Sage Publications, 2012.

Randy Stoecker and **Stall, Susan**. "Community Organizing or Organizing Community? Gender and the Crafts of Empowerment." In *The Community Development Reader*, edited by James DeFillipis and Susan Saegert. New York, NY: Routledge. 2012.

Stockdill, Brett C. "Queering the Ivory Tower: Tales of a Trouble Making Homosexual." In *Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy*, edited by Brett C. Stockdill and Mary Yu Danico. Honolulu, HI: University of Hawai'i Press. 2012.

Stockdill, Brett C. and Mary Yu Danico. "The Ivory Tower Paradox: Higher Education as a Site of Oppression and Resistance." In *Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy*, edited by Brett C. Stockdill and Mary Yu Danico. Honolulu, HI: University of Hawai'i Press. 2012.

3. Articles and Abstracts, Local Exhibitions or Performances

Perlow, Olivia and Lakeesha J. Harris (design by Antonia Clifford). "The Police Execution of Oscar Grant." *Historical Moments of Policing, Violence, and Resistance Series – Volume 5*. Project NIA and the Chicago Prison Industrial Complex (PIC) Teaching Collective.

<http://policeviolence.files.wordpress.com/2010/12/oscargrantfinal.pdf>. 2012.

Stockdill, Brett. "Men's Responsibility to Challenge Gender Violence." In *IMPACT Chicago*. *Two part series*: August 8 & 15, 2011.
<http://www.impactchicago.blogspot.com/>

Stockdill, Brett C. "Sociology 312 (Sociology of Health and Illness): Bearing Witness to Chicago Police Torture Project." Chicago Torture Justice Memorial Project.
<http://chicagotorture.org/proposals/>. 2012.

Underman, Kelly. "It's the Knowledge that Puts You in Control': The Embodied Labor of Gynecological Educators." *Gender & Society*, 25. 431-450. 2011.

4. Conference Presentations, Group Shows

Armato, Michael and Martha E. Thompson. "Teaching the Feminist Sociological Imagination: Imagining the Ideal While Implementing the Imperfect." Midwest Sociological Society Annual Meeting, Minneapolis, MN, April 1, 2012.

Armato, Michael. "Striving to be Queer: Challenging Inequality from Positions of Privilege." Midwest Sociological Society Annual Meeting, Minneapolis, MN, March 30, 2012.

Armato, Michael and Gloria J. Woods. Co-facilitators of post-film discussion of *Miss Representation* screening at Talking Pictures Film Festival, Evanston, IL, March 10, 2012.

Berube, Lisa. "I've Been Waiting All Day for Sunday Night!: Heterosexuality, Empathy, and the Tim Tebow Effect." Midwest Sociological Society Annual Meeting, Minneapolis, Minnesota, March 31 to April 1, 2012.

Gómez, Christina. "Immigration, Research and Community Action." Northwestern Community Development Corps, Northwestern University, May 9, 2012.

Gómez, Christina. "Too close to the work/There is nothing right now." American Educational Research Association, Vancouver, BC, April 17, 2012.

Gómez, Christina. "The Lost Maria in the Academy." Midwest Sociological Society Annual Meeting, Minneapolis, MN, March 30, 2012.

Gómez, Christina. "Undocumented Latino Youth: Strategies for Accessing Higher Education, Pathways to the Future: Reaching Latino High School Students." Chicago Public Schools, Office of Pathways to College, Chicago, IL, September 16, 2011.

Hendricks, Jerome and Moss, Alison. "Transporting the "Blueprint" of Neoliberalism: American Dreams in the Global South." Midwest Sociological Society Annual Meeting, Minneapolis, Minnesota, March 29 – April 1, 2012.

Jenkins, Cristen. “A place that’s our own: Exploring a free space for urban youth.” Paper presented at the annual meeting for American Educational Research Association (in absentia), Vancouver, BC, April 13-16, 2012.

Johnson, Brooke. "Choosing a military-style charter school: Neoliberalism and the Structural Conditions of School Choice." Midwest Sociological Society Annual Meeting, Minneapolis, Minnesota, March 29 - April 1, 2012.

Perlow, Olivia. “Understanding the Structural Violence in Sex Work among Black Girls and Women.” Paper presented at the annual meeting for the Midwest Sociological Society, Minneapolis, MN, March 29-April 1, 2012.

Perlow, Olivia. “Oppression in the Ebony Tower: Exploring Patriarchy at a Historically Black College/University.” Paper presented at the annual meeting for the Association of Black Sociologists, Las Vegas, NV, August 18-20, 2011.

Pierre, Kris and **Stall, Susan.** “Against the Odds: Challenges and Successful Strategies for Encouraging and Supporting Campus-Wide Applied Learning Initiative,” presented at the 7th Annual Conference on Applied Learning (CALHE) at Missouri Western State University, St. Joseph Missouri. March, 2012.

Savas Kourvetaris, Andreas Y. “Relational Globalization.” Paper presented at the annual meeting of the Midwest Sociological Society, Minneapolis, Minnesota, March 29-April 1, 2012.

Sherry, Barbara and Pierre, Kris. “School’s Out & Chicago Rocks: Creating a Culture of Collaboration.” 2012 NASPA Annual Conference, Phoenix, AZ. March 2012.

Sherry, Barbara and Stone, William. “Chicago Speaks: Engaged Learning in an FYE Class.” 31st Annual Conference on The First-Year Experience, San Antonio, TX. February 2012.

Sherry, Barbara, Kris Pierre, and Audrey Natcone. “Chicago Rocks and the Pursuit of Happiness: Re-Imagining Relationships on an Urban Campus.” NASPA IV-E Regional Conference, Evanston, IL. November 2011.

Sherry, Barbara, Kris Pierre, and Audrey Natcone. “Chicago Rocks and the Pursuit of Happiness: Strengthening the First-Year Experience by Strengthening Relationships Between Student Life and Academic Affairs.” Midwest First-Year Conference, Elgin, IL. September 2011.

Stockdill, Brett C. Meet the Authors Luncheon. Midwest Sociological Society Annual Meeting Annual Meeting. Minneapolis, MN. March 31, 2012.

Stockdill, Brett C. “Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy.” Midwest Sociological Society Annual Meeting. Minneapolis, MN. March 30, 2012.

Stockdill, Brett C. “Is It a Choice or Are They Born That Way? Challenging Homophobia and Heterosexism in the Classroom.” Paradox of Social Justice Conference. California State Polytechnic University, Pomona. February 9, 2012.

5. Funded Grants

Hendricks, Jerome. 2012 Provost Award for Graduate Research, University of Illinois at Chicago Graduate College, \$2000.

6. Service

Academic & Professional Service

Gómez, Christina.

Visiting Associate Professor, Latin American, Latino and Caribbean Studies Program, Dartmouth College, Hanover, New Hampshire, Summer 2011.

Faculty Advisor, Summer Enrichment at Dartmouth Program, a program that expands the educational opportunities for promising high school students from selected under-resourced urban and rural schools, Hanover, New Hampshire, Summer 2011.

Hendricks, Jerome.

Program Committee for the 2012 Chicago Ethnography Conference held at the University of Illinois at Chicago.

Johnson, Brooke.

Associate Editor, *Radical Pedagogy*.

Stall, Susan.

2013 Conference Program Committee, Midwest Sociological Society.

Editorial Board, *Contexts*.

Reviewer, *Contexts*.

Committee on Selection of Best Articles, *Contexts*.

Thompson, Martha

Visiting Professor of Pedagogy, Sociology Department, University of Illinois-Chicago. SOC 593: The College Teaching of Sociology.

Community Service

Gómez, Christina

Volunteer, Joffrey Ballet.

Organized a workshop for the Ancona School, *Día de Español*, May 18, 2012.

Illinois Coalition for Immigrant and Refugee Rights, Volunteer for the Family Network and Hotline.

Jenkins, Cristen

Board of Directors, Chicago Youth Initiating Change.

Perlow, Olivia

Member, Prison Industrial Complex (PIC) Teaching Collective, Project NIA.

Member, Girl Talk, Project NIA.

Stall, Susan.

Vice-President of the Board, 16th Street Theater Berwyn, IL.

Stockdill, Brett

Organizing Committee, Chicago Torture Justice Memorials Project.

Thompson, Martha

Director (volunteer), IMPACT Chicago: Women's Self-Defense Training.

Meditations on Activism Committee, Thousand Waves Martial Arts and Self-Defense Center

B. Student Achievements

1. Service to NEIU

Sociology Club

Our Sociology Club meets weekly and regularly brings speakers to campus, engages in topical discussions, and attempts to reach out to and engage our commuter students. During the 2011-2012 academic year, the Sociology Club at Northeastern Illinois University hosted and performed numerous activities that reflect the energy, creativity, and generosity of our department's students and faculty. The new officers developed innovative programming and utilized the email list serve to communicate with students who were unable to attend meetings but wished to be kept abreast of our activities and discussions. In recognition of their educational and activist endeavors, the club received the 2012 *Blue and Gold Award* at the annual NEIU LEAD (Leaders Emerging and Developing) Awards Night.

Sociology Club Officers, 2011-12

Yetzer, Andrea, President

Maldonado, Nicole, Vice President

Alexis Dennis, Secretary

Shantrell Rogers, Treasurer

A partial list of the activities of the Sociology Club this past year include:

- Engaging NEIU students by holding weekly meetings during activity hour.
- Securing monies to pay for the registration and lodging for 5 Sociology students who attended the Midwest Sociological Society (MSS) meetings in Minneapolis in March-April, 2012.
- Canned Food Drive for the Albany Park Community Center Food Pantry, April 2012.
- Café Society Events (organized by Sociology Club and **Michael Armato**): “The Occupy Movement Inquiry and Future Implications,” October 27, 2011;” “Get Your Hands OFF My Rights! Negotiating Reproductive Choices in a Religious State,” Feb. 21, 2012.
- Brown Bag Speakers Series: “A Sociological Analysis of Slasher Films,” Erica Vandermore, November 17, 2011.
- Community Activist Panel: “Unraveling and Confronting the School-To-Prison Pipeline,” featuring faculty member **Mariame Kaba** (Project NIA) and Naomi Milstein (Restorative Justice Program at Alternatives Inc.), November 3, 2011.
- Sociological Lens Series: Critically Examining Our World*: “Capitalism in Everyday Life: Revisiting the Occupy Movement;” “Bullying: A Consequence of Gender, Race, and Sexuality Difference and Discrimination;” “Valentine’s Day Special: Sociology of Dating and Relationships;” “Sh*t People Say: YouTube’s Take on Racism;” “Understanding Bodies: Bridging the Gap Between Medicalization and Bodies in a Social World;” “Religion and the Sociological Imagination: An Institution of Social Control?” Spring 2012.
- Mini-conference: “Whose Body is It Anyway? Exploring Women’s Bodies as Sites of Oppression and Sites of Resistance.” Three panels: “Promoting Solidarity: Women Allies at NEIU, Featuring Feminist Collective and Latinas in Power;” “Glass Ceilings and Sticky Floors: Negotiating Gendered Work in Our Everyday Lives, Facilitated by Dr. **Aneta Galary**,” “Power/Medicalization: Navigating Women’s Health in a Consumer Capitalist Society, Facilitated by Dr. **Michael Armato**.” March 6, 2012.
- Graduate School Panel, March 27, 2012.

In summation, activities of NEIU’s Sociology Club included: engaging students in discussions of social issues, supporting issues of local/national/international concern, participating in university programming, community building, and coming together with the larger sociological academic society.

Undocumented, Resilient and Organized

Sociology majors **Jose Herrera** and **Elizabeth Cervantes** served as co-founders of Undocumented, Resilient and Organized (URO), the first organization organized by and for undocumented immigrant students at NEIU. In spring 2012, organized a number of events to create a safe community for undocumented students, raise awareness around the issues facing undocumented students, mentor and empower undocumented students, and expand financial aid opportunities for undocumented students at NEIU. URO received the Trailblazer Award at the annual NEIU LEAD Awards Night.

2. Presentations, conference papers, symposium participation, publications
2012 Midwest Sociological Society Annual Meeting Paper Presentation

Hussain, Bilal. “Unveiling ‘The Veil’: Identification among Muslim Women in the U.S.”

2012 NEIU Student Research and Creative Activities Symposium Presentations

Hussain, Bilal. (Faculty Sponsor: **Barbara A. Sherry**) “Unveiling ‘The Veil’: Identification among Muslim Women in the U.S.”

Maldonado, Nicole. (Faculty sponsor: **Aneta Galary**) “Decriminalizing Sex Work: Examining Grassroots Tactics for Gaining Workers’ Rights through a White, Middle Class Lens.”

Yetzer, Andrea M. (Faculty sponsor: **Aneta Galary**) “Commodification of Services Provided by Women’s Nonprofit Organizations and Challenges to Collaboration.”

3. Acceptance to graduate or professional school, or other honors and awards

Selected List of Sociology Majors Accepted into Graduate School—Fall 2012

Aviles, Sebastino (2011). Accepted into the Master’s in Public Health Program, University of Chicago—Illinois; invited to participate in a summer Pre-Matriculation Program in the School of Public Health for which he will receive a \$1200 stipend.

Baber, Ashley (2011). Accepted into the Master of Arts in Sociology program at Roosevelt; received a graduate assistantship.

Burgos, Xavier (2012). Accepted into the Policy Studies in Urban Education Graduate Program at the University of Illinois—Chicago.

Gómez, Stephanie (2012). Accepted with partial assistantship to University of Florida’s Master of Arts in Latin American Studies; she was also accepted into the Florida Board of Education (BOE) summer fellowship program, which includes a \$1,500 stipend and a tuition waiver for summer classes.

Holzman, Jessica (2011). Accepted into PhD in Sociology Program at the University of Illinois-Chicago; received a full fellowship.

Hussain, Bilal (2011). Accepted into the PhD in Sociology program at Loyola University; received a full fellowship.

Owens, Amanda (2012). Accepted into the Masters in Social Work Program with a Community Practice focus at DePaul University.

Vandermore, Erica (2012). Accepted into the Master of Arts in Sociology Program at DePaul University.

Selected Awards and Honors

Award of Merit in Recognition of Outstanding Research NEIU Student Research and Creative Activities Symposium, April 13, 2012.

- **Maldonado, Nicole.**

Sociology Majors Inducted into Alpha Kappa Delta, 2012

- **Kate Alexandra Borkowski**
- **Benita B. Byers**
- **Heidi Y. Carcamo**
- **Elizabeth Cervantes**
- **Claudia Cortez**
- **Anastasia C. Daskalos**
- **Alexis Monique Dennis**
- **Patrycja Kozela**
- **Sindra Lee McMann**
- **Veleka Meeks**
- **Breanna Nicole Rodriguez**
- **Peggy Valdes**
- **Andrea Marie Yetzer**

Honors Program

Jakob Schneider. Advisor: Brett Stockdill. "Housing the Poor in the Neoliberal City: A Case Study of the Contested Wilson Yard Redevelopment in Chicago."

McNair Scholars

Dennis, Alexis. Mentor: **Michael Armato.** "Post-racial, Post-Feminist Society?: Black Women and the Negotiation of Race and Gender."

Gómez, Stephanie. Mentor: **Michael Armato.** "Identity Formation and Coming-Out Process for Latina LBQ Mothers."

Hussain, Bilal. Mentor: **Barbara Sherry.** "Unveiling 'The Veil': Identification among Muslim Women in the U.S."

Valdes, Peggy. Mentor: **Brett Stockdill.** "First-Generation College Students: Identifying Successful Strategies on the Road to Graduation."

C. Alumni News

Ahlm, Jody (2011). Completed first year in PhD Program in Sociology at University of Illinois—Chicago.

Anderson, Casey (2011). Hired in full-time position as Group Home Worker at St. Coletta of Wisconsin, which provides direct support for developmentally disabled adults.

Aviles, Sebastino (2011). Completed paid internship in Prevention Advocacy and Gay Men's Health at the AIDS Foundation of Chicago, 2011-12.

Brison, Ethel (2008). Promoted to the position of Caseworker for the Illinois Department of Human Services.

Caban, Eio (2010). Completed Master of Arts Degree in Sociology at Ball State University, 2012.

Chhetry, Ujwal (2005). Completed first year of Doctorate in Public Health Program, Morgan State University, Baltimore MD

Davis, Georgiann (2004). Hired as Assistant Professor, Department of Sociology, Illinois State University-Edwardsville.

Gonzalez, Fernando (2009). Completed Master of Arts in Sociology at DePaul University, 2011; hired as Education Support Personnel for English Language Learners (ELL), Wheeling High School, Wheeling IL.

Jarosz, Joanna (2009). Completed second year in Master of Arts Program in Rehabilitation Counseling, Northeastern Illinois University, 2012.

Kelly, Jennifer (2010). Completed second year in the Clinical Professional Psychology Program at Roosevelt University; academic tutor at Roosevelt University, Schaumburg.

Mackey, Carl (2006). Currently doctoral candidate in Sociology at Loyola University in Chicago.

Matthies, Robin (2006). Currently Assistant Director of the LGBT Campus Center, University of Wisconsin-Madison.

Poulos, Chris (2009). Completed first year of Master's Program in the Department of Urban Planning and Policy, University of Illinois-Chicago.

Ortiz, Jorge (2010). Completed his Master of Arts degree in the PhD in Sociology Program at the University of Illinois-Chicago.

Rollerson, Eileen (2004). Earned PhD in Sociology, Loyola University. Doctoral Thesis Title: *Serving through Adversity: Community-based Nonprofits Negotiating Race, Place, and a State of Budget Crisis, 2007-2011*. Hired as Interim Director of McNair Scholars Program, Northeastern Illinois University.

Spellman, Megan (2006). Completed her Masters in Education in Special Education at the University of Illinois, Chicago; hired as a Learning Behavior Specialist teacher at Wilmette Junior High School, Wilmette, IL.

Wicklund, Ingrid (2011). Completed her first year in the Masters of Education in Cultural and Educational Policy Studies at Loyola University.

Saravia, Ronnie (2011). Hired in full-time position as a Case Manager for Search, Inc. (non-profit organization working with people with developmental disabilities), 2011; promoted to Program Coordinator, 2012.

SOCIOLOGY

Assessment Report 2011-2012

Submitted by Brett Stockdill

A. Survey of Our Graduating Majors

An Exit Evaluation Survey, adapted from an American Sociological Association (ASA) departmental survey, was again administered in the spring 2012 to graduating seniors in our capstone courses (Internship in Sociology and Senior Seminar in Sociology). The survey captures students' career aspirations and their assessment of their skills and overall understanding of sociology. The survey contains 23 general questions not including sub-questions, which together totaled to well over 90 different measures. The statistical analysis of the Exit Evaluation Surveys was conducted by Sociology major Elliott Pacini.

Research Skills

The data offer strong evidence that sociology students are mastering key research skills. The percentage of students that indicated "Strongly Agree" or "Agree" that they were proficient in the following skills is as follows:

As part of my sociology major, I learned to...	% Strongly Agree or Agree
A. Create a hypothesis with independent and dependent variables.	100%
B. Use computers to find information to develop a bibliography or a list of references.	96%
C. Use standard statistical software packages, such as SPSS, or SAS, or STATA, to analyze data.	83%
D. Evaluate the strengths and weaknesses of different research methods (e.g., surveys, in-depth interviews, participant observation) for answering specific research questions.	100%
E. Gather information to make an argument based on evidence.	100%
F. Discuss percentages and tests of significance in a two variable table.	83%*
G. Interpret the results of different types of data gathering, such as surveys, experiments, case studies, or other qualitative studies.	100%
H. Identify ethical issues in sociological research.	100%
I. Write a report from sociological information that can be understood by non-sociologists, such as newspaper readers, government officials, or community groups.	96%

This percentage includes those students who had not completed the required stats course (SOC 212).

Concepts and Social Change

The data also offer strong evidence that sociology students graduate with a broad understanding of key sociological concepts and social change. The percentages of students that indicated “Strongly Agree” or “Agree” with the measures below are as follows:

As part of your sociology major, did you learn...	% Strongly Agree or Agree
A. Current sociological explanations about a variety of social issues such as crime, racism, poverty, family formation, or religion.	100%
B. What is meant by a social institution and to give examples of their impact on individuals.	100%
C. Basic theoretical perspectives or paradigms in sociology (e.g., conflict theory, structural functionalism, symbolic interactionism, feminist theory).	100%
D. Basic concepts in sociology (including culture, socialization, institutions, or stratification).	100%
E. Important differences in the life experiences of people as they vary by race, class, gender, age, disability, and other ascribed statuses.	100%
F. To view society from alternative or critical perspectives.	100%
G. Ways to take action to change institutions to address social issues.	100%

Activities

Students enhanced and/or supplemented their curriculum in various ways. Below are the percentages of students that participated in extracurricular activities in the Sociology Department. We would like to expand the opportunities for students to participate in the Sociology Club—perhaps by having some events in the evening—as well as to engage in service learning projects—optimally built into our core required courses.

As part of your major, did you participate in a(n)...	%
A. Internship	43%
B. Community, political, or other volunteer activity	61%
C. Mentoring program, where a faculty member or student worked closely with you	9%
D. Service learning project, where you worked in an agency or in the community as part of a class.	48%
E. Faculty research project	4%
F. Job fairs, on-campus interviews by firms, career-related mentorship programs, or other networking opportunities	35%
G. Leadership development such as how to work in a group	61%
H. Sociology Club	48%
I. Honors Program	26%
J. McNair Scholars Program	4%
K. Attended a local, state, regional, or national sociology meeting	13%

Satisfaction with the Sociology Department

Students were extremely satisfied with their overall sociology experiences. 100% of those completing the exit survey indicated that they were “Very Satisfied” or “Somewhat Satisfied” with their overall sociology experiences.

Satisfaction was also assessed more specifically for various measures. The percentage of students that indicated “Very Satisfied” or “Somewhat satisfied” with the below measures are as follows:

In your department, how satisfied are you with...	% Very Satisfied or Somewhat Satisfied
A. The quality of undergraduate advising.	91%
B. The quality of graduate school advising.	63%
C. The quality of career advising.	78%
D. The ease in getting the courses you needed to graduate.	96%
E. The ease in seeing faculty outside of class as often as you needed.	96%
F. The interaction with your fellow sociology majors.	92%
G. The quality of teaching.	96%
H. The access to necessary technology such as computer lab.	96%
I. Overall, how satisfied are you with your sociology experiences?	100%

After Graduation

Three separate questions were asked of students in the exit survey that pertain to their immediate plans after graduation. More than half (52%) of graduating sociology students intend to pursue graduate school within one year after graduation. Many students (70%) plan to obtain a new job within one year after graduation. Still, 35% of students indicated that they will continue to work at their current job. 61% state that they would list specific sociological skills they learned at NEIU on their resume.

We plan to implement yearly assessments that will include the Exit Evaluation Surveys, evaluations of Senior Seminar Portfolios, review of syllabi objectives and learning outcomes, and alumni surveys; these measures, taken together, will be analyzed in to help us assess and reshape our sociology curriculum and our department’s mission and goals.

B. ASA EXTERNAL REVIEW

The American Sociological Association consultant, Dr. Diane Taub, conducted an external review of our Sociology Program in April, 2006. (Refer to past Annual Reviews and our Program Review). Dr. Taub made 25 Recommendations in four issue areas. In the fall, and spring semesters 2011-2012, we continued to address her comprehensive recommendations. In a few cases the remedy or response depends on the decisions of

administrators and/or increased funding for higher education. For this report we have included only Recommendations that we particularly addressed this past year.

The Department's Role and Scope:

Recommendation 2: Rely less on part-time instructors to teach sociology courses and to advise students. Part-time instructors do not seem to adequately advance the department's mission.

Response: Our tenure-track and full-time faculty now more frequently teach our SOC 100: Introduction to Sociology course; this may be one reason for our increase in Sociology majors.

Recommendation 5: Update the department's web pages to include faculty links, current syllabi, and information about the undergraduate program. This source can be very effective in the recruitment of faculty and in the recruitment and retention of students.

Response: This past year Michael Armato continued to serve as our webmaster, revising old content and adding new content on our website.

Academic Advisement and Career Preparation:

Recommendation 16: Consider updating the department handbook, which would include such information as listing of faculty members and their office numbers, major and minor requirements, opportunities and awards, as well as available sociology courses and the semesters they will be scheduled.

Response: A Faculty Handbook, developed by **Olivia Perlow**, was made available on our departmental website for the fall 2011.

Recommendation 17: Consider developing, and then distributing, a department newsletter to current majors and graduates. Such a newsletter would especially be timely with the recent personnel changes.

Response: We developed and circulated our first department newsletter in December (Fall/Winter 2006). Since then we have created and circulated 7 more newsletters, the most recent, Fall 2010, Spring, 2011, Volume VIII, during the latter spring. These newsletters are posted on the NEIU and Departmental websites and are sent out electronically to our alumni, majors and minors.

Recommendation 18: Consider sponsoring department brown bags on such topics as resume preparation, preparing for graduate school, and job searching.

Response: During this past year, we had one brown bag featuring a research presentation by on our majors, a panel on graduate school, a guest lecture by an NEIU SOC alumnae about public sociology, and a keynote lecture by another NEIU SOC alumna about her research. These types of events will continue in the upcoming year.

Recommendation 19: Consider maintaining separate public bulletin boards or spaces for sociology majors, which could include such items as career information, internship availabilities, job openings, academic/college deadlines, and announcements of relevant speakers in other departments or on campus.

Response: We continue to rework and updated our Sociology public bulletin boards, including the bulletin boards in our former "Sociology Classroom," LWH 2094. Our

glass case bulletin boards portray departmental and student activities and what our students are doing in their internships. Our central bulletin board now includes featuring “Sociologists in the News” and announcements about the achievements of our faculty and students.

Teaching and Learning Environment/Academic Advisement and Career Preparation:
Recommendation 20: Consider utilizing work-study students and student aides in a more productive manner when they are not working on office assignments.

Response: Our two student aides now consistently have specific projects that they are responsible for in addition to regular office tasks (e.g. newsletter, updating our major and minor contact lists, etc.).

Recommendation 22: Consider systematically gathering outcome assessment data from sociology students and alumni every year, and using such information in planning curricular modifications. Assessment measures could include a capstone project, an exit interview with each graduating sociology major, focus groups, and alumni surveys.

Response: We are in the process of completing the updating of the comprehensive list of our Sociology alumni from the past 10 years with their e-mails and phone numbers. We also updated our Sociology Facebook page and are gradually receiving more postings from current and former sociology students.

Recommendation 25: Continue to try to convince university administrators of the need for more classroom space, faculty offices, and department space. Additional classrooms are needed to provide learning environments in which current teaching technologies and methodologies, such as computers, multimedia equipment, small group interaction, and whole class discussion can be utilized...

Response: We have communicated our wish for office spaces for our full-time and part-time instructors. We have been happy with the addition of the media and internet enhanced classrooms in Lech Walesa Hall, the Fine Arts Building and the Bernard Brommel Science Building.

STUDENT CENTER FOR SCIENCE ENGAGEMENT

Annual Report 2011-2012

Submitted by Joseph E. Hibdon, Jr.

Executive Summary:

The Student Center for Science Engagement (SCSE) is a center that provides support to students at NEIU who are majoring, getting minors, interested, or taking classes in the STEM fields. The STEM fields include, but are not exclusive to, the following departments: Biology, Chemistry, Computer Science, Earth Science, Mathematics, and Physics. Faculty members from the six STEM departments have been engaged in the SCSE's various programs and activities and students seek out our resources every day. The CCRAA grant that started the SCSE ended in October 2011 and we have since been fully institutionalized.

Our major goals are:

- 1) Increase the number of students majoring in STEM disciplines with a focus on low-income and Hispanic students
- 2) Increase the amount of students doing research on and off campus
- 3) Develop relationships with partners on and off campus to provide support for our students
- 4) Provide programming for NEIU students that educate them about what they can do with their degrees and how they can accomplish their long term goals; prepare our students to be the next wave of scientist and mathematicians

To help increase the recruitment and retention of students in the STEM disciplines the SCSE has developed a large network. Part of this network is academic advising. A cornerstone of the SCSE, academic advising has been extremely successful this past year. To improve student recruitment into STEM majors, the advisors have visited 21 introductory and first-year STEM courses over the last two semesters. To address the issue of retention, the advisors have provided intrusive advising to 358 students spanning 461 appointments. Intrusive advising helps students with academic support, major exploration, career exploration, cover letter and resume writing, as well as statement of purpose assistance for professional and graduate schools. In addition, the advisors routinely meet with students to assist them in gaining experience within their field, including finding and securing internships, research opportunities, job shadowing, and networking, as well as finding appropriate opportunities for post-graduate

employment and study. The work of the advisors has had a significant impact on our students, as shown by the feedback received from one advisee:

“Writing is not one of my strengths, and I had been struggling with my statement [for a graduate school application]...You helped me to clarify my message and create a statement that exceeded my own expectations. With your help, I was able to put out a [graduate school] application to be proud of.”

As part of our summer programming the SCSE supports faculty and student research; which is a large part of the advancement of our students. From July, 1 2011 to September, 1, 2011 46 students and 20 faculty participated in research that was supported through the SCSE at NEIU. The culmination of this research was the NEIU/ SCSE 3rd Annual Research Symposium which was held September 16, 2011. In conjunction with the symposium, Joseph Hibdon, Jr (SCSE), Stefan Tsonchev (Chemistry), Ken Voglesonger (Earth Science), Laura Sanders (Earth Science), Jean Hemzacek (Earth Science), and Marcelo Sztainberg (Computer Science) accompanied 35 students to the SACNAS National Conference in San Jose, CA where students presented their research and were exposed to the larger world of the STEM disciplines. Eighteen of our students presented posters and three of them won awards for their presentations; Rachel St. Peter (biology), Yaiyr Astudillo-Scalia (biology), and Elizabeth Gammel (Earth Science). SACNAS was the first conference experience for many of these students and with the help of Marilyn Saavedra-Leyva (SCSE Office Support Associate) students were able to apply for a travel scholarship through SACNAS that would pay for all conference expenses. Of the 35 students that attended SACNAS, 29 of them received travel scholarships. In preparation for SACNAS the SCSE staff worked with all attending students by providing a workshop on how to represent NEIU at conferences and the do's and don'ts of networking. Also, students are required to meet with our advisors twice during the summer to make sure the students are on track. The response from our students has been positive:

“I have always been interested in science. This summer just helped to expand my knowledge and realize that there are multiple areas of science one can go into.”

“This summer research has increased my interest in molecular biology...it simply opened up new areas of study for me!”

“...Working with some very insightful mentors, I feel a bit more prepared to take that ‘next step.’ I have bonded with some amazing people, reinforced my scientific knowledge, and now have immense confidence. I am excited to move on to grad school and move toward my career!”

As one student indicated, “I think this summer research experience just solidified that I made the right choice in going into the science field.”

From May 15, 2012 to the present we started our fourth year of providing support to faculty and students doing research at NEIU. This summer we have 39 paid researchers and 15 volunteers. The 39 researchers are paid from 4 funding sources that the office

support associate helps operate: TIERRA Project, LSAMP, CREAR, and the CAS-SCSE fund. The research being conducted is in 4 of the 6 represented departments of the center: Biology, Chemistry, Earth Science, and Physics. This will again culminate in the research symposium next year.

Part of the network that has been developed by the coordinator, with the help of the advisors and the office support associate, have led to opportunities for NEIU students throughout the country. Some of the partnerships are:

Off Campus:

Matt Von Konrat – Field Museum

Julio Puentes – USDA

Career Services

Aaron Cortes – CTC

Roxana Hadad – CTC

Mathematica

Google – Bootstrap Conference (Stephanie Levi and Joseph Hibdon attended)

Wendy White – UIUC

Julie Spellman – EPA

Kathryn Vossen – Aerotek

Dr. Nyree Zerega – Chicago Botanic Gardens

Peggy Notebaert Nature Museum

Illinois Fish and Wildlife Service

Friends of the Chicago River

Argonne National Laboratory

Lincoln Park Zoo

Museum of Science and Industry

Adler Planetarium

Morton Arboretum

The University of Chicago

Northwestern University

Northern Illinois University

The University of Illinois, Chicago

The University of Illinois, Urbana-Champaign

Chicago Botanic Gardens

Friends of the Chicago River

On Campus:

Career Services

TRIO

McNair

Chicago Teacher's Center

Advising Office

Accessibility Center

The Learning Center

Through these partnerships the SCSE, has helped a multitude of students to obtain research and internships off campus. For the summer of 2012, approximately 52 students are involved in REUs and internships with our collaborators. The SCSE hopes to expand on these partnerships in the future and develop new ones.

The services that the center provides include workshops to educate students in regards to the STEM fields. The following is a list of workshops that were conducted this past year, again in partnership with many of the people and groups listed above:

Summer 2012 Research Potluck - All students doing research on and off campus were invited to help bridge the connection between students of different majors. 32 students and 15 faculty and staff were present at the event.

USDA Trip to NCAUR Research Facility in Peoria – 11 students attended this event. This was done in collaboration with Julio Puentes, the USDA representative on campus. The purpose of the event was to expose students to the research conducted by the USDA at their facilities. Along with the students, Julio Puentes and Joseph Hibdon, Jr. represented NEIU at the event. A similar event will take place next year. The SCSE is also developing a partnership with the EPA in Chicago to conduct a similar event.

NEIU/SCSE 3rd Annual Research Symposium – Every group that conducted research through the SCSE presented their findings at the Research Symposium. This event, not only highlights student's work, but also serves as a precursor to the SACNAS National Conference. The response from the symposium and the research was mostly positive. Dr. Nyree Zerega of the Chicago Botanic Gardens was the keynote speaker.

SACNAS Conference Prep Workshop – This event was mandatory for all attendees of the SACNAS National Conference in San Jose, CA. The objective of this workshop was to prepare students for the conference and to ensure the students positively represent NEIU..

USDA NCAUR Immersion Week – 18 students applied and 9 students were selected to conduct research for a week at the USDA NCAUR research facility in Peoria. The response from the students and researchers was positive and as a result, a similar event will be conducted next year. The researchers liked our students so much that all nine students were offered to come back and do research during the summer. However all of the students already had research or internships at other institutions.

ILSAMP Conference – Five students presented their research that was conducted through the SCSE. All five students received awards for their presentations.

Graduate and Professional Application Workshop; Fall 2011 – 23 students were in attendance. The objective of this workshop was to help students prepare their applications, obtain fee waivers, scholarships, find the right school, and make sure they get the application out in a timely manner. One of the students had the following response:

“I came to NEIU to prepare for graduate school...At times, those conditions also made being as student a solitary experience. The SCSE workshop was a breath of fresh air. Just being in a room with people sharing this experience was reassuring...Being able to ask questions and listen to the questions of others made me more confident in my applications.”

GRE Prep Course: Fall 2011 – Taught by Joseph Hibdon, Jr. 6 students were in attendance on a regular basis.

GRE Prep Course: Summer 2012 – Taught by Laura West and Joseph Hibdon, Jr., 33 students attended the course. The biggest complaint from the students in both semesters was that the class periods were not long enough. For the future we need to develop the course for longer sessions.

Other events and workshops conducted by the SCSE:

General Math Advising Event

SCSE Open House

Brown Bag Lunch with UIC Medical School

Career Fair with Careers Services

USDA Career Fair Preparation Workshop

USDA Career Fair

Summer Internship Workshop

Accessibility Center Meet and Greet

Wendy White Meet and Greet, UIUC

Rebekah Costello lunch, Chicago College of Osteopathic Medicine

Internship/Research Application Clinic

Aerotek on Campus-Mock Interviews and Presentation

Field Museum Internship Session

Meeting with EPA Representatives

NEIU Empowerment through Technology (NETT Day 2.0), SCSE co-sponsored event

NEIU Green Energy and New Technology Conference, SCSE co-sponsored event

To help with the retention of students, funds have been allocated to provide each department with an SCSE-funded tutor. This service has become a cornerstone for which the SCSE is known and we credit our positive outcomes to this service in addition to the others we offer. During the last two semesters Biology, Chemistry, Earth Science Mathematics, and Physics have all employed a tutor to improve student support and performance in departmental courses and Biology, Chemistry and Mathematics hired multiple tutors. Tutoring services are centralized in the SCSE's study space BBH 247, greatly improving the accessibility of tutoring services for higher-level courses in particular. The SCSE has also expanded the Peer Led Team Learning (PLTL) model further by funding more Peer Leaders in Mathematics and Chemistry courses. Physics continued to utilize PLTL in their courses as well. The SCSE continued to serve as a channel to connect students with other resources and support on campus, including the Learning Center, the Math Lab, and the Writing Lab.

The SCSE study space is continuously used, not only for tutoring, but by students and faculty alike. Faculty members utilize the center to talk to students and help them study for midterms or finals. On a weekly basis the SCSE study space has over 75 students using the space. This brings senior and first year students together and helps develop a sense of community for all the science majors. We also use the study space to give talks to classrooms that come for a visit, students taking tours of the campus, and for visitors to the SCSE and NEIU.

I. Assessment: Quantitative

The following are statistics that support our first goal:

Increases in Enrollment in STEM Majors by Year					
	2008	2009	2010	2011	% Increase 2008-2011
Total Students	1080	1065	1186	1346	25%
Hispanic Students	267	243	292	338	27%
Low-Income Students	368	406	468	569	55%

Overall we have seen an increase in students attending SCSE's workshops and events, meeting with the advisors, utilizing our tutors, and using the SCSE study space. We have also seen an increase in demand for internships and REU's. There is an expectation from the students that they need non-academic experience before graduation. The demand for our students throughout the greater Chicago area has increased so much that this last year we did not have enough Earth Science, Physics, and Applied Math students to meet the demand. We have over 86 students that have met with an advisor this pass year and obtained an internship or REU. Every Earth Science major that met with an advisor obtained an internship or REU. With the increase in population of these students the SCSE hopes to meet the demands for NEIU students. The statistics to back up these claims have not been developed as of yet, but it is something that is being established for the future.

II. Program Plan

A. Long term goals

The long term goals of the Student Center for Science Engagement (SCSE) are based on our mission and include increasing the engagement of students in the sciences through volunteering, internships, undergraduate research and scientific conference participation. We also seek to increase the number of students majoring in STEM

disciplines (Biology, Chemistry, Computer Science, Earth Science, Mathematics and Physics) and to prepare and support these students for graduate study or careers that leverage their scientific training. A second long term goal of the SCSE is to improve retention and graduation rates of students in the STEM disciplines. Another long term goal of the SCSE is to increase the number of students transferring into the STEM disciplines from area community colleges by providing outreach to those institutions, advising prospective students and establishing STEM-specific articulation agreements.

B. Program Plan Requirements/projected needs

1. Faculty

The principal responsibilities of the Coordinator of the Student Center for Science Engagement involve overseeing the development, coordination, and implementation of new programs; effective evaluation of systems to gauge proposed outcomes; and the continuous assessment of SCSE effectiveness. Other duties include identifying potential grant opportunities and assisting with writing grant proposals; coordinating the Visiting Scholars Program and Seminar Series; assisting STEM faculty development and supervising SCSE advisors and civil service staff. After the departure of Stephanie Levi as Coordinator in late April, Joe Hibdon, Jr. assumed many of the responsibilities acting as interim Coordinator while still serving the SCSE as an Academic Advisor. Because the scope of the Academic Advisor often leave Joe with limited time and resources to address all of the Coordinator assignments, Marilyn Saavedra-Leyva has taken on additional responsibilities. These include full responsibility of summer research payments and paperwork, supervision of student aides, assisting with grant and budget reporting, the management of all the SCSE's budgets (CAS/SCSE Fund, LSAMP Grant) as well as dividing her time between the CREAR Grant (25% time) and the TIERRA Grant (10% time).

Additionally, the SCSE is short staffed one Academic Advisor, who has been hired but won't start until mid July. This situation also adds considerably to Joe's advising workload. Expediting the process to hire a new Coordinator will not only alleviate the temporary burden imposed on both Joe and Marilyn, it will stabilize the SCSE staffing situation and allow each individual to re-focus on supporting the students and their needs.

2. Equipment

Because the Student Center for Science Engagement is a vital component of the STEM disciplines, promoting our students internship and research opportunities, symposiums, competitions, presentations, seminars, awards and accomplishments remains an important focus to encourage other students that there are positive outlets for academic achievement outside the classroom. The best way to advertise these facets of the SCSE is the addition of glass cases on the walls directly outside the SCSE. The space is currently void of any decorations and would best serve the students if glass cases showcasing the items mentioned earlier were incorporated. The hallway itself has heavy foot traffic of not only students and staff, but also visitors from other universities and institutions that could be seeing the success of our STEM students through these glass

cases. Etching on the glass door and window of the SCSE listing the staff and their hours would help students to know who they should approach with their questions and when the best time would be to schedule an appointment. Having permanent identification would also help students who are new to the SCSE to know which door they can use to enter the SCSE; many students enter via the study area or knock on the main door because they are timid of entering a plain unknown door. Internally, hanging file folders for the walls inside the SCSE would be a tremendous asset to keep the SCSE's growing paperwork files tidy while making the most of limited office space.

3. Other Resources

Storage is a problem for the SCSE. We have high quality poster boards used for the Symposium each year that are currently being kept in the student's study area against a wall. Not only do these boards take up space at the center, but they are at risk of being damaged because they have yet to find a storage home. Spaces have been proposed but nothing has been definitively identified as of this writing. Artwork for the Center's windowless walls would brighten the room, sharpen visual stimulation and foster a welcoming atmosphere for students and other visitors. The non-traditional color scheme of light blue and lime green chosen for the study area has already proven to be a positive reinforcement as the statistics of students and faculty using the room will attest. The SCSE website is the best way to present the SCSE and all that it offers NEIU students to the outside world. Because of staffing issues, the website has not been updated as often as it should. A Computer Science student aide willing to work on the project for a stipend of \$250 per semester would help to keep the SCSE's news current and maintain important SCSE visibility.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Conference Presentations, Group Shows

Hibdon, Jr., Joseph

- Joseph E Hibdon, Jr., Moshe Matalon. "Effect of Gravity in Diffusive Thermal Instabilities of Diffusion Flames" AMS Joint Mathematics Meetings, Boston, MA. January 4-7, 2012. (Invited Talk)
- Joseph E Hibdon, Jr., Melissa Yates. "Strategies to Help Underrepresented and First Generation Students in the STEM Fields." AMS Joint Mathematics Meetings, Boston, MA. January 4-8, 2012.
- Joseph E Hibdon, Jr. "Outreach and teaching students with Math Circles." MSTQE/Math Department NEIU, Chicago, IL. February 28, 2012.

Saavedra-Leyva, Marilyn and Laura West

- Stephanie Levi, Joseph E Hibdon, Jr., Marilyn Saavedra-Leyva, Laura West. "Strategies to Help Underrepresented and First Generation Students in the STEM Fields." ILACADA Drive-In Conference, Joliet, IL. May 24, 2012.

2. Service

Hibdon, Jr., Joseph

- Chapter Committee Board Member – *Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)*
- Peer Reviewer - *Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)*
- Peer Reviewer – *Society for Industrial and Applied Mathematics Editorial*
- Peer Reviewer - *Communications in Nonlinear Science and Numerical Simulation Journal*

B. Student Achievements

1. Conference Presentations

- Alexandra Sakols, Kenneth Nicholson, Sarah Vorpahl, Max Golmeier, Emina Stojkovic, Stefan Tsonchev. “Characterization of a unique bacterial photoreceptor in the light-adapted state using atomic force microscopy.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.
- Svetlana E. Kovaleva, Nicole C. Voitowich, Wesley B Ozarowski, Aaron Schirmer, Emina Stojkovic. “Crystal Structures of a bacteriophytochrome from *Stigmatella Aurantiaca* reveal amino acids that modulate photoconversion.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.
- Adnan Ejupovic, Joel Olfelt. “Population Dynamics of Leedy’s Roseroot using molecular marker data.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.
- Brian Teichart, Nelson Gonzalez, Joel Olfelt. “Phylogeny of the North American *Rhodiola* based on chloroplast DNA sequence data.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.
- Yaiyr Astudillo-Scalia*, Jennifer Shaier, Salina Wunderle, Pamela Geddes, Joel Olfelt, Aaron Schirmer. “Use of microsatellites in the identification of hybridizing cattail species in the Typha Genus.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.
*Award Winning Presentation
- Racheal St. Peter*, Svetlana E. Kovaleva, Nicole C. Voitowich, Cynthia Hernandez, Aaron Schirmer, Emina Stojkovic. “Identifying Novel Fluorescent Bio-Markers.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.
*Award Winning Presentation
- Oscar Perez, Mary Kimble. “Folate Metabolism in the ICR Mouse, behavioral and genetic analysis.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.
- Sarah Vorpahl, Abdolreza, Jahanbekam, K.W. Hipps. “Understanding temperature difference in the supramolecular structure of coronene and alkaline acid monolayers on AU.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.
- Fernando Tobias, Umesh Chaudhary, Alexander Sakols, Emina Stojkovic, Kenneth Nicholson, Stefan Tsonchev. “Characterizing the architecture of red-light photoreceptors using scanning tunneling microscopy.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.

- Lara Milenkovic, Peter Carrizales, Sarah Vorphal, Alexandra Sakols, Nicole Woitowich, Kenneth Nicholson, Stefan Tsonchev, Emina Stojkovic. “Nanoscale comparison of light and dark-adapted states of bacterial photoreceptors.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.
- Justin Mackey, Genet Duke, Cindy Calderon, Kyle McNamara. “Petrology and geochemistry of the Rattlesnake Hills Alkalic Intrusive Complex.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.
- Jenny Park, Krystina Gomez, Laura Sanders, Jean Hemzacek, Kenneth Voglesonger. “Organic and biological differences in soils.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.
- Dyln Barkstrom, Elexius Thompson, Juan Torres, Laura Sanders, Jean Hemzacek, Kenneth Voglesonger. “Investigation of a possible ancient beach deposit within soil in an urban nature center.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.
- Sean O’Hara, Genet Duke. “Stable Isotope Fractionation in Carbonites from Proterozoic to Recent: Tracking the Mantle Evolution of CO₂.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.
- Elizabeth Gammel*, Genet Duke. “Petrology and geochemistry of the Judith Mountains alkalic igneous center, Montana.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.
**Award Winning Presentation*
- Yessenia Herrera, Colleen Schwartz, Patricia James, Laura Sanders, Jean Hemzacek, Kenneth Voglesonger. “Variation of soil physical properties within a soil series across prairie and woodland ecosystems.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.
- Tiffany Probst, Nathan Leonard, Eric Allen, Laura Sanders, Jean Hemzacek, Kenneth Voglesonger. “Variation of soil chemistry within a soil series across ecosystem types.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.
- Jason Malek, Min Jia Jiang, Laura Sanders, Jean Hemzacek, Kenneth Voglesonger. “Lateral variations in hydric soil indicators near a swale in an urban park.” SACNAS National Meeting, San Jose, CA. October 27-31, 2011.
- Alexandra Sakols*, Kenneth Nicholson, Sarah Vorpahl, Max Golmeier, Emina Stojkovic, Stefan Tsonchev. “Characterization of a unique bacterial photoreceptor in the light-adapted state using atomic force microscopy.” 2012 Spring Symposium and Student Research in STEM, IL-LSAMP, Chicago, IL. February 3-4, 2012.
**Award Winning Presentation*
- Patricia James*, Colleen Schwartz, Yesenia Herrera, Laura Sanders, Jean Hemzacek, Kenneth Voglesonger. “Variation of soil physical properties within a soil series across prairie and woodland ecosystems.” 2012 Spring Symposium and Student Research in STEM, IL-LSAMP, Chicago, IL. February 3-4, 2012.
**Award Winning Presentation*
- Yaiyr Astudillo-Scalia*, Jennifer Shaier, Salina Wunderle, Pamela Geddes, Joel Olfelt, Aaron Schirmer. “From Genes to Ecosystems: Using microsatellite markers to identify problematic invasive species.” 2012 Spring Symposium and Student Research in STEM, IL-LSAMP, Chicago, IL. February 3-4, 2012.
**Award Winning Presentation*

- Rodrigo Javier*, Holly Hattaway, Javier Davila, Todd St. Hill, Adrian Zamora, Mary Kimble, T.K. Puryear. “Differential Effects of Folinic Acid and Folate on Embryonic Development in D12 and D17 ICR Mice.” 2012 Spring Symposium and Student Research in STEM, IL-LSAMP, Chicago, IL. February 3-4, 2012.
**Award Winning Presentation*
- Angela E. Varela*, Anna W. Baker, John T. M. Kennis, Aaron Schirmer, Emina Stojkovic. “Design of an Infrared Fluorescent Marker in *In Vivo* Tissue Imaging in Mammals.” 2012 Spring Symposium and Student Research in STEM, IL-LSAMP, Chicago, IL. February 3-4, 2012.
**Award Winning Presentation*
- Salina Wunderle, Yaiyr Astudillo-Scalia. “From Genes to Ecosystems: Using microsatellite markers to identify problematic invasive species.” Wisconsin Wetlands Association, Lake Geneva, WI. February 22-23, 2012.
- Blaire Sorenson, Daniel Westcott, Alexandra Sakols, Sarah Vorphal, Kenneth Nicholson, Stefan Tsonchev, Emina Stojkovic. “Characterization of a unique bacterial photoreceptor in the light adapted state using atomic force microscopy.” 43rd Annual Meeting of the Central Region of the American Chemical Society, Dearborn, MI. June 5-9, 2012.

2. The Following is a list of NEIU students that have met with an advisor in the SCSE that got into graduate school or professional school, obtained jobs, and internships or research not at NEIU.

a) Graduate/Professional School

Umesh Chaudhary - Iowa State University – Ph.D. in Chemistry

Lara Milenkovic - Roosevelt University - Pharmacy School

Sarah Vorphahl – University of Washington – Ph.D. in Chemistry

Ralph Tobias - University of Illinois at Chicago – Ph.D. in Chemistry

Angela Varela - University of Wisconsin-Madison – Ph.D. in Biology

Elizabeth Gammel - University of Missouri – M.S. in Geosciences & Exxon Mobil Field Scholarship

Liweza Yalda - Roosevelt University - Pharmacy School

Alex Sakols – Florida State University – Material Science

Mahwish Shah – Illinois College of Optometry

Alyssa Hoeksera – Middle Tennessee State University – M.S. in Biology

Christopher Guzman – Chicago State University – Pharmacy

Dao Ngo – University of Illinois Chicago – Pharmacy

Galen Thomas-Ramos - University of Illinois Chicago – M.S. in Information Technology

Keturah Robinson - University of Illinois Chicago – M.S. in Nursing

Rachit Mehta – Husson University School of Pharmacy – Pharmacy

Varinder Kaur – Saba University – Medical

Rachel St Peter - New York School of Pediatric Medicine

Svetlana - MCAT PREP Program at UIC

b) Internships/Research

Joanna Kondracki - UIUC College of ACES REU and Lincoln Park Zoo Internship

Christopher Craddock - University of Chicago REU

Chelsee Strojny - Northwestern University SROP
Anna Krembs – Field Museum Internship
Oana Vadineanu - Field Museum Internship
Lisa Murata – Field Museum Internship
Matt Zimmerman – Northern Illinois University REU
Christopher Sferra – University of New Hampshire REU
Shameram Gabriel – USDA Internship; Peoria, IL
Meg Ford - Google Summer of Code
Dyln Barkstrom – Perdue Soil Erosion Center REU
Cindy Caledron - Perdue Soil Erosion Center REU
Colleen Schwartz - Perdue Soil Erosion Center REU
Bri Yarger - Perdue Soil Erosion Center REU
Anthony Barkan – UIUC SROP
Stephanie Hennelly – UIUC SROP
Nimbus Shrestha – USDA National Resource Conservation
Dayani Pieri – Argonne National Lab Research
Anton Tsekov – Intel Corporation Internship
Brendon Reidy – Peggy Notebaert Nature Museum Internship
Katy Cherry – Northwestern University Clinical Psychology REU
Maggie Gorczynska – Field Museum Internship
Michelle Jones – Evanston Ecology Center Internship
Courtney Moran - UIUC Biology Scholars Research Program
Matt Kauth – Encyclopedia Britannica Internship
Shumaila Tariq – Northwestern University Cancer Research

C. Alumni

The SCSE is in the process of developing an alumni list.
Kelly Hirschbeck (Mathematics '11) – PhD program UNC Charlotte

TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE

Annual Report 2011-2012

Submitted by Jeanine Ntahirageza

Executive Summary

The Teaching English as a Second/Foreign Language Program (TESL/TEFL), a three-year old program, has experienced a rapid growth since it became an independent unit in 2009. In fact, in Fall 2011, it was the largest graduate program measured by student enrollment in the College of Arts and Sciences.

The success of the program is a result of students, faculty and staff hard work with support from the college and the university. In the following paragraphs, information will be provided to demonstrate how the master's degree program (GTO4) and the undergraduate minor (M150) have not only emerged as a strong and relevant program in the College of Arts and Sciences, but also as a partner to the College of Education in the preparation of future teachers for the state of Illinois and beyond.

Faculty expertise, a solid, diversified, and continuously updated curriculum, as well as efficient scheduling continue to attract more students. Based on the professional standards established by Teachers of English to Speakers of Other Languages (TESOL) (see Appendix A), the program has developed an updated and relevant assessment plan (see Appendix B) in collaboration with the College of Education (COE) to guarantee that students are well prepared and meet the demands of today's workforce in the TESL/TEFL field. TESL/TEFL faculty are about to undertake a self study/program review, following IBHE guidelines beginning Fall 2012. This will be a great opportunity for the program to revisit its curriculum and assess productivity and needs.

Thus, while the economic situation across the state has not improved and enrollment in the Graduate College in general has remained tenuous, TESL/TEFL has shown significant growth at the MA level. Similarly, at the undergraduate level, TESL/TEFL remains an attractive option and serves to fulfill the requirements for COE undergraduates pursuing an endorsement in TESL (see undergraduate numbers under Section I, "Assessment").

Many of our alumni now have careers in ESL/EFL or related field in the US or abroad. Others are enrolled in PhD programs. This empowerment stems from a rigorous

program in which faculty, not only have excellent teaching qualities and go out of their way to accomplish tasks that are beyond their call of duty, but also are actively involved in scholarly activities, sometimes with in collaboration with students.

In addition to the active involvement in scholarly activities undertaken by the faculty and students (see Section III, “Accomplishments”), TESL/TEFL faculty have undertaken more active roles in the state organization, Illinois Teachers of English to Speakers of Other Languages and Bilingual Educators (ILTESOL/BE).

I. Assessment

The TESL/TEFL Program aligns its program standards with professional standards advanced by Teachers of English to Speakers of Other Languages, Inc. (TESOL), under the guidelines established by the National Council for Accreditation of Teacher Education (NCATE). It has revised its assessment plan in accordance with state and national standards to ensure its effectiveness and recognition as a program that prepares teachers for the expectations of the professional job market. Additionally, TESL/TEFL offers a unique educational experience for those not wishing to become classroom teachers in the traditional sense through a rigorous, comprehensive, and competitive curriculum that addresses both the academic and career interests and needs of our students by focusing on the applied aspects of language teaching and language acquisition.

Plans for the evaluation of the program will be based on:

- Active student enrollment (see table below);
- Student performance in courses;
- Student involvement in extracurricular activities;
- Faculty evaluations;
- Faculty involvement in research and service; and
- Alignment of program standards and outcomes (adopted from TESOL) with NCATE (Appendix B).
- Alumni survey (in preparation)

Table 1a. Student Enrolment (composite)

	Fall 2010	Fall 2011
Graduate Students		
New Admits during AY		
Number of graduate students and graduate certificate students	66	88
Actively Enrolled	250	363
SCH	542	679
Graduated		
Undergraduate Students		
Number of minors and undergraduate certificate students	110	114

Table 1b. Student Enrolment (Detailed)

	Summer '10	Fall '10	Spring '11	Summer '11	Fall '11	Spring '12
GRADUATE STUDENTS PURSUING MA*						
New Admits during AY	15	28	15	7		
Actively Enrolled	67	106	130	76		
Graduated	1	4	5			
UNDERGRADUATE STUDENTS PURSUING MINOR*						
Actively Enrolled	78	125	131	72		
Graduated	5	11	0			

Table 2. Specialized Professional Associations (SPA) Assessment Report

Domain	Standard	Where Met	Instrument	SPA
1. Language	a. Describing Language	TESL 402/Graduation Project	Project/Graduation Project	1, 2
	b. Language Acquisition and Development	TESL 460/Graduation Project	Project (Assignment #2)/Graduation Project	1, 2
2. Culture	a. Nature and Role of Culture	TESL 445/Graduation Project	Final Exam/Graduation Project	1, 2
	b. Cultural Groups and Identity	TESL 445/Graduation Project	Final Exam/Graduation Project	1, 2, 5
3. Planning, Implementing, and Managing Instruction	a. Planning for Standards-Based ESL and Content Instruction	TESL 468/Graduation Project	Project #1/Graduation Project	1, 2, 3
	b. Managing and	TESL 410*/Graduation	Project/Graduation Project	1, 2,

	Implementing Standards-Based ESL and Content Instruction	Project		3, 4
	c. Using Resources Effectively in ESL and Content Instruction	TESL 410	Checklist	1
4. Assessment	a. Issues of Assessment for ESL	TESL 468/Graduation Project	Final Exam/Graduation Project	1, 2, 3
	b. Language Proficiency Assessment	TESL 468	Project #2	1, 2, 3, 5
	c. Classroom-Based Assessment for ESL	TESL 468	Project #1	1, 2, 3
5. Professionalism	a. ESL Research and History	TESL 414/TESL 460/Graduation Project	Reflective Journal/Annotated Bibliography/Graduation Project	1, 2
	b. Partnerships and Advocacy	TESL 460/TESL 468/Graduation Project	Project/Project #2/Graduation Project	1, 2, 5
	c. Professional Development and Collaboration	TESL 452**/Clinical Experience***/Graduation Project	Action Research Project**/Teaching Observation***/Graduation Project	4, 5

In the preceding table, the five SPA areas which we attend to are as follows: #1: Content Knowledge, #2: Content Knowledge, #3: Ability to Plan, #4: Field or Clinical, and #5: Impact on Student Learning—are discussed in terms of the individual assessments.

Notes

* Project may be slightly different depending on professor, but general content remains the same.

** Course and associated project are not required of all students.

II. Program Plan

A. Long Term Goals

TESL/TEFL faculty will look toward ensuring that students at both the graduate and undergraduate levels are successfully prepared to engage in future pursuits, whether in educational programs beyond the master's level or in professional endeavors beyond the classroom. In other words, the program prepares students, not only to be successful teachers, but also to be engaged professionals in their field. Alignment with professional standards, involvement with professional organizations, and collaboration with colleagues in our college, in the College of Education, around the city and the state, and beyond, will ultimately guarantee opportunities for our graduates as TESL/TEFL professionals.

B. Program Needs

1. Faculty

A 'young' program requires a lot in order to ground itself. In order to meet some of its needs and those of its students, TESL/TEFL is in dire need of a new full-time tenure-track position. The need becomes even more imperative due to the multiple commitments of some of its faculty to other units at the university, as well as its innovation programs such as the new adult ESL certificate program.

Combining the current number of faculty actually available to teach in the TESL program with the number of active students, the TESL/TEFL Program has experienced a threefold increase in graduate students pursuing the MA (from 29 to 88) and a major increase in undergraduate students pursuing the minor (from 88 to 114) since the Fall 2009 semester. The current demand is so high that we have had to open 4 extra sections in Summer 2012 (compared to Summer 2011). Another relevant consideration is that all TESL/TEFL faculty share responsibilities for service to students that is unreported. Specifically, all graduate students pursuing the MA are required to complete a graduate project (i.e., paper)—roughly equivalent in length to a master's thesis; all TESL/TEFL faculty are assigned as graduate project supervisors during the semester that students are admitted to the MA program and work with students until graduation on the compilation and preparation of the projects (N.B. All projects also require second readers). Furthermore, all students pursuing the endorsement in TESL with the State of Illinois must complete 100 clinical hours and be supervised by a faculty member; a fraction of the undergraduates who require this supervision register for TESL 399: Clinical Experience (and thus are underreported) and no graduate students who require this supervision need to register for a course (i.e., there is no official reporting mechanism for the number of graduate students who are supervised). If the number of students increases—and we anticipate it will—we cannot hope to meet the demand of courses with the current faculty. Within the region, NEIU is the primary TESL preparatory institution; as numbers of English language learners in the public schools and the community continue to increase (see response under #1), more and more teachers who are highly qualified and professionally trained in TESL/TEFL are needed.

2. Other resources

In order to enhance the preparedness of students pursuing an MA or minor in TESL/TEFL, we would like to request:

A graduate assistant who will work with faculty on current and future research projects, identify and disseminate information about TESL/TEFL jobs in the US and abroad, assist in the development of initiatives (e.g., cohorts, professional workshops), and regularly work on the program website.

A dedicated lab space for the conducting of teacher training and outreach to the wider community for the delivery of non-credit English language courses. Grant funding will be sought for additional support to develop curricula, purchase materials, and disseminate information to the public about the outreach initiative.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books

Berlin, L. N., & Fetzer, A. (Eds.) (2012). *Dialogue in politics*. Amsterdam/Philadelphia: John Benjamins.

2. Book Chapters:

Berlin, L. N. (2012). The making of a new American revolution or a wolf in sheep's clothing: "It's time to reload". In L. N. Berlin & A. Fetzer (Eds.), *Dialogue in politics*. Amsterdam/Philadelphia: John Benjamins.

Ntihirageza, J., & Wheeler, D. Teach Me about Africa: A Social Justice Approach to Training K-12 Teachers. In B. Lundy (Ed.), *Teaching Africa in the 21st Century Classroom*.

3. ONLINE Publication

Bofman, Teddy and Jeanine Ntihirageza. Ongoing. Kirundi English dictionary <http://neiu.edu/~kirundi/dictionary/> <<http://neiu.edu/%7Ekirundi/dictionary/>

4. Conference Proceedings

Stone, William. (Spring 2012). Online article: "Not only, but also". ITBE.org.

5. Conference Presentations

Berlin, L. N. (July, 2011). Evidential embellishment in political campaigns in the US. 12th International Pragmatics Conference. Manchester, UK.

Berlin, L. N. (April, 2012). "*He just called you a liar three times*": Second order positioning as follow-up in US political debates. International Association for Dialogue Analysis XIV, "Dialogue analysis: Literature as dialogue", Åbo Akademi University, Turku, Finland.

Berlin, L. N. (May, 2012). Shifting sands, shifting policy: The US stated policy toward Israel and Palestine. Dialogue Under Occupation Conference (DUO VI), Lebanese-American University, Beirut, Lebanon.

Bofman, Teddy. (May 9, 2012). “Reading Strategies”. Guest speaker at Truman College.

Stone, William (Invited, co-presenter with Barbara Sherry). (Feb. 2012). Chicago Speaks: Engaged Learning in an FYE Class. 31st Annual Conference on the First Year Experience. San Antonio, TX.

Stone, William. (Feb. 2012). Not only, but also. Paper presented at 38th annual convention of ITBE, Lisle, IL.

Vamarasi, Marit. (Oct 20-21, 2011). Dictionaries or Death: Can Lexicographers Save Languages? Linguistics Symposium on Endangered Languages, University of Wisconsin-Milwaukee.

Vamarasi, Marit. (July 18-20, 2011). Restoring Biocultural Diversity—The Road to Language Health? Global Studies Conference, Rio de Janeiro, Brazil, July 18-20, 2011.

5. Funded Grants

Berlin, L. N., & Gamboa, G. (2011-2016). English as a New Language: Improving Teachers’ Educational kNowledge (ENLITEN). US Department of Education Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, Title III National Professional Development (NPD) Grant. (Funded for \$1,961,333.00).

Stone, W. (2012). (Second) Grant from NEIU Applied Learning and Engaged Scholarship Committee, \$500. Course Development: Tutoring English Language Learners.

6. Service

To academic organizations, editorial boards, or NEIU presentations.

Berlin, Lawrence N.

- International Association for Dialogue Analysis (reelected as Board Member & appointed Treasurer).
- Dialogue Under Occupation (DUO IV) Conference, Washington, DC (Founder & Convener).
- Illinois TESOL/BE (elected to Board).
- *The Reading Matrix* (Editorial Board).

Bofman, Theodora H.

- US Department of Education Consultant

- Illinois TESOL/BE (Book Review Editor)
- External Evaluator—faculty tenure, University of Denver
- IIT Listening Curriculum Development, Fall 2011

Ntahirageza, Jeanine

- Pan-African Organization (refugee resettlement consultant)
- Teacher training workshops in Chicago Public Schools
- NEIU Graduate College Advisory Committee (Chair)
- NEIU African Summer Institute (Coordinator)

Stone, William

- NEIU General Education Committee (Vice-Chair)

B. Student Achievements

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

Arnold, Jennifer. (Spring 2012). A defined metacognitive reading strategy: Frame the function and identify its variables. NEIU Student Symposium. Supervised by William Stone.

C. TESL MA Graduates

- Mark Stamm
- Leah Kang
- Liz Schultz,
- Susan Berkman
- Sheila Small
- Carolyn Oas
- Penny Fransman
- Elizabeth Schulte
- Gloria Kelios
- Alexandra McKenzie

Appendix A:

Standards as set down by the international organization (Teaching English to Speakers of Other Languages, Inc. – TESOL) in collaboration with NCATE

Degree Program Standards

Domain 1: Language	Standard 1.a. Describing Language
	Standard 1.b. Language Acquisition and Development
Domain 2: Culture	Standard 2.a. Nature and Role of Culture
	Standard 2.b. Cultural Groups and Identity
Domain 3: Planning, Implementing, and Managing Instruction	Standard 3.a. Planning for Standards-Based ESL and Content Instruction
	Standard 3.b. managing and Implementing Standards-Based ESL and Content Instruction
	Standard 3.c. Using Resources Effectively in ESL and Content Instruction
Domain 4: Assessment	Standard 4.a. Issues of Assessment for ESL
	Standard 4.b. Language Proficiency Assessment
	Standard 4.c. Classroom-Based Assessment for ESL
Domain 5: Professionalism	Standard 5.a. ESL Research and History
	Standard 5.b. Partnerships and Advocacy
	Standard 5.c. Professional Development and Collaboration

In order to meet the standards listed above, a series of measurable performance criteria have been established and can be located on the new TESL website at <http://www.neiu.edu/~tesl/objectives.htm>

Appendix B: Program Assessment

PROGRAM: Teaching English as a Second/Foreign Language (TESL/TEFL)

PROGRAM ASSESSMENTS	<i>UP THROUGH ADMISSION</i>	<i>COMPLETION OF 3-6 COURSES (9-18 credit hours)</i>	<i>PENULTIMATE SEMESTER</i>	<i>COMPLETION OF 12 COURSES (36 credit hours)</i>
TRANSITION POINT BENCHMARKS	<ul style="list-style-type: none"> • Two letters of recommendation; • 2.75 Undergrad GPA or better; • Demonstrated L2 proficiency for native English speakers or TOEFL IBT combined score of 90 (with at least 20 in each subarea) for nonnative speakers/int'l students 	<ul style="list-style-type: none"> • Successful completion of at least 3 courses; • 3.0 GPA minimum; • Submission of initial draft of Graduation Project (addressing at least one domain area) to supervisor 	<ul style="list-style-type: none"> • Submission of complete draft of Graduation Project (addressing all domain areas) to supervisor and second reader 	<ul style="list-style-type: none"> • Successful completion of 12 courses according to program domain distribution; • 3.0 GPA minimum
DIVERSITY PROFICIENCIES (Proficiencies available through College of Education)		<ul style="list-style-type: none"> • TESL 414: Theories* (Prof. 2, 3, 5); • TESL 410: Techniques* (Prof. 4) 	<ul style="list-style-type: none"> • TESL 445: Language Variation* (Prof. 1); • Graduation Project, Domain 2: Culture (Prof. 2, 4) 	<ul style="list-style-type: none"> • TESL 468: Assessment* (Prof. 6)
TECHNOLOGY PROFICIENCIES (Proficiencies available)		<ul style="list-style-type: none"> • Use of TESL listserv (Prof. 5); • <i>BlackBoard</i> used in all classes (Prof. 5); 		<ul style="list-style-type: none"> • TESL 468: Assessment* (Prof. 2, 4); • TESL 442:

through College of Education)		<ul style="list-style-type: none"> • TESL 410: Techniques* (Prof. 4); • TESL 414: Theories* library visit (Prof. 6) 		Technology** (Prof. 1, 3)
DISPOSITIONS	<ul style="list-style-type: none"> • Application Letter 	<ul style="list-style-type: none"> • TESL 414: Theories* survey of beliefs about second language acquisition/grammar teaching 	<ul style="list-style-type: none"> • Graduation Project 	

* Courses required of all students in the MA Program ** Elective course (can also fulfill second requirement in Domain 3)

Appendix C. Programs Goals in relation to the University goals

NEIU Goal 1: Recruit, retain and graduate a diverse student body at both the undergraduate and graduate levels using strategic enrollment management practices.

TESL/TEFL attracts students from across the globe and all walks of life to itself as a profession. We anticipate continuing to attract students from diverse backgrounds who are themselves interested in teaching students who come from their own diverse ethnic and language backgrounds, both in the US and abroad. We have already begun to work with professional organizations, area schools, and colleagues within the university to broaden our recognition within the community, streamline our course offerings, and make courses available through a variety of means. In future, we plan to develop some online courses, where appropriate, in order to be able to attract an even wider audience and make the program's offerings even more accessible to students who might not otherwise be able to enroll.

NEIU Goal 2: Develop a comprehensive strategic plan for the University which addresses program offerings, enrollment management, fiscal resources, technology, facilities planning and staffing to guide University planning and decision making.

TESL/TEFL is looking at creative ways of meeting student needs in a way that is fiscally responsible and technologically advanced. In addition to the plans to develop some online courses as mentioned above, we have commenced meetings with faculty in the College of Education to determine ways in which we can streamline course offerings and collaborate to facilitate students' completion of State of Illinois endorsement requirements.

ILLINOIS COMMITMENT POLICY AREA FIVE: HIGH QUALITY

Illinois colleges and universities will be accountable for providing high quality academic programs and the systematic assessment of student learning outcomes while holding students to ever higher expectations for learning and growth.

NEIU Goal 3 Foster a student-centered community that supports successful outcomes both in and out of the classroom.

TESL/TEFL has aligned its program goals with industry standards, so students can anticipate professional preparation and recognition within the field as they can demonstrate their achievement of standards that earn them the designation of TESL/TEFL professional.

NEIU Goal 4: Create a University environment that fosters excellence in teaching, learning and scholarship through the use of information technology and learning resources.

As the TESL/TEFL faculty continue to demonstrate their commitment to excellence in teacher training, research, and service, we serve as models for our

students, the future TESL professionals. Through renewed collaboration with the state organization—ILTESOL/BE—we also anticipate growth and exposure to a wider market of potential students. We have participated for the last two years in the annual convention by organizing an information table that introduced the program and shared information about the way in which the curriculum has been designed to meet industry standards. With the increased participation of TESL/TEFL faculty in the state organization, we anticipate increasing student involvement in ILTESOL/BE activities that will provide them with additional opportunities through networking and professional development.

ILLINOIS COMMITMENT POLICY AREA TWO: P-20 PARTNERSHIPS

Higher education will join elementary and secondary education to improve teaching and learning at all levels.

NEIU Goal 5: Strengthen and expand educational opportunities to enhance understanding of international and global issues.

NEIU Goal 6: Collaborate with external constituents to provide instruction, research and service programs that build upon the programmatic strengths of the University and are consistent with the University's instructional, research and service missions.

As we continue to work on new ways of delivering courses in order to make them more accessible to a wider audience, we will also work with contacts within the University and beyond to strengthen and expand opportunities for our students that promote international collaborations. The Student Teaching and Korean Experience Program (STaKE) has been one of the first international exchange programs where TESL/TEFL has taken part in order to provide students with experience teaching English as a foreign language in a way that can benefit them in future job searches in the US and abroad. We will also reach out to colleagues in other countries to see where other possibilities might exist for these types of collaborations and students or faculty exchanges.

ILLINOIS COMMITMENT POLICY AREA ONE: ECONOMIC GROWTH

Higher education will help Illinois sustain strong economic growth through its teaching, service, and research activities.

NEIU Goal 7: Secure the necessary resources to meet programmatic needs and enhance the working environment for faculty and staff.

Through creative delivery of courses, establishing cohorts where fiscally and feasibly possible, seeking external funding for growth, and getting involved in research and service projects that include our students and offer opportunities for them in future pursuits—educational and professional—TESL/TEFL will be able to expand its network and make it an even more vibrant and attractive program for students.

WOMEN'S STUDIES PROGRAM

Annual Report 2011-2012

Submitted by Durene I. Wheeler

Executive Summary

The Women's Studies Program's faculty, staff and students actively participate in the life of the university and the community beyond. We sponsor educational programs, participate in college and university committees, and our excellence in teaching and research continues to be recognized. This year was especially great for our students, faculty and the Program!

Nine Women's Studies students (four majors and five minors) graduated this year, including Fabiola Arauz Villa, Magna Cum Laude; Rachel Lara, Cum Laude; Amanda Owens, Cum Laude; and Ashley Sayad, Cum Laude. Additionally, Fabiola Arauz Villa was the recipient of the Barbara Scott Women's Studies Distinguished Student Award for high academic achievement. Brenda Rodriguez received the Renny Golden Student Activism Award. There were five majors who made the Dean's List: Fabiola Arauz Villa, Larone Ellison, Alison Greer, Rachel Lara, and Jenifer Mooses. We continue to support and advise all the students, seventeen majors and twenty-four minors, in our Program.

Shelley Bannister was awarded the 2011 Audrey Reynolds Distinguished Teaching Award. Nancy Matthews received the 2009-10 Faculty Excellence Award. Durene Wheeler was the recipient of the Martha Thompson Outstanding Women's Studies Faculty Award. The Program recognized Murrel Duster, Sarah Hoagland and Janet Sandoval for their support and significant contributions to Women's Studies.

The Women's Studies Program effective Fall 2012 will be renamed the Women's and Gender Studies program. Women's and Gender Studies (WGS) better reflects the breadth and scope of what we teach and the direction of the field in adopting a more inclusive approach to issues of power, oppression, and privilege. Thanks to the hard work of Erica Meiners, Laurie Fuller, Brett Stockdill, Shelley Bannister as well as faculty and staff throughout the University, a new Lesbian, Gay, Bisexual, Queer and Transgender (LGBTQ) minor housed in WGS has been approved to begin in Fall 2012. Tim Barnett will serve as coordinator for the LGBTQ minor. Our call for new WGS faculty resulted in a tremendous response and we are in the process of finalizing those appointments (eleven).

The Women's Studies Program continues to work in several collaborative relationships with various student organizations such as Feminist Collective, Latinas in Power (LIP), and Seeds Literary Arts Journal. Together with Latinas in Power and Feminist Collective, the Women's Studies program organized a Take Back the Night event and Vagina Monologues production. In conjunction with the Seeds Literary Journal, the Women's Studies program co-sponsored the Fall Edition 2011 and Spring Edition 2012 launch of the journals. The Spring 2012 launch was dedicated to Zora Neale Hurston and two Women's Studies faculty Sophia Mihic and Joan Johnson participated in the panel. Women's Studies is proud of our association with such an active and positive group of students on campus. Another way we supported students and built community was to co-sponsor with African and African American Studies and Latino and Latin American Studies an Activist Graduation celebration with cupcakes and stole making! It was a huge success with more than a dozen students recognized for their accomplishments.

Additionally, Women's History Month was fabulous. We organized numerous events including the Eighth Annual Women's Studies Student Symposium, where eleven students presented their feminist persuasive speeches and received feedback from faculty discussants Audrey Natcone and Michael Armato. We held a screening and panel discussion of two films: *The Help* in conjunction with the Black Heritage Committee and Student Union (for Black History Month) and *Iron Jawed Angels*. We also co-sponsored *Nuestros Labios* with El Centro; presented *Feminists Making History* featuring students, faculty and staff; brought Highland Park High School students to campus to perform a play *On Stars Not Falling* and organized the inaugural Black Women's Leadership Summit "Leaping From Margins to Center" with financial assistance from African and African American Studies, Black Heritage Committee and the Angelina Pedroso Center for Diversity and Intercultural Affairs. We celebrated International Women's Day with an event that included a panel discussion and screening of *Sarabah* with music provided by Las Bom Pleneras – an all female bomba and plena ensemble. The 2nd Annual Women's Studies Fundraiser Raffle raised over \$1300 for our Women's Studies Student and Faculty Travel and newly formed Women's Leadership Development Foundation accounts.

The Women's Studies faculty participate at all levels of the university serving on the college academic affairs committee, faculty council on academic affairs, faculty senate, university personnel committee, and many more committees and boards in our communities. The Women's Studies Faculty, Advisory Board, staff, and students took an active role in the search process for the Directors of the new Women's and LGBTQ Resource Centers. The searches were co-chaired by two Women's Studies faculty; Vicky Byard, the LGBTQ Center Director search and Durene I. Wheeler, the Women's Center Director search. Additionally, several current and graduated Women's Studies students were recruited to meet with the candidates representing the student groups of SEEDS, Feminist Collective, Latinas in Power, and Student Activities providing much needed student input.

Another way the Women's Studies Program contributes to the university is through enhancing student learning. The implementation of our assessment plan has been very

instructive in improving student learning and focusing the Program goals. After reviewing the state of assessment in the field of Women's Studies across the country, NEIU is among the leaders in the productive implementation of our assessment plan and the responses we have made to assessment findings.

I. Assessment

This year nine faculty served as the Assessment Working Group to assess our students' learning and our Program. The Group met to reflect and ascertain the strength to which the Women's Studies program meets its goals and learning objectives. Conversations entailed creating more of a scaffolding model for students in all classes taken including cross-listed courses to aid in clear understanding and application of concepts. Please see the report below for details.

II. Program Plan

Ensure the growth of the Women's Studies Program.

Recommendations:

- Secure funding for another tenure line for permanent Women's Studies faculty and two joint lines in Women's Studies and affiliated departments.
- Implementation of a plan to rotate the Coordinator position, among core faculty, to continue to bring new strengths and expertise to the Program.
- Recruit new Women's Studies affiliated faculty to help expand course offerings, especially in the Colleges of Business and Education.
- Meet with university advisors to educate them on the Program and our course offerings.
- Develop marketing plan to increase the number of majors and minors.
- Update advising materials and forms and make them available online.
- Increase enrollment and course offerings in Women's Studies.
- Maintain currency in the WS curriculum through recruitment of new affiliated faculty, supporting faculty professional development, and using assessment to listen to student needs.
- Continue to use assessment to strengthen the curriculum and student learning, for example, consider incorporating a clear and effective writing goal into the major.

Increase high quality and diverse extracurricular programming on campus and in the community.

Recommendations:

- Cultivate partnerships/co-sponsorships with campus and non-campus organizations, especially with the other interdisciplinary programs (African and African American Studies and Latino and Latin American Studies) and with the proposed Women's Center, proposed LGBTQ Center and the Angelina Pedrosa Center for Diversity and Intercultural Affairs.
- Maintain active membership in the Chicago Area Women's and Gender Studies Network and the National Women's Studies Association to connect students and faculty to the local and national Women's Studies community through conference presentations, attendance and national committee participation.

- Organize more field trips to Women's Studies related events (art exhibits, plays, films, etc.).
- Coordinate more campus events featuring Women's Studies related speakers/authors/musicians.

Broaden our visibility and enhance our image by educating the campus and community about the Women's Studies Program.

Recommendations:

- Continue to enhance our image through updated brochures and user-friendly website.
- Continue to promote the Women's Studies Program within the University and community through participation in university-wide committees, Open House events and community initiatives.
- Continue to develop the Alumni Network and connect with them about Women's Studies events and happenings.
- Continue to promote and co-sponsor Activist Graduation event and other events that contribute to and celebrate student success.

Ensure the professional development, growth, and retention of Women's Studies faculty, students and staff through effective mentoring, networking, research and teaching opportunities.

Recommendations:

- Explore possibilities for Women's Studies faculty mentoring of untenured faculty.
- Visit all academic departments affiliated with Women's Studies and encourage them to adopt language in their departmental criteria for tenure and promotion documents supporting faculty contributions to Women's Studies.
- Establish the practice of writing letters for Women's Studies faculty annual reviews.
- Lobby to get language supporting the contributions of Women's Studies faculty in departmental review documents, so they receive credit for their work.
- Strengthen the Library holdings of DVDs, streaming video, journals, and books for Women's Studies curriculum.
- Continue to participate in the Chicago Area Women's and Gender Studies Internship and Job Fair for students.
- Strengthen relationships with community organizations to increase internship and job possibilities for students.
- Keep the alumni connections vibrant so current students can more fully understand their possible career opportunities.
- Facilitate Women's Studies staff development and support.
- Develop and implement a plan assisting students to find employment after graduation.

B. Program Plan Requirements/projected needs

1. Faculty: Secure funding for another tenure line for permanent Women's Studies faculty and two joint lines in Women's Studies and affiliated departments.

2. Equipment: Continue to support and update the Empowering Students' Computer Lab in LWH 2096.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances

Johnson, Joan Marie, Co-editor (with Marjorie Spruill and Valinda Littlefield), *South Carolina Women: Their Lives and Times*, Volume III (University of Georgia Press)

Stockdill, Brett. and Mary Yu Danico. *Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy*. Honolulu, HI: University of Hawai'i Press. 2012.

Thompson, Martha E. and **Armato, Michael.** 2012. *Investigating Gender: Developing a Feminist Sociological Imagination*. Cambridge, UK/Malden, MA: Polity Press.

2. Book Chapters, Regional Exhibitions or Performances

Armato, Michael. 2012. "Striving to be Queer: Challenging Inequality from Positions of Privilege." In *Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy*, edited by Brett Stockdill and Mary Danico. University of Hawai'i Press.

Gómez, Christina. "(Mis)Naming: the lost María." In *Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy*. Honolulu, HI: University of Hawai'i Press. 2012.

Diaz, Daysi, **Gómez, Christina**, Luna-Duarte, Maria, **Meiners, Erica.** "Undocumented Latino Youth: Strategies for Accessing Higher Education." In *Understanding the Disenfranchisement of Latino Men and Boys: Invisible No More*. Routledge Press, Fall 2011.

Stockdill, Brett. "Queering the Ivory Tower: Tales of a Trouble Making Homosexual." In *Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy*. Honolulu, HI: University of Hawai'i Press. 2012.

Stockdill, Brett. "Men's Responsibility to Challenge Gender Violence." IMPACT Chicago. Two part series: August 8 & 15, 2011.
<http://www.impactchicago.blogspot.com/>

Stockdill, Brett and Mary Yu Danico. "The Ivory Tower Paradox: Higher Education as a Site of Oppression and Resistance." In *Transforming the Ivory Tower:*

Challenging Racism, Sexism and Homophobia in the Academy. Honolulu, HI: University of Hawai'i Press. 2012.

3. Articles and Abstracts, Local Exhibitions or Performances

Mihic, Sophia. "Down There and Wherever Here Might Be: On Studying the South," Seeds: Literary Arts Journal, Spring 2012, pp. 32-33.

4. Conference Presentations, Group Shows

Armato, Michael. "Teaching the Feminist Sociological Imagination: Imagining the Ideal While Implementing the Imperfect." (with **Martha E. Thompson**) Midwest Sociological Society Annual Meeting, St. Louis, MO, April 1, 2012.

Armato, Michael. Workshop. "Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy." (with Brett Stockdill and Christina Gomez) Midwest Sociological Society Annual Meeting, St. Louis, MO, March 30, 2012.

Armato, Michael. Co-Facilitator (with Gloria J. Woods) of post-film discussion of *Miss Representation* screening at Talking Pictures Film Festival, Evanston, IL, March 10, 2012.

Fuller, Laurie. (November 2011). "Building Communities, Ending Violence: Strategies for Community Accountability and Transformative Justice." National Women's Studies Association Annual Conference, Atlanta, GA.

Gómez, Christina. "Immigration, Research and Community Action." Northwestern Community Development Corps, Northwestern University, May 9, 2012.

Gómez, Christina. "Too close to the work/There is nothing right now." American Educational Research Association, Vancouver, BC April 17, 2012.

Gómez, Christina. "The Lost Maria in the Academy." Midwest Sociological Society Annual Meeting, Minneapolis, MN, March 30, 2012.

Gómez, Christina. "Undocumented Latino Youth: Strategies for Accessing Higher Education, Pathways to the Future: Reaching Latino High School Students." Chicago Public Schools, Office of Pathways to College, Chicago, IL, September 16, 2011.

Hoagland, Sarah. "Feminist Advocacy Research, Relationality, and the Coloniality of Knowledge" FEMMSS 4 (Feminist Epistemologies, Methodologies, Metaphysics and Science Studies), May 11, 2012.

Hoagland, Sarah. "Feminist Advocacy Research, Relationality, and the Coloniality of Knowledge" Midwest SWIP (Society for Women in Philosophy), November 4, 2011.

Johnson, Joan. Chair and Commentator for session, “A Turn to the Right: Conservative Women in the Modern South,” Ninth Southern Conference on Women’s History, Fort Worth, Texas, June 2012.

Johnson, Joan. Paper presentation, “‘I Didn’t Give a Hoot for a Male Contraceptive’: A Wealthy Feminist’s Support for Reproductive Rights,” Organization of American Historians, Milwaukee, April 2012.

Johnson, Joan. Commentator for session, “Exploring Constructions of Gender and Femininity Through Education Histories,” History of Education Society, Chicago, November 2011.

Johnson, Joan. “Turning South: What *The Help* Doesn’t Tell Us About African American Women in the South,” at Speak, So You Can Speak Again: Artistic Voices Turning South, Northeastern Illinois University, Chicago, IL, March 2012.

Matthews, Nancy. “Resisting Militarism on Campus: A Case Study of Curricular Maneuvers and Student Engagement.” Presented at Society for the Study of Social Problems, August 2011, Las Vegas, NV.

Matthews, Nancy. “Making Human Rights Education Accessible.” Presented at Peace and Justice Studies Association, October 2011, Memphis, TN.

Mihic, Sophia. “Languages of Property and Propriety: Human Capital, Hannah Arendt and the Near History of Neoliberalism,” Plenary Session, Dialogues Under Occupation VI, Lebanese American University, Beirut Lebanon, May 9, 2012.

Over, Kristen. “Continuing Geoffrey of Monmouth: Political Prophecy and British Kingship in *Historia Gruffudd ap Cynan*.” Part of panel “Gender and Authority in Arthurian Literature.” Presented at the Medieval Academy of the Pacific Annual Conference, Santa Clara University. March 29-31, 2012.

Stockdill, Brett. Meet the Authors Luncheon. Midwest Sociological Society Annual Meeting. St. Louis, MO. March 31, 2012.

Stockdill, Brett. “Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy.” Midwest Sociological Society Annual Meeting. St. Louis, MO. March 30, 2012.

Stockdill, Brett. “Is It a Choice or Are They Born That Way? Challenging Homophobia and Heterosexism in the Classroom.” Paradox of Social Justice Conference. California State Polytechnic University, Pomona. February 9, 2012.

5. Funded grants/Awards

Bannister, Shelley. 2011 Audrey Reynolds Distinguished Teaching Award.

Johnson, Joan. Travel-to-Collection Grant, Newcomb College Institute of Tulane University, New Orleans, LA, \$600, May 2012.

Matthews, Nancy. 2011. Faculty Excellence Award for 2009-2010.

Wheeler, Durene. 2012 Martha Thompson Outstanding Women's Studies Faculty Award.

6. Service

Gomez, Christina

- Reviewer, *Sociological Forum*, 2011.
- Volunteer, Joffrey Ballet, 2012.
- Organized a workshop for the Ancona School, *Dia de Español*, May 18, 2012.
- Visiting Associate Professor of Latin American, Latino and Caribbean Studies Program, Dartmouth College, Hanover, New Hampshire, Summer 2011.
- Faculty Advisor, Summer Enrichment at Dartmouth Program, a program that expands the educational opportunities for promising high school students from selected under-resourced urban and rural schools, Hanover, New Hampshire, Summer 2011.
- Illinois Coalition for Immigrant and Refugee Rights, Volunteer for the Family Network and Hotline, fall 2011.

Hoagland, Sarah.

- Editorial Board, HYPATIA.
- Research Associate, Philosophy, Interpretation, and Culture Center, State University of New York, Binghamton.
- Director, Institute of Lesbian Studies.
- Conference Organizer and host: The Institute of Lesbian Studies Summer Retreat (3 day).

Johnson, Joan.

- Southern Association for Women Historians: Executive Council Member, 2011-2013.
- Reviewer of manuscripts for University of Georgia Press.
- Co-director, Newberry Library Seminar on Women and Gender, Chicago, IL.
- Southern Association for Women Historians: Jacquelyn Down Hall Prize Committee Member.
- Chicago Area Women's History Council, "Documenting Women's Activism and Leadership in the Chicago Area, 1945 – 2000," Academic Advisory Committee, 2012.

Matthews, Nancy.

- Volunteer Teacher, Dorothy Stang Popular Education Adult High School.
- Chicago Abortion Fund, Board of Directors.

Mihic, Sophia.

- Peer Reviewer: Polity, January 2012.
- Peer Reviewer: American Journal of Political Science, April 2012.
- Peer Reviewer: Contemporary Political Theory, June 2012.

Over, Kristen.

- Reader, *Viator: A Journal of Medieval and Renaissance Studies*, published by Brepols for the UCLA Center for Medieval and Renaissance Studies.
- Elected Council Member, Medieval Academy of America (2010-2013).

Stockdill, Brett

- Member, Organizing Committee, Chicago Torture Justice Memorials Project
- Stockdill, Brett. Lead Organizer, Torture Survivor Roundtable. Chicago Torture Justice Memorial Project. October 29, 2011.

B. Student Achievements

Arauz Villa, Fabiola. “Sexist Terrorism and Femicide in the United States.” 7th Annual Women’s Studies Student Symposium, NEIU, April 6, 2012.

Arauz Villa, Fabiola. 2012 Barbara Scott Women’s Studies Distinguished Student Award.

Brown, Morgan. “The Power of Peer Support for Women within the Mental Health System.” 7th Annual Women’s Studies Student Symposium, NEIU, April 6, 2012.

Canino, Kerri. “Gendering Our Bodies.” 7th Annual Women’s Studies Student Symposium, NEIU, April 6, 2012.

Ellison, Larone. “Prostitution and Women of Color.” 7th Annual Women’s Studies Student Symposium, NEIU, April 6, 2012.

Frederick, Courtney. “A Halt in Movement Building: Critique of Modern Collective Action and the Influence of Technology.” 7th Annual Women’s Studies Student Symposium, NEIU, April 6, 2012.

Frederick, Courtney. Hired as Assistant Director of Development for Life Span, an organization committed to the cessation of domestic violence and sexual assault and to the immediate relief of those who suffer from its consequences.

Hamilton, Megan. “Sex Trafficking.” 7th Annual Women’s Studies Student Symposium, NEIU, April 6, 2012.

Mooses, Jennifer. “Social Location and Privilege.” 7th Annual Women’s Studies Student Symposium, NEIU, April 6, 2012.

Oberski, Amanda. “Illegal: Undocumented Women, Their Children and Life Without Rights.” 7th Annual Women’s Studies Student Symposium, NEIU, April 6, 2012.

Rader, Sarah. “Language and Resistance.” 7th Annual Women’s Studies Student Symposium, NEIU, April 6, 2012.

Rodriguez, Brenda. “Views on Latina Daughters’ *Virginidad* (Virginity).” 7th Annual Women’s Studies Student Symposium, NEIU, April 6, 2012.

Rodriguez, Brenda. 2012 Renny Golden Women’s Studies Student Activism Award.

Vandermore, Erica. “Let’s Talk About Sex: Who is Saying What?” 7th Annual Women’s Studies Student Symposium, NEIU, April 6, 2012.

C. Alumni News

Harris, Lakeesha. Appointed Student Trustee on NEIU Board of Trustees (Spring 2012).

WOMEN’S STUDIES PROGRAM Assessment Report 2011-2012

Submitted by Durene I. Wheeler

This year nine faculty served as the Assessment Working Group to assess our students’ learning and our Program. The Group met to reflect and ascertain the strength to which the Women’s Studies program meets its goals and learning objectives. Conversations entailed creating more of a scaffolding model for students in all classes taken including cross-listed course to aid in clear understanding and application of concepts. Additionally, the group determined a need to be more purposeful in developing applicable research skills for our majors and minors. The Women's Studies Assessment Working Group consists of Shelley Bannister, Tim Barnett, Laurie Fuller, Catherine Korda, Nancy Matthews, Audrey Natcone, Kris Over, Brett Stockdill and Durene Wheeler. Please see the report below for details.

Women's Studies Assessment Rubric for the Portfolios

09-10, 10-11 & 11-12

5	Outstanding	Effectively addresses goal/objective
4	Strong	May address some parts of goal/objective
3	Adequate	Adequately addresses goal/objective
2	Limited	Goal/objective addressed inadequately
1	Unsatisfactory	Goal/objective not addressed
0	Not Applicable	

Below are the assessment results for the 6 portfolios assessed in 2010, 9 assessed in 2011 and 11 assessed in 2012. Starting in 2007 all the goals and objectives were assessed. As part of our assessment outcomes we want the student averages to be at 3 or above in all applicable categories. If they are not, then the assessment committee makes recommendations about programmatic changes to help students achieve those goals and objectives. In year 2009/10, the category *Development of clear and effective writing in the discipline* was renamed for 2010/11 and 2011/12 to read *Development of thinking and writing skills*. This change was to enable a more concise assessment of writing skills.

Women's Studies Goals and Objectives	2009 /10 Avg	2010/1 1 Avg	2010 /12 Avg
Understand implications and applications of feminist theories.	2.4	3.8	4.0
1) Read and understand feminist theory	3.4	3.9	4.1
2) Compare different theories	2.9	3.1	3.9
3) Create own feminist perspective	3.6	3.6	4.1
Recognize intersections of inequality, power and oppression and apply them to own and others' lives.	3.0	4.0	4.5
1) Understand how feminist theory about inequality, power and oppression is related to personal experiences	2.9	3.8	4.5
2) Understand how inequality, power and oppression affect women's lives	3.9	4.0	4.5
3) Understand the impact and relationship of race, class, sexuality, age, ability and other dimensions of inequality.	3.4	3.6	4.4

Analyze the relationships between and among various social institutions in the context of inequality, power and oppression.	3.1	4.1	4.1
1) Reflect on women's experiences in social institutions, such as education, employment, health care, and the criminal justice system	3.4	3.5	4.3
2) Analyze the relationship between past feminist struggles and social change	2.8	3.2	3.9
Evaluate women's changing status, using the intersections of race, class, age, ability, sexuality, and other dimensions of inequality.	3.1	4.0	3.95
1) Demonstrate familiarity with substantive information about women's diverse experiences	3.5	3.2	4.2
2) Compare and contrast women's changing status historically using the intersections of race, class, age, ability, sexuality, and other dimensions of inequality.	3.6	3.1	3.7
Development of clear and effective writing in the discipline	3.4	na	na
1) Understand audiences	3.6	na	na
2) Makes clear argument	3.7	na	na
3) Develops conclusions and implications	3.6	na	na
4) Mechanics	3.8	na	na
5) Appropriate academic style (APA, Chicago, etc.)	3.4	na	na
Development of thinking and writing skills	na	4.1	4.1
1) Compare and contrast concepts and ideas	na	3.7	4.2
2) Conceptualize different understandings of feminisms	na	3.4	4.0
3) Craft a theoretical perspective	na	3.5	4.2
Development of research skills by distinguishing the relative weight and value of library sources	3.5	3.8	4.0

Women's Studies Assessment Rubric for the Presentations
Spring 2010 - 2012

5	Outstanding	Effectively addresses goal/objective
4	Strong	May address some parts of goal/objective
3	Adequate	Adequately addresses goal/objective

2	Limited	Goal/objective addressed inadequately
1	Unsatisfactory	Goal/objective not addressed
0	Not Applicable	

Below are the assessment averages for 6 presentations in 2010, 9 in 2011 and 11 in 2012. As part of our assessment outcomes we want the student averages to be at 3 or above in all applicable categories. If they are not then the assessment committee makes recommendations about programmatic changes to help students achieve those goals and objectives. Please note, we modified our presentation assessment this year so that the assessors are only responsible for the overarching goals.

	2010	2011	2012
Women's Studies Goals and Objectives	Avg	Avg	Avg
Understand implications and applications of feminist theories.	3.9	4.0	4.1
1) Read and understand feminist theory	3.7	4.3	Na
2) Compare different theories	3.4	4.1	Na
3) Create own feminist perspective	4.4	4.4	Na
Recognize intersections of inequality, power and oppression and apply them to own and others' lives.	3.9	4.2	4.5
1) Understand how feminist theory about inequality, power and oppression is related to personal experiences	4.1	4.5	Na
2) Understand how inequality, power and oppression affect women's lives	4.3	4.6	Na
3) Understand the impact and relationship of race, class, sexuality, age, ability and other dimensions of inequality.	4.0	4.5	Na
Analyze the relationships between and among various social institutions in the context of inequality, power and oppression.	4.1	4.3	4.5
1) Reflect on women's experiences in social institutions, such as education, employment, health care, and the criminal justice system	4.0	4.5	Na
2) Analyze the relationship between past feminist struggles and social change	3.8	4.1	Na
Development of thinking and writing skills	na	4.0	4.3
1) Compare and contrast concepts and ideas	na	4.5	Na
2) Conceptualize different understandings of feminisms	na	4.0	Na
3) Craft a theoretical perspective	na	4.5	Na

Development of presentation skills	4.2	4.3	4.1
1) Adapt verbal messages to a specific audience	4.1	4.2	Na
2) Use multiple strategies with audiences [such as gestures, eye contact, visual aids, moving from behind the podium, asking questions and more]	4.1	3.6	Na
Development of discussion skills Respond effectively to others' arguments; listen to others; identify the main issue(s) in a group discussion; identify points of agreement and consensus	4.5	4.5	4.3

WORLD LANGUAGES AND CULTURES

Annual Report 2011-2012

Submitted by Paul A. Schroeder Rodríguez

Executive Summary

In February 2012, our Spanish and French Teacher Certification Programs were nationally recognized, with some conditions, by the National Council for Accreditation of Teacher Education (NCATE). In September 2012, we will submit evidence of having met these conditions, and expect to be fully recognized, without conditions, by December 2012.

The number of Spanish and French Majors who took advantage of study abroad opportunities at our partner institutions in Guanajuato and Madrid continued to grow. In order to accommodate students cannot leave for a full semester, we organized our first summer study abroad programs, one in partnership with the University of Córdoba, Argentina, and another one in partnership with the American University in Cairo. The programs were subsidized by the Office of International Programs and the Department's Foundation account.

With the help of a \$100,000 gift to the department, we created a literary contest in Spanish and improved the website of our graduate students' online journal, *Revista Consenso*. The literary contest is open to residents of Chicagoland in 2012, and will go national in 2013. Talks are ongoing on the use of the remaining funds.

After several years of enrollment increases, the Department saw a marked decrease in enrollments during AY 2011-2012. The main reason for the decrease is the elimination of the Minor requirement in 2008: in 2008 we had over 350 Spanish and French Minors, now we have about 100. Another contributing factor was the sharp decrease in the number of students taking SPAN 101, due to the implementation of the language placement exam as a prerequisite for this course. Thanks to this new prerequisite we have been able to eliminate a longstanding problem at NEIU: Spanish-speaking students taking SPAN 101. Now, many of them are taking courses at their appropriate level.

French Instructor Pamela Czech received an NEIU Faculty Excellence Award.

I. Assessment

A description of how we assess our BA programs in Spanish and French (including links to the different rubrics we use), is posted at <www.neiu.edu/~fldept/assessment.htm>. This year's assessment results are summarized at the end of this report.

II. Program Plan

A. Long term goals

- Obtain full recognition from NCATE for our Spanish and French Teacher Preparation programs.
- Transition from using LiveText to D2L (the new learning management system just purchased by NEIU), to manage our Majors' electronic portfolios and to support program assessment.
- Begin planning for the phasing out of the French Major, due to unsustainable enrollments.
- Develop new summer study abroad programs, one in Mexico City, and another in Krakow, Poland.
- Continue to improve the quality of our teaching and of our programs through opportunities for professional development, expanded tutoring services, accessible study abroad opportunities, new service learning opportunities, and increased student engagement via the Spanish and French Honor Societies.

B. Projected needs

- Faculty: None; on the contrary, we had to reduce the number of adjunct faculty due to lower enrollments (see explanation above).
- Equipment: None. Using the language fee, we were able to purchase top of the line language learning software to support the teaching of our basic and intermediate language sequences in Arabic, Chinese, French, Italian, Japanese, Korean, Spanish, and Portuguese.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Rizzo, Patricio

- *Luz vital* [collection of poems]. Buenos Aires: Bibliografía de Voros, 2011.

Giesso, Martín

- *La producción de instrumentos líticos en el área central de Tiwanaku. El impacto del surgimiento y la expansión del estado en las unidades domésticas. Stone Tool Production in the Tiwanaku Heartland. The Impact of State Emergence and*

Expansion on Local Households [bilingual publication]. British Archaeological Reports 2244, South American Archaeology Series. Oxford, UK: Archaeopress, 2011.

2. Articles and Abstracts, Local Exhibitions or Performances:

Dorantes, Raúl

- *Los carralejas*, an original play about the complex web of kidnappings in a Mexican family, had a run of several weeks at different local venues, including Teatro Luna, Little Village Theater, and the National Museum of Mexican Art.

Schroeder Rodríguez, Paul A.

- "La fase neobarroca del Nuevo Cine Latinoamericano." *Revista de Crítica Literaria Latinoamericana* 37.73 (2011): 15-36.
- "After New Latin American Cinema." *Cinema Journal* 51.2 (2012): 87-112.
- "Memories of Underdevelopment (Tomás Gutiérrez Alea)" [encyclopedia entry]. *Cuba: People, Culture, History*. Ed. Alan West-Durán. Farmington Hills, MI: Gale, 2012. 624-26.

3. Conference Presentations, Group Shows

Bisbey, Brandon P.

- "Púrpura de Ana García Bergua y *Fruta verde* de Enrique Serna: dos Bildungsroman bisexuales." XVII Congreso de Literatura Mexicana Contemporánea. University of Texas-El Paso. March 1-3, 2012.

Cloonan Cortez de Andersen, Denise.

- "Language and Identity: Pedagogical Implications for the Diverse Classroom." Audrey Reynolds Award Lecture, NEIU, September 19, 2011.

Rizzo-Vast, Patricio

- "Heterodoxia y ortodoxia: La recepción de Borges en España antes de la Guerra Civil." Radboud University, Holland, October 2011.
- "Interlunio y la ideología contestataria de Oliverio Girondo (1937-1940)" Latin American Studies Association, San Francisco, May 23, 2012.

Schroeder Rodríguez, Paul A.

- "New Latin American Cinema Theory: From Militancy to the Neobaroque." Latin American Studies Association, San Francisco, May 25, 2012.

4. Service

Cloonan Cortez de Andersen, Denise

- Editorial Review Board Member: *The Linguistics Journal*.

B. Student Achievements

Olszanski, Fernando [MA student] and José Castro Urioste, eds. *América Nuestra*. Miami: Linkguausa. 2012. This anthology obtained the Latino Book Award 2012 second prize in the category of popular fiction.

The following four undergraduate students had poems and articles published in *Contratiempo*, Chicago's most important cultural magazine in Spanish: Lluvia Carrisoza, Belén Neira, Carlos Ospina and Roberta Pereira. Link: <http://issuu.com/contratiempo/docs/contratiempo92>

The Calixto Masó Scholarship was awarded to Spanish Major Carmen Ramírez and the Jewel Berlinger Scholarship was awarded to Spanish Major Jorge Montiel.

The following students were accepted to Sigma Delta Pi, the National Honor Society in Spanish: Yadira Abarca-Bustos, Jacqueline Donis, Sabrina M. Draus, Ana C. Frometa, Paula Legaspi, Sandra E. Marcatoma, Jorge Matías, Lily A. Morales, Jessica Muñoz, Isui Y.Nájera, Mayra B.Nava, Carmen Ramírez, Hazel R. Robateau, Magally Román, and Fernando A. Zuluaga.

WORLD LANGUAGES AND CULTURES

Assessment Report 2011-2012

Submitted by Paul A. Schroeder Rodríguez

Undergraduate Program Assessment. The learning outcomes of our undergraduate programs in Spanish and French Studies are tied to the standards published by the American Council of Teachers of Foreign Languages (ACTFL). These include:

- 1. Oral Proficiency.** Teacher candidates in French and Spanish are required to pass the Oral Proficiency Interview (OPI), administered by ACTFL, with a score of Advanced Low or above. During AY 2011-2012, all of our teacher candidates met this requirement.
- 2. Writing Proficiency.** We expect our Majors in French and Spanish to achieve a writing proficiency at the level of Advanced-Mid or above, as demonstrated in a research paper submitted at the end of their required capstone seminar.

In Fall 2011 we used an evaluation rubric with four categories for evaluating writing proficiency: organization, grammar, use of MLA format, and length of paper. Based on feedback we received from NCATE, we revised the rubric in Spring 2012 to change these four categories into the following five:

- Thesis and statement development
- Organization and style
- Writing mechanics
- MLA format
- Length of paper

This explains why the evaluation rubric (and the point system used) was different in Fall 2011 and Spring 2012. Both versions of the rubric are included below.

The charts below include data for the Majors who were enrolled in capstone seminars during Fall 2011 and Spring 2012. The data show that the vast majority of our Majors are finishing their programs of study with a writing proficiency of Advanced-Mid or above.

- 3. Content Knowledge and Critical Thinking.** We expect Majors to be able demonstrate content knowledge through the critical analysis and evaluation of a cultural text or texts.

In Fall 2011 we used an evaluation rubric that lumped content knowledge under the single category “Quality of Information.” Based on feedback we received from NCATE, we revised the rubric in Spring 2012 to break down this single category into the following four:

- Contextualization
- Description and analysis
- Interpretation
- Use of secondary sources

This explains why the evaluation rubric (and the point system used) was different in Fall 2011 and Spring 2012. Both versions of the rubric are included below.

The charts below include data for the Majors who were enrolled in capstone seminars during Fall 2011 and Spring 2012. The data show that the vast majority of our Majors are finishing their programs of study approaching or meeting the levels of content knowledge and critical thinking skills that we expect from them.

Graduate Program Assessment. We currently assess the graduate students in our MA in Latin American Literatures and Cultures through in-class performance (as reflected in their grades), and through either a comprehensive exam or a thesis (those who write a thesis do not have to take the comprehensive exam).

This year we submitted a program modification to require new MA students to create an electronic portfolio that will include (1) the final papers they submit in each of their seminars, (2) their comprehensive exam (which will now be required of all students), (3) faculty evaluations of these items, based on rubrics we have developed for that purpose, and (4) their thesis (which will still be optional).

Our plan is to implement this new assessment structure during AY 2012-2013, and once it is firmly in place, to propose the creation of an option for MA students to be certified as teachers of Spanish by the State of Illinois, beginning in Fall 2013.

Rubric 8c (Old version, used until Fall 2011)

Research Paper: Advanced Mid

Student's Name: _____ Evaluator's Name: _____

Course: _____ Term: _____ Title of Paper: _____

TASK: Evaluate information from a text, a problem, or a situation (double spaced, Font 12, 1" margins).

Example: "How *Women on the Verge of a Nervous Breakdown* deploys *boleros* and the conventions of melodrama to subvert traditional Spanish relations in the waning years of the post-Franco *destape*"

CATEGORY	Exceeds standards (4 points)	Meets standards (3 points)	Approaches standards (2 points)	Does not approach standards (1 point)
Quality of Information	<ul style="list-style-type: none"> Information always relates to a clearly-stated main thesis Describes, analyzes and critically evaluates several examples in support of the thesis Accurately summarizes and critically evaluates the state of the scholarship Makes an original contribution to our understanding of the topic 	<ul style="list-style-type: none"> Information almost always (or always) relates to a clearly-stated main thesis Describes and analyzes several examples in support of the thesis Accurately summarizes and critically evaluates the state of the scholarship 	<ul style="list-style-type: none"> Information regularly relates to the stated main thesis Provides at least one supporting example to the thesis Attempts to summarize and critically evaluate the state of the scholarship 	<ul style="list-style-type: none"> Information sporadically relates to the main thesis or the thesis is not clearly stated Supporting examples do not relate to the thesis Does not accurately summarize or critically evaluate the state of the scholarship
Organization	<ul style="list-style-type: none"> Essay is very organized with well-constructed paragraphs Very smooth transitions between and within introduction, main body and conclusion 	<ul style="list-style-type: none"> Essay is organized with well-constructed paragraphs Good transitions between and within introduction, main body and conclusion 	<ul style="list-style-type: none"> Information is organized, but paragraphs are not well-constructed Poor transitions 	<ul style="list-style-type: none"> The information appears to be disorganized Little or no transitions used
Length of paper	<ul style="list-style-type: none"> 11-12 pages 	<ul style="list-style-type: none"> 9-10 pages 	<ul style="list-style-type: none"> 7-8 pages 	<ul style="list-style-type: none"> Less than 7 pages
Grammar	<ul style="list-style-type: none"> Almost no (or none) grammatical, spelling or punctuation errors 	<ul style="list-style-type: none"> Very few grammatical, spelling or punctuation errors, but does not interfere 	<ul style="list-style-type: none"> Some grammatical, spelling or punctuation errors; interferes somewhat with reading 	<ul style="list-style-type: none"> Many grammatical, spelling, or punctuation errors; interferes with reading

		with reading		
MLA format	<ul style="list-style-type: none"> Always follows MLA format (title page, page layout, font, spacing, citations, footnotes, and bibliography) 	<ul style="list-style-type: none"> Almost always follows MLA format 	<ul style="list-style-type: none"> Often follows MLA format 	<ul style="list-style-type: none"> Only sometimes follows MLA format

Overall Assessment and Comments:

Rubric 8c (New version, effective Spring 2012)

Research Paper: Advanced Mid

Student's Name: _____

Evaluator's Name: _____

Course: _____ Term: _____ Title of Paper: _____

TASK: Evaluate information from a cultural or literary text, practice or product (double spaced, Font 12, 1" margins).

Example: "How does *Women on the Verge of a Nervous Breakdown* deploy *boleros* and the conventions of melodrama to subvert traditional Spanish social relations in the waning years of the post-Franco *destape*?"

CATEGORY	Exceeds standards (4 points)	Meets standards (3 points)	Approaches standards (2 points)	Does not approach standards (1 point)
Thesis statement and development	<ul style="list-style-type: none"> Main thesis is clearly stated Thesis is neither too general nor too obvious, and of appropriate scope for the length of the paper Information consistently relates to the main thesis 	<ul style="list-style-type: none"> Main thesis is clearly stated Thesis is neither too general nor too obvious, and of appropriate scope for the length of the paper Information almost always relates to the main thesis 	<ul style="list-style-type: none"> Main thesis is suggested but not clearly stated Thesis is too general or too obvious, and/or not of the appropriate scope for the length of the paper Information regularly relates to the main thesis 	<ul style="list-style-type: none"> Main thesis is not clearly stated Information sporadically relates to the main thesis
Contextualization	<ul style="list-style-type: none"> Clearly articulates the connections between the text/practice/product/pedagogical theory and the context of the target culture at the time of production 	<ul style="list-style-type: none"> Connects the text/practice/product/pedagogical theory to the perspectives and context of the target culture at the time of production 	<ul style="list-style-type: none"> Begins to connect the text/practice/product/pedagogical theory to the perspectives and context of the target culture at the time of production 	<ul style="list-style-type: none"> Does not connect the text/practice/product/pedagogical theory to the perspectives and context of the target culture at the time of production
Description and analysis	<ul style="list-style-type: none"> Skillfully applies discipline-specific tools to describe and analyze several examples in support of the thesis (e.g., discusses metrics and rhyme when describing and analyzing a poem, or discusses SLA theory) 	<ul style="list-style-type: none"> Uses discipline-specific tools to describe and analyze several examples in support of the thesis (e.g., discusses metrics and rhyme when describing and analyzing a poem, or discusses SLA theory) 	<ul style="list-style-type: none"> Attempts to use discipline-specific tools to describe and analyze several examples in support of the thesis (e.g., discusses metrics and rhyme when describing and analyzing a poem, or discusses SLA theory) 	<ul style="list-style-type: none"> Does not attempt to use discipline-specific tools to describe and analyze several examples in support of the thesis
Interpretation	<ul style="list-style-type: none"> Interprets and reflects upon the text/practice/product in light of changing perspectives in the target culture over time Makes an original contribution to our understanding of the topic 	<ul style="list-style-type: none"> Interprets and reflects upon the text/practice/product in light of changing perspectives in the target culture over time 	<ul style="list-style-type: none"> Attempts to interpret and reflect upon the text/practice/product in light of changing perspectives in the target culture over time 	<ul style="list-style-type: none"> Does not attempt to interpret and reflect upon the text/practice/product in light of changing perspectives in the target culture over time
Use of secondary sources	<ul style="list-style-type: none"> Accurately describes and critically evaluates competing perspectives from relevant peer-reviewed scholarship 	<ul style="list-style-type: none"> Accurately describes perspectives from relevant peer-reviewed scholarship 	<ul style="list-style-type: none"> Attempts to describe perspectives from relevant peer-reviewed scholarship 	<ul style="list-style-type: none"> Does not incorporate relevant peer-reviewed scholarship

Organization and style	<ul style="list-style-type: none"> • Essay is very organized with well-constructed paragraphs • Very smooth transitions between and within introduction, main body and conclusion • Shows own voice as a writer 	<ul style="list-style-type: none"> • Essay is organized with well-constructed paragraphs • Good transitions between and within introduction, main body and conclusion • Begins to develop own voice as a writer 	<ul style="list-style-type: none"> • Information is organized, but paragraphs are not well-constructed • Poor transitions 	<ul style="list-style-type: none"> • The information appears to be disorganized • Little or no transitions used
Writing mechanics	<ul style="list-style-type: none"> • Almost no (or none) grammatical, spelling or punctuation errors 	<ul style="list-style-type: none"> • Very few grammatical, spelling or punctuation errors, but does not interfere with reading 	<ul style="list-style-type: none"> • Some grammatical, spelling or punctuation errors; interferes somewhat with reading 	<ul style="list-style-type: none"> • Many grammatical, spelling, or punctuation errors; interferes with reading
MLA format	<ul style="list-style-type: none"> • Always follows MLA format (title page, page layout, font, spacing, citations, footnotes, and bibliography) 	<ul style="list-style-type: none"> • Almost always follows MLA format 	<ul style="list-style-type: none"> • Often follows MLA format 	<ul style="list-style-type: none"> • Only sometimes follows MLA format
Length of paper	<ul style="list-style-type: none"> • 11-12 pages 	<ul style="list-style-type: none"> • 9-10 pages 	<ul style="list-style-type: none"> • 7-9 pages 	<ul style="list-style-type: none"> • Less than 7 pages

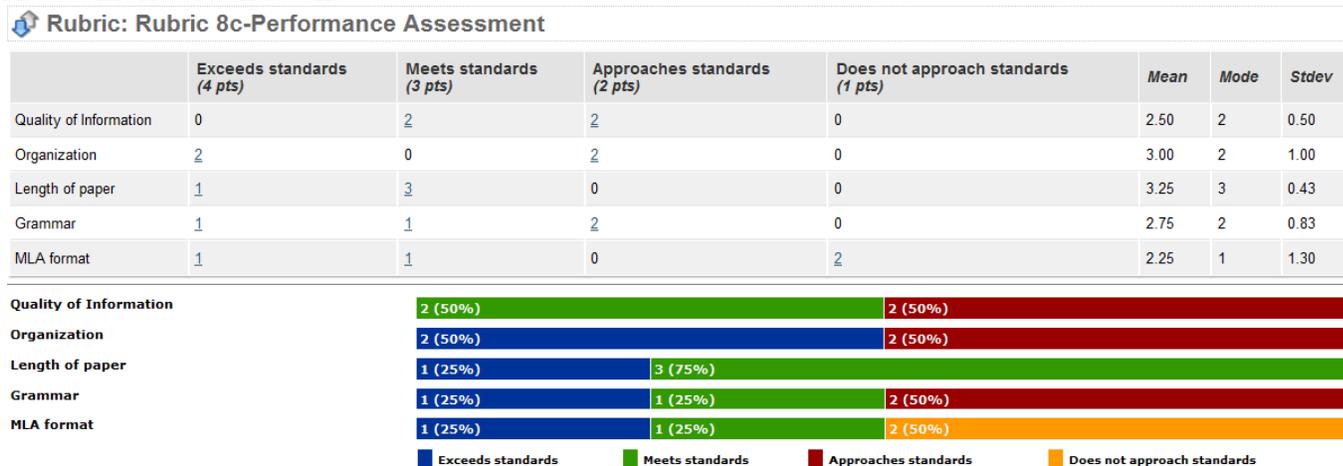
Overall Assessment and Comments:

Fall 2011: French 356-1 (French Women Writers and Artists)

Overall assessment for the three French Majors enrolled in the course:

Exceeds Standards (18-20 points):	1 student
Meets standards (14-17 points):	1 student
Approaches standards (10-13 points):	2 students
Does not approach standards (5-9 points):	0 students

Assessment breakdown:

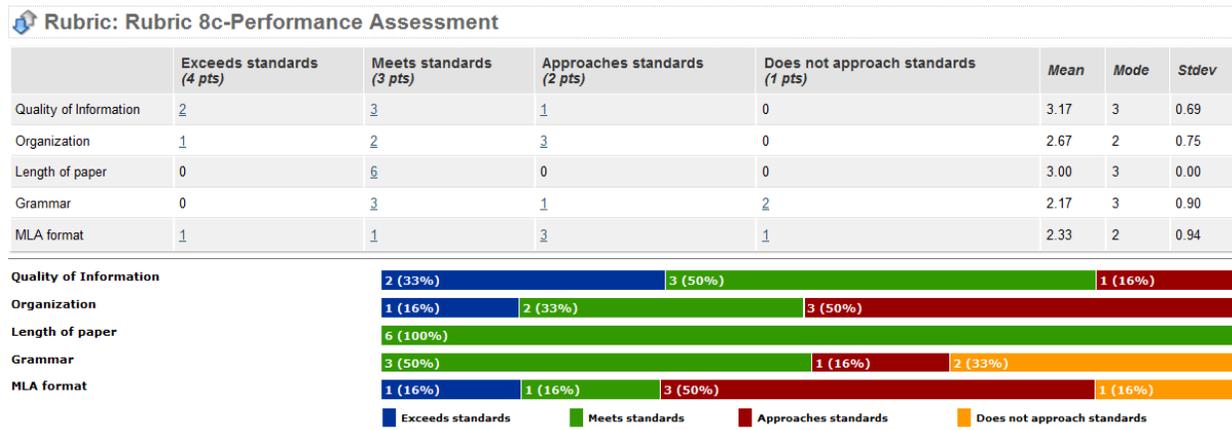


Fall 2011: French 357-1 (Contemporary French Society)

Overall assessment for the six French Majors enrolled in the course:

Exceeds Standards (18-20 points):	1 student
Meets standards (14-17 points):	2 students
Approaches standards (10-13 points):	3 students
Does not approach standards (5-9 points):	0 students

Assessment breakdown:



Fall 2011: Spanish 377-1 (Caribbean Literature)

Overall assessments for the two Spanish Majors enrolled in the course:

Exceeds Standards (18-20 points):	0 students
Meets standards (14-17 points):	2 students
Approaches standards (10-13 points):	0 students
Does not approach standards (5-9 points):	0 students

Assessment breakdown:

Rubric: Rubric 8c-Performance Assessment							
	Exceeds standards (4 pts)	Meets standards (3 pts)	Approaches standards (2 pts)	Does not approach standards (1 pts)	Mean	Mode	Stdev
Quality of Information	0	2	0	0	3.00	3	0.00
Organization	0	2	0	0	3.00	3	0.00
Length of paper	2	0	0	0	4.00	4	0.00
Grammar	1	0	1	0	3.00	2	1.00
MLA format	0	1	1	0	2.50	2	0.50

Quality of Information	2 (100%)
Organization	2 (100%)
Length of paper	2 (100%)
Grammar	1 (50%)
MLA format	1 (50%)

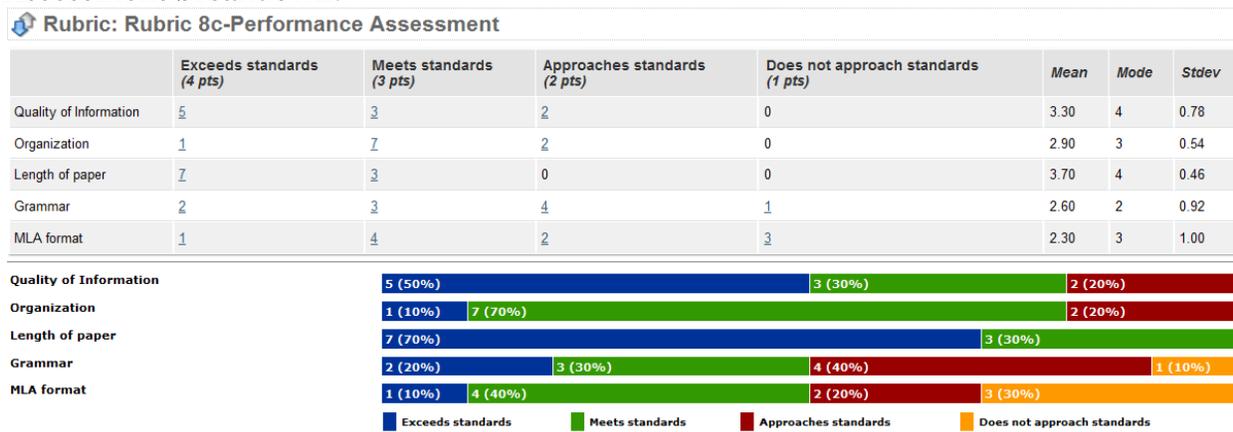
■ Exceeds standards
 ■ Meets standards
 ■ Approaches standards
 ■ Does not approach standards

Fall 2011: Spanish 377-2 (Caribbean Literature)

Overall assessment for the ten Spanish Majors enrolled in the course:

Exceeds Standards (18-20 points):	2 students
Meets standards (14-17 points):	6 students
Approaches standards (10-13 points):	2 students
Does not approach standards (5-9 points):	0 students

Assessment breakdown:



Spring 2012: French 373 (Art and History of Paris)

Overall assessments for the single French Major enrolled in the course:

Exceeds Standards (18-20 points):	0 students
Meets standards (14-17 points):	0 students
Approaches standards (10-13 points):	1 student
Does not approach standards (5-9 points):	0 students

Assessment breakdown:

 Rubric: Rubric 8c-Performance Assessment							
	Exceeds standards (4 pts)	Meets standards (3 pts)	Approaches standards (2 pts)	Does not approach standards (1 pts)	Mean	Mode	Stdev
Thesis statement and development	0	0	1	0	2.00	2	0.00
Contextua-lization	0	0	1	0	2.00	2	0.00
Description and analysis	0	0	1	0	2.00	2	0.00
Interpretation	0	0	1	0	2.00	2	0.00
Use of secondary sources	0	0	1	0	2.00	2	0.00
Organization and style	0	0	1	0	2.00	2	0.00
Writing mechanics	0	0	1	0	2.00	2	0.00
MLA format	0	0	0	1	1.00	1	0.00
Length of paper	0	1	0	0	3.00	3	0.00

Thesis statement and development	1 (100%)
Contextua-lization	1 (100%)
Description and analysis	1 (100%)
Interpretation	1 (100%)
Use of secondary sources	1 (100%)
Organization and style	1 (100%)
Writing mechanics	1 (100%)
MLA format	1 (100%)
Length of paper	1 (100%)

 Exceeds standards	 Meets standards	 Approaches standards	 Does not approach standards
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Spring 2012: Spanish 333 (Contemporary Latin American Novel)

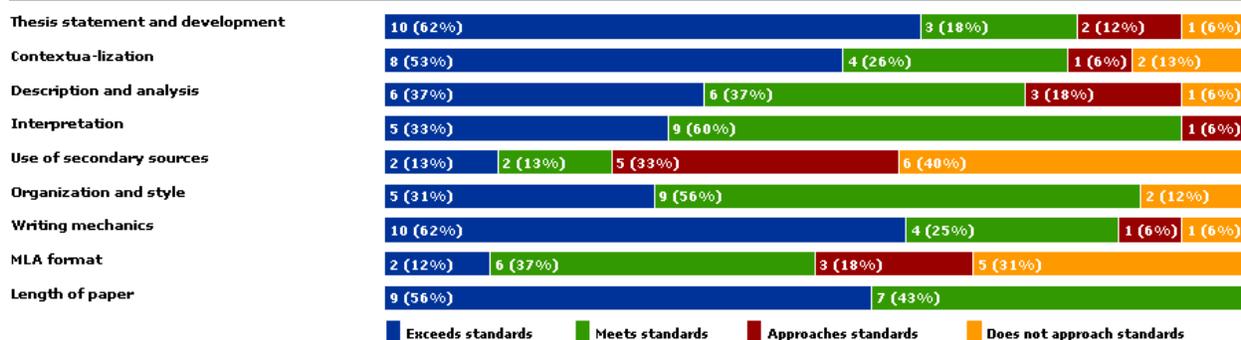
Overall assessments for the sixteen Spanish Majors enrolled in the course:

Exceeds Standards (28-36 points):	3 students
Meets standards (23-27 points):	9 students
Approaches standards (18-22 points):	2 students
Does not approach standards (9-17 points):	2 students

Assessment breakdown:

Rubric: Rubric 8c-Performance Assessment

	Exceeds standards (4 pts)	Meets standards (3 pts)	Approaches standards (2 pts)	Does not approach standards (1 pts)	Mean	Mode	Stdev
Thesis statement and development	10	3	2	1	3.38	4	0.93
Contextua-lization	8	4	1	2	3.20	4	1.05
Description and analysis	6	6	3	1	3.06	3	0.90
Interpretation	5	9	1	0	3.27	3	0.57
Use of secondary sources	2	2	5	6	2.00	1	1.03
Organization and style	5	9	0	2	3.06	3	0.90
Writing mechanics	10	4	1	1	3.44	4	0.86
MLA format	2	6	3	5	2.31	3	1.04
Length of paper	9	7	0	0	3.56	4	0.50



Spring 2012: Spanish 373 (Latin American Short Story)

Overall assessments for the thirteen Spanish Majors enrolled in the course:

Exceeds Standards (28-36 points):	3 students
Meets standards (23-27 points):	5 students
Approaches standards (18-22 points):	3 students
Does not approach standards (9-17 points):	1 student

Assessment breakdown:

