

COLLEGE OF ARTS AND SCIENCES

ANNUAL REPORT

2012-2013

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COLLEGE OF ARTS AND SCIENCES ANNUAL REPORT

Executive Summary

In 2012-2013, the College of Arts and Sciences (College) equaled its 2011-2012 record-breaking total number of degree conferrals – 1118 (949 bachelor and 169 master, in 2012-2013). This number represents a healthy 13% increase over the College total of degree conferrals five years earlier. The six largest baccalaureate programs in the College of Arts and Sciences, by number of majors and in order of size, were Biology, Psychology, Justice Studies, Computer Science, Social Work, and Communication, Media, and Theatre. The three largest master’s programs were TESL/TEFL, Computer Science, and Linguistics. As the university addressed enrollment declines in 2012-2013, College departments and programs continued to design even more efficient scheduling and to strengthen course offerings. The College is pleased that the new Environmental Science major passed through the university governance committees in 2012-2013.

Reviewing 2012-2013 highlights, the College is especially proud of the success of its Reimagining Food Initiative. Responding to the call from the university president for innovation, the College organized two major Roundtables in 2012-2013, the first in fall 2012 focusing on “Public Universities, Social Solutions: Liberal Education Leading the Way.” Building on the lively and productive discussion in the first Roundtable, the second Roundtable on April 11, 2013 focused on “Reimagining Food” in the classroom and beyond. This Food Roundtable attracted approximately 350 participants from across different sectors of the university and community and quickly spawned multiple curricular and co-curricular innovative outcomes, including several new food-related courses, food-related theatre productions, and forward movement on a university-based urban community garden. Most satisfyingly, the College of Arts and Sciences-led Reimagining Food Initiative has generated productive new partnerships between the Academic Affairs and Student Affairs divisions of the university and between the university and neighboring community organizations and residents. In 2012-2013, the College was also happy to fund, for the second year in a row, faculty-student summer research projects in the Fine Arts, Humanities, and Social Sciences. This program was expanded to involve eleven College faculty members and eighteen College students.

As documented throughout this annual report, College departments and programs continue to advance the university strategic goals of academic excellence and student success by supporting undergraduate and graduate student research (including engaging more than 100 STEM students in research projects in summer 2013), writing, presentations and publications; organizing student travel and study both in the U.S. and abroad (including a Sociology class trip to Cuba in summer 2013); conducting student-centered assessment; implementing strategies to improve student retention; supporting interdisciplinary programming (such as the Art in Response to Violence conference in fall 2012 that involved faculty and students from Art, Psychology, Political Science, Social Work, and Music and the NEXUS 2013 International Conference on Water that involved faculty, students, and alumni from Computer Science, Earth Science, Biology, Philosophy, History, Geography and Environmental Studies, and Economics); building programs at NEIU's satellite locations (including a new Social Work bachelor's degree completion program at the University Center of Lake County); co-organizing events with student organizations; creating new student-focused co-curricular activities (such as the English Department-organized Visiting Writers Series); and honoring outstanding students at special award ceremonies and through College-based social media. College students in turn have presented their research both internally (including at the annual symposia of Student Research and Creative Activities, Student Center for Science Engagement, and Psychology) and externally at various conferences; published their research in journals and other forums; performed concerts and recitals; acted in theatrical productions; organized major events; won awards; gained socially beneficial employment; and been accepted to numerous graduate and professional programs. The College was very pleased to hire twelve new tenure-track faculty members in 2013 including Sarah Orlofske (Biology), Graciela Perera (Computer Science), Kristin Hunt (Communication, Media, and Theatre), Elisabet Head (Earth Science), Hardik Marfatia (Economics), Caleb Gallemore (Geography and Environmental Studies), Rachel Birmingham (Justice Studies/Child Advocacy Studies), Joseph Hibdon (Mathematics), Katherine Bird (Mathematics), William Adler (Political Science), Aimee Hilado Villapando (Social Work), and Marcos Feldman (Sociology).

College of Arts and Sciences faculty members continued to excel in multiple ways. In 2013, four College faculty members were awarded tenure, five were promoted to the rank of associate professor, and four to full professor. Fifteen College faculty members were recognized for authoring or editing books that were published in 2012 and dozens published articles and presented recitals. Seventeen College faculty members earned 2013 Faculty Excellence Awards for their achievements and contributions in the areas of teaching, research, and service during the 2011-2012 academic year and seven College instructors earned Instructor Excellence Awards for accomplishments during the same period. College alumni Dr. Ann Kalayil (Computer Science 1982) earned the university's Distinguished Alumnus Award in 2012 and state Representative Sara Feigenholtz (Political Science and Speech and Performing Arts 1978) was honored by the Theta Lambda Chapter of Pi Sigma Alpha, the political science honor society, in spring 2013. The College established a new annual event in fall 2012, a late-afternoon "happy hour" reception for retired members of the College faculty following the conclusion of the day-long annual Faculty Research Symposium. College chairs and coordinators were also pleased to welcome the new provost in spring 2013 with a gift to him of more than two

dozen books authored and edited by members of the College faculty. Finally, College staff and faculty helped to foster deeper university relationships with neighborhood community organizations by attending meeting and events of the Cambodian Association of Illinois and the Albany Park Neighborhood Association, among others.

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

AFRICAN AND AFRICAN AMERICAN STUDIES PROGRAM

Annual Report 2012 - 2013

Submitted by Marshall Thompson

Executive Summary

The African and African American Studies Program (AFAM) is the study, research, interpretation and dissemination of knowledge about Africans, both on the continent of Africa and in the Diaspora. Administratively, AFAM is housed in the Sociology Department as a part of a larger combined department that includes Sociology, Women's and Gender Studies, and Latino and Latin American Studies programs.

The AFAM minor 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 preparation for 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.

The AFAM minor 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 African 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 (2012-2013), AFAM continued to make major programmatic developments and organizational strides. Some of these achievements include: 1) the planning, development, and successful implementation of the African Summer Institute for Teachers at NEIU, 2) planning and implementing the Second Annual African and African American Symposium, 3) sponsoring, co-sponsoring, or otherwise participating in numerous programs and events (e.g., symposia, lecture series, conferences, and talks), 4) the creation of three sub-committees, and 5) the strengthening of our collaboration with the Program of African Studies at Northwestern University.

From July 9 through July 27, 2012, AFAM implemented its ninth annual African Summer Institute for K-12 teachers at Northeastern Illinois University. The Summer Institute is a three-week intensive program designed to provide K-12 teachers in the Chicago area with a knowledge base and pedagogical skills they can utilize to develop lesson plans and classroom curricula about Africa and its peoples. Enrollees have included: public school teachers, NEIU students, and instructors from the City Colleges of Chicago. Several NEIU professors and staff participated as instructors, including: Tracy Luedke (Anthropology); Edie Rubinowitz (CMT); Nicholas Kilzer (Anthropology); Chielozona Eze (English); William Stone (TESL); T.Y. Okosun (Justice Studies); Durene Wheeler (EICS); Jeanine Nthirageza (TESL); Edward Kasule (Political Science), Wamucii Njogu (Dean, CAS); Barbara Scott (Sociology); Job Ngwe (Social Work); Jade Stanley (Social Work); and Gilo Kwesi Logan (Justice Studies). Also, several guest presenters participated, including Beverly Rowls (Chicago Teacher Center). 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 April 11, 2013, AFAM implemented the Second NEIU African and African American Symposium titled: "Globalization and Identity in Africa and the African Diaspora." The presenters included: Alfred Frankowski (Philosophy), Russell Benjamin (Political Science), Gilo Kwesi Logan (Justice Studies), Marshall Thompson (Political Science),

T.Y. Okosun (Justice Studies) and Naupess Kibiswa (Nova Southeastern Univ.). Frankowski presented “The Sublime Silence of Mourning”; Benjamin presented “American ‘Development’ of Haiti After the 2010 Earthquake”; Logan presented “Cultural Immersion and its Implications for African American Men”; Thompson presented “Decent Democratic Centralism in Ethiopia: A Coordinated Market Economy as a Source of Consultation”; and Okosun & Kibiswa presented “Human Rights Violations and Genocide in the Democratic Republic of the Congo.” Under the leadership and organization of Chielozona Eze, the symposium was a great success, attracting students and colleagues from throughout the NEIU community.

Throughout the 2012-13 academic year, AFAM sponsored, co-sponsored, or otherwise participated in numerous programs or events including:

1. Participated in “Mental Health: Continuing the Conversation of Mental and Emotional Health in Black Communities,” sponsored by the Pedroso Center, September 19, 2012
2. Participated in “Election Year 2012: Voting by Race or by Politics,” sponsored by the Pedroso Center, October 17, 2012
3. Sponsored “The Kenneth N. Addison Celebration,” November 8, 2012
4. Co-sponsored with LLAS and Women & Gender Studies, New Faculty Reception, October 4, 2012
5. Co-sponsored with Sociology, Women & Gender Studies, LLAS, and the Pedroso Center, “Transforming the Ivory Tower,” October 25, 2012
6. Sponsored the Kenneth N. Addison Lunch , January 17, 2013
7. Co-sponsored with the Pedroso Center “A Tribute to Rev. Dr. Martin Luther King, Jr.: The Legacy Lives On”, January 22, 2013
8. Participated in “Powerful Beyond Measure: Breaking Boundaries, Exceeding Expectations,” sponsored by the Pedroso Center, February 6, 2013
9. Co-sponsored with the Educational Foundations Program, the Educational Leadership and Development Department, the College of Education, the College of Arts and Sciences and the Angelina Pedroso Center for Diversity and Intercultural Affairs “The Kenneth N. Addison Lecture for Multicultural Education and Social Justice,” with James D. Anderson and Ken Addison, February 14, 2013
10. Participated in “Black Women’s Leadership Summit: Lifting as we Climb,” February 28 – March 1, 2013
11. Co-sponsored with the Pedroso Center the Roundtable discussion African American women who are pursuing higher education, March 15, 2013
12. Co-sponsored with Women & Gender Studies the Chicago's Domestic Worker Rights Movement panel, April 2, 2013
13. Co-sponsored with Sociology, Social Work, LGBTQ Resource Center, Women’s Resource Center, Justice Studies, World Languages & Cultures and Women’s and Gender Studies – Activist Graduation May 3, 2013

Our organizational strides included the development of three sub-committees: the committee on curriculum and recruitment, the committee on the African-American student experience, and the committee on increased visibility. The AFAM by-laws were

updated. The Shadow Warriors Mentorship program for high school students was continuing to be developed by Tammi Dobbins, Durene Wheeler and Nicole Holland. Collaborations with the Pedroso Center, Project Success and the Black Heritage Committee have blossomed, as indicated by the enumerated items above. We have begun planning an AFAM program retreat for August 14, 2013, to be held in the Center for Teaching and Learning. Moreover, beginning June 1, 2013 Marshall Thompson replaced Durene Wheeler as the Coordinator of AFAM.

With the support of Lawrence Frank and the NEIU Foundation, the Dr. Lawrence Frank Lectureship has been created as an annual lectureship. The lectureship is structured so as to invite scholars from the Northwestern University Program of African Studies to the NEIU campus; under some circumstances scholars from other Chicago area institutions may be invited. The Dean of the College of Arts and Sciences, the Chair of the Department of Political Science, and the Coordinator of AFAM will typically invite the scholar nominated by Northwestern University. The first such lecture is tentatively planned for the fall of 2013.

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 2012-2013, the AFAM program employed surveys, quizzes, tests, projects, interviews, presentations, exams, class participation activities, research papers, etc. to assess learning outcomes and AFAM courses. A sample of the student course evaluation that is used in AFAM core courses along with the weighted mean scores of our 2012-2013 evaluations appears in Appendix A. Other assessment methods used for the AFAM program include an overview of the number of course offerings of cross-listed courses for this evaluation period (Appendix B), enrollment data for the AFAM minor from 2004 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.

Noteworthy in Appendix A is that AFAM students showed strong agreement with statements indicating that: their instructor was knowledgeable about the subject matter; their instructor was well prepared and organized; class time was used effectively; their

instructor conveyed a genuine concern/respect for students; and their class moved at an appropriate pace. Noteworthy in Appendix B are four new courses that did not appear in the prior Annual Report: ENGL 365: West Indian Literature, taught by Iromuanya; HIST 392: Problems in History, taught by Miller; PHIL 364: Critical Race Theory and PHIL 370: Rethinking Race, Rethinking Gender, both taught by Frankowski. Noteworthy in Appendix C is that our number of minors is unchanged, with 10 as of the fall of 2012. One minor student graduated while another declared as an AFAM minor. The AFAM Program continues to reach the bulk of its students via cross-listed courses. During the 2012-2013 academic year, AFAM offered 40 cross-listed courses with 642 students; and AFAM offered 7 core courses (with 5 “making”), including the Africa Summer Institute, with 78 students.

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's and Gender 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, WGS, 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. See the Frank Lectureship, discussed above.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

2. Book Chapters, Regional Exhibitions or Performances

Iromuanya, Julie. 2013. "African Sojourner as 'Middleman Minority' in the *Beautiful Things that Heaven Bears*." In *Converging Identities: Blackness in the Modern African Diaspora*, edited by Julius O. Adegunle and Hettie V. Williams, 83-93. Durham: Carolina Academic Press.

Perlow, Olivia. 2013. "Parenting within the Nexus of Race, Class, and Gender Oppression in Graduate School at an Historically Black College/University." In *Mothers in Academia*, edited by Mari Castaneda and Kirsten Isgro, 111-122. New York: Columbia University Press.

Wheeler, Durene, I., and Jeanine Ntahirageza. 2013. "'Teach Me about Africa: A Social Justice Approach to Training K-12 Teachers.'" In *Teaching Africa in the 21st Century Classroom*, edited by Brandon D. Lundy, 104-112. Bloomington: Indiana University Press.

3. Articles and Abstracts, Local Exhibitions or Performances:

Iromuanya, Julie. 2012. "Only in America," *Tampa Review* 43/44 (fall): 41-48.

Perlow, Olivia. "The Police Execution of Oscar Grant." In *The Historical Moments of Policing, Violence, and Resistance Series – Volume 5*. Project Nia and the Chicago Prison Industrial Complex Collective.

<http://policeviolence.files.wordpress.com/2010/12/oscargrantfinal.pdf>

Thompson, Marshall. 2012. "Migrants and Strangers in an African City: Exile, Dignity, Belonging." Review of *Migrants and Strangers in an African City: Exile, Dignity, Belonging*, by Bruce Whitehouse. *African and Asian Studies*, 11(4): 470-472.

4. Conference Presentations, Group Shows

Benjamin, Russell. 2013. "Wal-Mart and the Congressional Black Caucus: Mutual Interests?" Presented at the Annual Meeting for the National Conference of Black Political Scientists, Oakbrook, Illinois, March 13-16.

Benjamin, Russell. 2013. "Bill Clinton, Hillary Rodham Clinton, and Haitian Economic 'Development'." Presented at the Conference of the Caribbean Studies Association, Grand Anse, Grenada, June 3-7.

Iromuanya, Julie. 2013. "Writing Region with an Accent: Immigrant Writing and American Regionalism." Session: Writing and Reconsidering Regional Fiction. *Association of Writers and Writing Programs*. Boston, MA. March 7.

Perlow, Olivia. 2012. "Practicing What We Teach: Social Justice Inside and Out of the Classroom." Paper presented at the annual meeting for the Association of Black Sociologists, Denver, Colorado, August 16-18.

Perlow, Olivia. 2013. "Activist Intellectuals Challenging Hierarchy at the Corporate University" Paper presented at the annual meeting for the Midwest Sociological Society, Chicago, Illinois, March 27-30.

Perlow, Olivia. 2013. "A Black Feminist Perspective on Sex Work" Paper presented at the annual meeting for the National Council on Black Studies, Indianapolis, Indiana, March 13-16.

Thompson, Marshall. 2013. "The Party System as a Determinant of Domestic Capital Accumulation: The Experience and Evolution of the Dominant Party System in Ethiopia." Paper presented at the annual meeting for the Midwest Political Science Association, Chicago, Illinois, April 10-14.

Thompson, Marshall. 2012. "Talents, Matthew Twenty-Five, and the Election of 2012." *Reverend Archibald Killian Show*. The Light Radio. Athens, GA. WXAG, July 19, 2012.

5. Service

Benjamin, Russell. University Professionals of Illinois: At-large Representative, Area Representative, and House of Delegates Member.

Benjamin, Russell. Committee on the Status of Blacks in the Profession, American Political Science Association.

Benjamin, Russell. The annual meeting of the Caribbean Studies Association: Co-chair of the Student Mentoring Committee, Organizer of the Graduate Student Breakfast, and Organizer of the Student Prize Committee.

Perlow, Olivia. Member, The Chicago Prison Industrial Complex (PIC) Teaching Collective, which conducts teach-ins, seminars, workshops, and provides written materials about the PIC.

Perlow, Olivia. Member, Girl Talk, a program that is organized by a leadership team of young female volunteers, which consists of film screenings accompanied by an art project/small group discussion for girls in the Cook County Juvenile Temporary Detention Center.

**APPENDIX A: AFRICAN AND AFRICAN AMERICAN STUDIES PROGRAM
COURSE EVALUATION FORM (weighted mean of class means, 2012-13)**

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Average Score in 2012-13
1. This course contributed to my own self-awareness	A ₁	B ₂	C ₃	D ₄	1.59
2. This course broadened my perspectives on diversity	A ₁	B ₂	C ₃	D ₄	1.47
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 ₁	B ₂	C ₃	D ₄	1.59
4. The instructor was knowledgeable of the subject matter	A ₁	B ₂	C ₃	D ₄	1.31
5. The instructor was well prepared and organized for class	A ₁	B ₂	C ₃	D ₄	1.34
6. The instructor showed enthusiasm in teaching the subject matter	A ₁	B ₂	C ₃	D ₄	1.63
7. Course material was presented clearly	A ₁	B ₂	C ₃	D ₄	1.59
8. In general, class time was used effectively	A ₁	B ₂	C ₃	D ₄	1.41
9. The instructor encouraged students to think independently	A ₁	B ₂	C ₃	D ₄	1.69
10. I felt free to express my opinions and to participate in class	A ₁	B ₂	C ₃	D ₄	1.76
11. The instructor conveyed a genuine concern/respect for students	A ₁	B ₂	C ₃	D ₄	1.47
12. The instructor was willing to provide personal help to students	A ₁	B ₂	C ₃	D ₄	1.75
13. This course moved at an appropriate pace	A ₁	B ₂	C ₃	D ₄	1.44
14. Assignments and readings were pertinent to the topics	A ₁	B ₂	C ₃	D ₄	1.63
15. Evaluations & assignments reflected the course objectives.	A ₁	B ₂	C ₃	D ₄	1.35
16. I received adequate and useful feedback on assignments/exams	A ₁	B ₂	C ₃	D ₄	1.66
17. The grading policy was clear in this course	A ₁	B ₂	C ₃	D ₄	1.41
18. I feel my work was evaluated fairly	A ₁	B ₂	C ₃	D ₄	1.57
19. I would take another course with this instructor	A ₁	B ₂	C ₃	D ₄	1.72
20. I would recommend this course & instructor to other students	A ₁	B ₂	C ₃	D ₄	1.85

Appendix B: AFAM Cross-listed course offerings (2010-11 through 2012-13)

	2010-11			2011-12			2012-13		
	FA	SP	S	FA	SP	S	FA	SP	S
ANTH 319: Prehistory of Africa	1								
ANTH 365: Anthropology of Islam							1		
ART 308: African and Oceanic Art	1								
ELAD-ICSE 329P: History of Africa									
ENGL 365: West Indian Literature								1	
ENGL 381: African American Literature		1							
GES 302C: Regional Geography – Africa									
HIST 111E: World History: Africa	2	1		2				1	1
HIST 329A: African American History to 1865	1			1					
HIST 329B: African American History from 1865		1					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					1		
HIST 373: Women and Gender in African History									
HIST 392: Problems in 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	
ICSE 326: Language and Behavior in Inner-City Communities									
ICSE 329L: African Communications									
ICSE 329O: West African Life, History and Culture									
JUST 202: Justice and Inequality	5	4	1	5	1	1	5	3	2
JUST 315O: Pro-seminar in Criminal Justice	1	1							
JUST 331: Law and Racism in America	1	1	2			1		1	
MUS 342: Ethnic Music of Third World Cultures		1			1			1	
PHIL 364: Critical Race Theory								1	
PHIL 370: Rethinking Race, Rethinking Gender									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		
SOC 316: Race and Ethnic Relations	2	4	1	2	2	1	2	2	1
SOC 319: Topics in Race and Ethnicity		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		1	1		1	1	
SWK 250: Issues in Social Service Delivery		1		1	2		1		
SWK 314: Social Work Advocacy			1		1	1		1	1
Total Course Sections:	22	23	7	18	10	4	16	16	8

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	10

*Source: NEIU Office of Institutional Studies and Planning

ANTHROPOLOGY

Annual Report 2012-2013

Submitted by **Lesa Davis**

Executive Summary

Anthropology continues to be a vibrant, research-oriented NEIU program that places a premium on student achievement, internship and field opportunities, and the importance of active research in teaching and learning. Our program is balanced across the three primary subdisciplines in anthropology and provides students with theoretical perspectives and analytical approaches that span the social sciences, natural sciences, and aspects of the humanities. Each anthropology faculty member, instructor, and adjunct has active research programs that not only nourish the professional growth of each subdiscipline, but also inform and direct student learning and critical thinking and writing for personal achievement and enhanced postgraduate opportunities.

After a record graduating class of nearly 20 anthropology majors in the recent past, we currently have approximately 80 majors and 30 minors. Anthropology now has five tenured/tenure line faculty members, one full time instructor, and 4 adjunct instructors. In addition to their own discipline, Anthropology faculty members teach in seven different programs (LLAS, WGS, AFAM, University Honors Program, Global Studies Program, FYE) and actively contribute service expertise at the College, University, community, and professional levels.

Faculty, Instructors, and Adjuncts

This year we welcomed new faculty member **Siobhán Cooke**, our second biological anthropologist and first dental anthropologist. Siobhán's research focuses on dietary adaptations in the dentition of South American monkeys and the fossil record of Caribbean primate evolution. Her fieldwork takes place in the Dominican Republic where the monkey fossils are collected from (stunningly beautiful) underwater caves and sinkholes. Siobhán's research also involves the use of geometric morphometric technology including three-dimensional digital imaging in the analysis of teeth and bones.

Our adjuncts and instructors were invaluable in filling some gaps this year while **Jon Hageman** and **Tracy Luedke** each took a sabbatical. Full time instructor **Martin Giesso** taught for us and for the World Languages and Cultures Department, and he was aptly awarded his own sabbatical for spring 2014. Part time instructor **Paul Bick** taught several sections of our General Education introductory cultural anthropology course (ANTH 212) while he continued progress on his UIC doctoral dissertation and fieldwork in Haiti. **Jesse Mumm** developed and taught a new course for our

curriculum (see below) and has been our primary instructor for El Centro anthropology courses. Unfortunately, Jesse will not return to NEIU next year as he shifts his focus to completing his dissertation at Northwestern University. His collegiality, humor, and deep commitment to NEIU students will be sorely missed and we wish him the very best. Adjunct **Ed Maher** taught the popular Egyptian Archaeology class along with others and also took anthropology major **Lucy Almagro** to Israel to assist in an archaeological excavation during summer 2012. We also appreciated **Nick Kilzer**'s willingness to teach our Prehistory of Africa course in the fall, and his ongoing commitment to NEIU's African Summer Institute.

NEIU Anthropology sponsored/co-sponsored three talks this year. Dr. Jamie Hodgkins, Arizona State University, discussed her work using environmental and climate data to explore neandertal migrations and adaptations to the cold. Dr. Caley Orr, Department of Anatomy, Midwestern University, gave a lively talk on the evolution of the hand (and hand research) in biological anthropology. In an event co-sponsored by ART, ANTH, LLAS, and WLC, Dr. Virginia Miller, Chair, Department of Art History, UIC, gave a lecture on skulls and skeletons in the art of Chichen Itza. We hope to increase and diversify our lecture series in the upcoming year.

Russell Zanca was busy on his own lecture circuit this year and gave several invited talks: *Permanently Besieged: Agrarian Uzbeks and the Conundrum of Independence*, Kennan Institute of the Woodrow Wilson International Center for Scholars; Question and Answer Session for *Life in a Muslim Uzbek Village* with University of Pittsburgh Graduate Seminar in Central Asian Studies; and Question and Answer Session for *Life in a Muslim Uzbek Village* with students from The College of William and Mary. He also provided an interview with Voice of America (Uzbek Language Service) on *Cotton Farming in Uzbekistan*. <http://www.youtube.com/watch?v=FCRdl0zfi7A>.

Curriculum and Advising

The anthropology curriculum and program structure is never 'done'; we regularly monitor and modify the curriculum and program structure and requirements to meet disciplinary shifts and innovations and to accommodate our students' changing needs. After several years of debate and assessment we initiated a major program change this spring by deleting our senior seminar triad from the curriculum. Before this change, students were required to take one senior seminar (one was offered each year with the topic rotating between the three subdisciplines of archaeology, biological anthropology and cultural anthropology) that was an intensive look at the current state of the subdiscipline. While senior seminar itself was a success, scheduling was a chronic problem given that we could only offer it in spring while many of our students were ready to graduate in December. Students also preferred to take the seminar in their primary subdiscipline of interest but often were unable due to the prerequisites and rotating topics each year. In addition, faculty sabbaticals often made staffing this class difficult, especially in our small department spread thin with other required courses and commitments to other programs. These and other issues led us to dismantle senior seminar and adjust our curriculum to better serve student need. We added two 6 week, 1 credit hour courses (*ANTH 200 - Writing in Anthropology* and *ANTH 290 - Graduating Anthropology*) to increase student preparedness for our 300 level courses

(ANTH 200) and student success after graduation (ANTH 290). These courses were developed by **Lesa Davis** and **Tracy Luedke** but will be rotated among the faculty so we share the responsibility.

One of the topics to be covered in *ANTH 200 - Writing in Anthropology* is a comprehensive look at cheating and plagiarism. Students will leave this class fully aware of the many manifestations of plagiarism, how to avoid it, and why it is such a serious transgression. Anthropology majors and minors will also sign a departmental contract pledging to do their best work and not to plagiarize or cheat in their anthropology courses. A draft of the contract was developed by a group of this year's graduating anthropology seniors working with **Lesa Davis**.

Anthropology added two additional new courses this spring: *ANTH 327 - Dental Anthropology: Dental Evolution, Structure, and Adaptation* (**Siobhán Cooke**), and *ANTH 331 - Anthropology of Race* (**Jesse Mumm**). These courses serve as biological anthropology and cultural anthropology electives, respectively, and each proved to be rigorous and popular course additions.

In another programmatic change, anthropology faculty agreed this spring to shift general advising duties to a new adjunct instructor who will also teach a class or two each semester. **Dr. Jamie Hodgkins** will begin her duties this fall and we will work closely with her to develop a more organized, consistent, and intentional advising regime aimed at supporting student success, increasing retention, and preparation for postgraduate endeavors. We are eager to see the results of all of these new initiatives.

Collaborations, New Internship, and an Exciting New Lab

The NEIU Art and Anthropology Departments have a history of collaborations, including a museum studies class and **Tracy Luedke** and Jane Weintraub's Ghana research study tour, and two new initiatives sprouted this year. **Lesa Davis** developed a scientific illustration internship at the Field Museum's Anthropology Department for anthropology majors with art backgrounds, and **Kyle Bargeon** and **Joseph Majalca** were the first students to take advantage of it. Their works will be appearing in publications by museum researchers. This internship is also open to Art students who want experience in drafting, detailed renditions, computer graphics, and preparing illustrations for scientific publications. Our second endeavor involves collaboration between Art Department chair Mark McKernin and **Siobhán Cooke** and **Lesa Davis**. These three were awarded two grants to purchase digital imaging and printing equipment for use in research/creative activities and teaching. The equipment includes a three-dimensional printer, a Microscribe digitizer, and state-of-the-art laser scanner. The 3D printer will be housed in the Art Department while the digitizer and scanner will reside in Anthropology. Together, these two labs will be available for anthropology and art faculty and student projects dealing with producing and analyzing 3D computer images of art maquettes and artifacts, teeth and bone, and with producing 3D printed art objects, artifacts, and fossil replicas. The Microscribe digitizer is also portable and can be taken to museums and other collections for off campus work. This exciting technology and collaborative endeavor gives NEIU students exposure and training in the state-of-the-art analytical and creative tools in the two disciplines and will diversify and

enhance their postgraduate opportunities. Our two departments also plan to develop training workshops for CPS teachers and the general public on the use and versatility of this new technology.

Anthropology Student Activities

Anthropology students attended several professional meetings this year, including the annual meetings of the Midwest Primate Information Group (DeKalb, IL), Midwest Mesoamericanist Meeting (Chicago), American Association of Physical Anthropologists (Knoxville, TN), and the Society for American Archaeology (Honolulu, HI). They also took advantage of anthropology (and related) lecture series at the Field Museum, Northwestern University, and other venues.

Finally, this year was also marked with the rebirth of our student organization, *Anthropos*. This active group held weekly meetings and organized guest lectures, a trip to Cahokia Mounds and the amazing City Museum in St. Louis, and an end of the year party for graduating seniors. Unlike previous manifestations of the club, *Anthropos* is completely run by the students with guidance from faculty advisor **Lesia Davis** only as needed. *Anthropos* has an active Facebook page where current and past students, faculty, and anyone else who is interested share perspectives, news items, and commentary: <http://www.facebook.com/groups/NEIUAnthropos/>. Their new logo, designed to mirror Chicago's flag with representations of each anthropological subdiscipline (see below), was designed by anthropology major **Yesenia Tavaras-Cruz**.



I. Assessment--NA

II. Program Plan

A. Long term goals

- a. Continue to modify and strengthen our program and curriculum in response to disciplinary changes, student need, and career opportunities;
- b. Formalize Departmental stance on plagiarism that fosters student understanding and compliance;
- c. Pursue external funding sources for Anthropology Lab improvements and departmental teaching/research resources;
- d. Continue to explore and develop new partnerships with area institutions to provide anthropological research and field experiences for our students;
- e. Continue to promote the importance of anthropological perspectives and approaches for navigating the increasingly complex global social environment

B. Projected Needs

- a. Lab space – the current Anthropology Lab (BBH 125) is shared by three active faculty members (**Cooke, Davis, and Hageman**), as well as students who are conducting research. Inadequate space limits the number and type of research projects that can be supported at any given time. Ultimately we will need separate spaces for the wet/dirty soil and artifact analyses and the dry/clean digital imaging projects.
- b. Lab renovations – we have pushed the function of the Anthropology Lab as far as possible with some creative problem solving and use of space, but three major obstacles remain that limit our research capabilities in this room: 1) inefficient and obstructive shelving and counter areas, 2) need for a fume hood; and 3) a reconfiguration of the wet/sink area.
- c. Financial support for a lecture series designed to draw in members of the community as well as NEIU students and faculty.

III. Accomplishments

A. Faculty Research and Creative Activities

1. Book Chapters

Davis, Lesa C. and Suzanne Walker-Pacheco. “Functional morphology and positional behavior in the Pitheciini (2012). In Liza M. Viega, Adrian A. Barnett, Stephan F. Ferrari, Marilyn A. Norconk (eds.): *Evolutionary Biology and Conservation of Titis, Sakis, and Uakaris*. Cambridge: Cambridge University Press, pp. 84-97.

2. Articles and Abstracts

Cooke, Siobhán B.,

with Rosenberger, Alfred L., Zachary Klukkert, and Renato Rímoli.
“Rethinking *Antillothrix*: the mandible and its implications,” *American Journal of Primatology* Accessed May 14, 2013. doi: 10.1002/ajp.22144.

with Melissa Tallman. “New endemic platyrrhine femur from Haiti: description and locomotor analysis,” *Journal of Human Evolution* 63 (2012): 560-567.

with Claire Terhune. “Form and function in a sample of platyrrhine primates: A three-dimensional analysis of dental and TMJ morphology,” *American Journal of Physical Anthropology*, 150, S56 (2013): 101.

3. Conference Presentations

Cooke, Siobhán B.

with Phillip Lehman and Renato Rímoli. “Fossiliferous caves of the Dominican Republic: A video essay.” Paper presented at the XXIV Congress of the International Primatological Society, Cancun, Mexico, August 2012.

with Lauren B. Halenar. “The evolution of body size in the Caribbean primates.” Paper presented at the XXIV Congress of the International Primatological Society, Cancun, Mexico, August 2012.

with Rosenberger, Alfred L., Renato Rímoli, Lauren B. Halenar, and Justin Gladman. “Diversity of the Caribbean primates: A review of the craniodental and skeletal remains.” Paper presented at the XXIV Congress of the International Primatological Society, Cancun, Mexico, August 2012.

with Tallman, Melissa, Lauren B. Halenar, Sergio Almecija. “Locomotion and habits of *Paralouatta*.” Paper presented at the XXIV Congress of the International Primatological Society, Cancun, Mexico, August 2012.

Hageman, Jon B., with Kelsey O. Nordine, and David J. Goldstein.

“A Mesoamerican Online Ethnobotanical Database.” Paper presented at the 36th annual Midwest Mesoamericanist Meeting, Chicago, Illinois, March 2013.

“Creating a Digital Archaeobotanical Reference Guide.” Paper presented at the 78th annual meeting of the Society for American Archaeology, Honolulu, Hawaii, April 2013.

Zanca, Russell, “Eat, Drink and Be Merry, and Damn the Dictatorship: Concepts and Conduct of Well-Being in Uzbekistan.” Annual Meeting of the Central Eurasian Studies Society. Bloomington, IN.

4. Organized Symposia

Cooke, Siobhán B.

co-chaired with Claire Terhune, “Assessing function via shape: What is the place of geometric morphometrics in functional morphology?” Annual Meetings of the American Association of Physical Anthropologists, Knoxville, Tennessee, April 2013.

co-chaired with Alfred L. Rosenberger, *The Extinct Caribbean Primates: A Natural History*. CUNY. XXIV Congress of the International Primatological Society, Cancun, Mexico, August 2012.

Russell Zanca. Conference Organizer for Annual Meeting of the Central Eurasian Studies Society. Bloomington, IN. 2012.

5. Funded grants

Siobhán Cooke. American Association of Physical Anthropologists Professional Development Grant for *Primate Paleontology in the Dominican Republic*, \$5000.

Zanca, Russell. International Research and Exchanges Board, Embassy Policy Specialist for “*The Associations between Religious Shrine Veneration and Tribal Affiliation.*”

6. Service

Siobhán Cooke, Member of the organizing committee for gAy-APA, the GLBTQ group of the American Association of Physical Anthropologists.

Lesia Davis, Appointed Chair of the Anthropology Division of the Illinois State Academy of Sciences.

Tracy Luedke, Appointed to the Editorial Board of *Journal of Religion in Africa*; appointed to Chicago’s Pan African Association Board

Russell Zanca, Editorial Board Member. *Journal of Eurasian Studies.* 2012. Editorial Appointment for Author-Critics Forum. *Central Asian Survey.* 2013.

B. Student Achievements

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

Ryan Brokamp presented preliminary results of his research with NEIU Math Department alumnus Isaias Peres entitled, “Analysis Of Primate And Other Prey Remains From Harpy Eagle Predation” at the NEIU Student Research and Creative Activities Symposium (April).

2. Acceptance to graduate and professional school:

Nicole Arndt (2013) was accepted to Valparaiso University M.A. program where she will continue her focus on anthropology and economy. Nicole began at NEIU as an FYE student in *ANTH 109b - Skeletons in Chicago Closets* in 2008.

Ana Gersch (2013) moved to southern India to pursue an ethnographic photojournalism research project on education.

Amanda Respass (2012) was awarded the prestigious Boone Internship in Anthropology at the Field Museum, and was also awarded an NSF Graduate Research Fellowship that will fund her doctoral work beginning Fall 2013 at the

University of Michigan where she was admitted to the joint Ph.D. program in anthropology and history.

Gloria Yamauchi (2012) accepted to the Western Illinois University M.A. program in Instructional Design and Technology.

C. Alumni News

Ayla Amadio (2006) is a doctoral student in Anthropology at Southern Illinois University, Carbondale.

Bethany Arthion (2007) is a User Experience Specialist at GfK Custom Research. Bethany does research evaluating user experience and usability across a variety of platforms within the mobile, web, automotive, health and financial sectors. She uses standard user research methodologies and tools, which borrow heavily from anthropology, including in-depth interviews, ethnography, expert evaluations, and FDA medical validation testing.

Walter A. Clifford IV (2010) was awarded a Master of Arts degree in Anthropology from the University of South Carolina in December. He also presented a paper at the Society for Historic Archaeology in Leicester, UK (January). Walter is continuing in the Ph.D. program at USC.

Nicole DeFrancisco (2009) was advanced to Ph.D. candidacy in the Department of Anthropology at the University of California-Riverside, April 2013.

Julie Deiter (2004) continues her work in administration at the Phoenix Zoo and is also now pursuing a Master of Arts degree in animal behavior at Miami University, Ohio.

Sylvia Deskaj (2008) is a Ph.D. candidate in Anthropology at Michigan State University and continues her research on mortuary remains and forensic anthropology in Albania. Sylvia co-authored three presentations at the annual meeting of the American Association of Physical Anthropologists, Knoxville, Tennessee (April) and the annual meeting of the Archaeological Institute of America in Seattle, Washington (January). Sylvia also organized and chaired a symposium entitled “Projekti Arkeologjik ë iShkodrës (PASH),” comprised of American and Albanian researchers for the 1st International Conference on Research and Education in Shkodër, Albania. Finally, Sylvia has been awarded funding to support her research from the NSF Alliances for Graduate Education and the Professoriate, the Linked Ancient World Data Institute, the Archaeological Institute of America.

Rachel Martiniak (2012) has been accepted in the MA program in Anthropology at Northern Illinois University where she will continue her research in primate anatomy and evolution.

Kelsey Nordine (2012) is a Ph.D. student in Anthropology at Washington University of St. Louis. She presented papers at the 36th annual Midwest Mesoamericanist Meeting in Chicago (March) and the 78th annual meeting of the Society for American Archaeology in Honolulu (April).

Sylvia Orellana (2012) is an MA student in Anthropology at Northern Illinois University, DeKalb. She will begin collecting her thesis data on monkey sociality in Bolivia this summer.

Kyle Stich (2008) is in the MA program in Anthropology at Louisiana State University. He presented aspects of his paleoethnobotanical research at the 78th annual meeting of the Society for American Archaeology, Honolulu, Hawaii (April).

ART

Annual Report 2012-2013

Submitted by **Mark P. McKernin**

Executive Summary

The students and faculty of the Art Department are continuing to improve our National Association of Art and Design (NASAD) accredited program and increase our involvement in community arts based activities. Over the course of the next year, the department will be finalizing a new major in Graphic Design and building partnerships 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 2012-2013 academic year. Our students and faculty produced independent exhibitions highlighting student and alumni work. These were in addition to the 20 plus senior exhibitions and the annual juried student show. Because of the success of our participation in last year's Pilsen Pod exhibition, our students again participated in this year's public exhibition at the **Chicago Arts District in East Pilsen**. Northeastern students concentrating in Ceramics, Graphic Design, 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**. **Mark McKernin** curated an exhibition at the **Brickton Art Center** of current students and alumni. One of our own alumnus, **Eric Von Alroth** continues to operate **Frankenstone Art Center** on Foster Avenue. Frankenstone exhibits and sells the work of our alumni and students and offers courses in painting and metals. Several of our alumni were involved in "**Velvet Revolution, We Stand Together As One**," a one night event/group exhibition at the **Beauty Bar** in Chicago.

The department continues our community involvement by hosting an exhibition with **North Park Mainstreet**, a neighborhood association, in the Ronald Williams Library. The work of eleven neighborhood artists was on display during Chicago Artist Month. In October, as part of the city's Chicago Artists Month, the North River Commission organized a neighborhood art and culture tour "**Found: Hidden Arts and Cultural Gems**" in which our gallery and department were included. During the fall the art department was instrumental to Northeastern's sponsorship of two important initiatives. The **Ten Thousand Ripples** project, a program that installed Buddha heads (sculptures) in neighborhoods throughout the Chicago area to encourage dialogue about peace and non-violence, came to Northeastern. **Mark McKernin** worked with the **North River Commission** to host a workshop that was part of the citywide "**Ten Thousand Ripple Project**" of artist **Indira Johnson**. **Mark McKernin** was also

one of the conference organizers of the **Art In Response To Violence** conference held at Northeastern this past October. The Art Department co-sponsored the event with **Psychology** and **Special Education** departments. In February, **Alison Greer**, one of our most energetic and dedicated students, was active in involving the department in the sponsorship of a “**Panty Pulping**” **Workshop**. We joined the **Women’s Resource Center** and **L. I. P.** in bringing this engaging activity to Northeastern. This year’s mural is again in the Avondale neighborhood. Students worked with a representative of Alderman Richard Mell to design and complete the mural located at Diversey and Talman. An Northeastern alumnus and recent MFA recipient from University of Wisconsin/Milwaukee’s Peck School of Art, **Chantala Kommanivanh** again instructed the class. At this year’s **Chicago Sculpture Exhibition**, Northeastern 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 twelfth year. Our department faculty, students, or alumna have participated in this event 10 of the last twelve years.

The international component to our program continues to be important and integral to our curriculum. During June 10 students visited China as part of our advanced sculpture course led by professor **Shencheng Xu**. The purpose of the tour was to provide our students with the opportunity to work on a collaborative project with students from Tsinghua University in Beijing. The students worked to create clothing and sculptural pieces that were used in a performance by students from the Beijing Dance Academy. At the conclusion of the performance our group visited six cities and viewed historic art works dating over 2000 years old. **Ana Nieves** organized a trip to Peru as part of our Andean Art and Architecture course, but unfortunately the trip portion of the class was cancelled by International Programs. Future travel experiences for our students include a trip to Italy led by **William Sieger** in the spring of 2014 and a collaborative student research experience in Ghana led by **Jane Weintraub** and **Tracy Luedke** of Anthropology scheduled for the summer of 2014.

Collaboration with other departments and colleges is an important element of our program. **Ana Nieves** helped organize a lecture featuring Dr. Virginia Miller of UIC speaking about “Skeletons, Bones and Skulls in the Art of Chichen Itza.” We co-sponsored this event with LLAS, Anthropology and World Languages and Cultures. Along with the Anthropology Department, we have been working on the purchase of a 3D printer. Happily the university supported its purchase and it is now shared by Art and Anthropology and is housed in the Art Department’s computer laboratory. We are currently working on ways to incorporate it into our curriculum.

Our collaborative activities also include working with neighborhood organizations. Peterson Elementary School contacted us asking if we might be able to participate in Peterson’s **Unity Through the Arts Night**. Our office administrator, **Peter Goldman** arranged for our students to participate in a painting and ceramics demonstration.

Providing students with rich and challenging academic opportunities has always been a central 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 Northeastern. We are continually trying to provide our students with professional experiences outside of the classroom including exhibition, research and internship possibilities. During the 21st Annual Research and Creative Symposium, our graphic design student **Erin Stoner** presented “Code-Dependent Design” and was sponsored by **Vida Sacic**. **Vida Sacic** and **William Sieger** were panel discussants. We have also worked to reinvigorate the Art Club and under the direction of **Vida Sacic** and **Nate Mathews** we are making positive strides.

In the area of curriculum, the department forwarded a new major in **Graphic Design** for consideration. The new major is a professional degree that will lead students on a creative career path in Graphic Design. The proposal consists of a program of study of 79 credit hours and 11 new courses. During the academic year the department submitted 3 new photography courses, ART 203 History Photography: 1820's to present, ART 363 Controlled Photographic Lighting for in Studio and on Location, ART 364 Intermediate Photograph to enhance or photography offerings and support the Graphic Design program.

2012-2013 Academic Gallery Season Summary

During 2012-2013, the Fine Arts Center Gallery had seven exhibitions and a sale of student work in ten months (June 2012-April 2013). 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, faculty biennial, 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. 7, 152 visitors came to the gallery during the Fall 2012-Spring (ending in April) 2013 gallery season. The growing attendance exemplifies the wide audience and popularity of the exhibitions at the Northeastern 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 Northeastern 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.

The fall semester began with a show of the work of **Judith Brotman** entitled ***Flying Machines, Golems, and other Transformations***. During the month of October Chicago hosts “Artist’s Month” which features a variety of exhibition and activities. The Northeastern gallery was included in the citywide event and showed the work of **Joan Trukenbrod** in an exhibition entitled ***Errant Particles***. The last exhibition of Fall 2012 was very popular with students, faculty and staff as well as the public. ***Woman’s Work?*** included the crocheted work of **Anni Holm**, **Mark Newport**, and **Lindsay Obermeyer**. Lindsay Obermeyer gave a series of workshops in which the participants, first, learned how to knit or crochet. The workshop ended with the participants “yarn bombing” areas of the campus.

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 2013. 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 the **Studio Art Faculty Biennial** that consisted of work in all media created by Northeastern Art Department faculty. One of the highlights of the season was an exhibition curated by Assistant Professor, Vida Sacic. The show was entitled **Designing Art** and consisted of work from graphic designers, both internationally and nationally, engaged in the process of creating art to promote art.

The **Annual Juried Student Art Exhibition** closed the spring semester. Previous exhibiting artist, Judith Brotman, Assistant Professor of Art at the School of the Art Institute, 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 Northeastern, has graciously continued to donate 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 and university. As the portion of the population who get their information from the intranet 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.

I. Assessment

This last year the department formalized our Art History assessment plan, successfully completed the NCATE review and met our yearly state ISBE report. Each year it seems that more and more information and data is required of the department, which is stretching our limited resources. In our continuing review of our assessment program it has become evident that we need to modify our procedures in order to more efficiently and accurately gather data that is required.

Last year we instituted an electronic portfolio with our partners in education as a pilot. The e-portfolios were well received by the education students and allowed us to begin designing a template to be deployed in the art department. We are now formalizing an e-portfolio that will be required of all of our art majors. All majors and minors will be

required to build an e-portfolio as soon as they declare and submit the completed portfolio as a requirement for graduation.

The ability to institute e-portfolios will not only allow multiple instructors and students to view the portfolios throughout the semester, it will enable faculty to review student progress in the program before their degrees are completed. Adopting an e-portfolio will aid the department in meeting assessment and accreditation needs. Our goal is to have the department e-portfolio underway way before the completion of the academic year.

Using data gathered from this year's assessment shows that the majority of our students are falling within an acceptable range of competence in their disciplines. The department uses a scale of 1-4 with a score of 2.5 being acceptable. Current averages are:

evaluating a student's ability to arrange subject matter:	2.7
demonstrates an acquisition of technical skills:	2.8
well designed installation:	2.7
academically competitive work:	2.5

After reviewing work submitted by students as part of their exit survey and faculty responses, it was evident that some students were not exhibiting their best work and not spending the time in the execution of their senior shows.

The implementation of the e-portfolio should aid us in better evaluating student's work and progress through the program. We will have the ability to review each student's individual strengths and weaknesses. Basically we are instituting a yearly portfolio review of each student in the programs. One of our goals is to improve the overall quality of the senior exhibitions. The yearly review should aid us in helping students in the preparation of their senior exhibitions.

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 better meet the needs of students entering the job market.

The development 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.

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

Over the course of the 2013-2014 academic year, the department will focus on:

Review Assessment Plan

The department will look at how it will use data from our exit surveys and exhibition reviews in combination with using online portfolios to gauge student success. We will be looking at how we can maximize our assessment efforts.

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.

Develop an online portfolio for students

The development of on-line portfolios would aid in assessment.

Department Collaboration

Collaborate with other departments to form shared programs and interdisciplinary opportunities for our students. We will continue to look at the creation of a Museum Studies program.

Revise curriculum in two and three-dimensional design

We will look at incorporating computer technology to ensure that all students have the required computer skills to be successful. Use the foundation experience in using technology as a tool to enhance the design and creation of artwork in all of our studios. We will be evaluating our foundation and introductory courses to identify where and how software can be incorporated into the curriculum.

Revise our computer graphics curriculum

Review curriculum changes in the Computer Graphics area to better suit student's needs as a contemporary medium. Evaluate current system platforms and software with the intent of integrating computer technology into all of our areas of study.

Safety Plan

Complete and/or revise individual area safety manuals.

Increase enrollment

Actively reach out to all two-year institutions and area high schools to show that Northeastern is a strong option for their graduates whose area of study is 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 with 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

Trace + Gestures, Grey Matter Gallery, Milwaukee, WI (juried exhibition in international printmaking conference)

Criner, David

A Show of Heads, curated by Tim Slowinski, Limner Gallery, Hudson, New York, 2012

America Now and Here, curated by Eric Fischl, Buchanan Center for the Arts, Monmouth, Illinois, 2012

All Media, curated by Philip Linhares, Chico Art Center, Chico, California, 2012

Krueger, Deanna

Color-National Juried Exhibition, Brooklyn Waterfront Artists Coalition, Brooklyn, NY, July 28 - Aug 19, 2012

Lay of the Land – (national juried exhibition), St. Louis Artists' Guild, Clayton, MO, Juror: Jack Brumbaugh, August 24, 2012 - October 21, 2012, 6th photo in [album](#)

Collections:

Between July 2012 and June 2013, six pieces were purchased by various corporate and private collectors through representing galleries.

Porterfield, Mary

Two Person Show, Koehline Museum of Art, Des Plaines, IL., 2012

Sacic, Vida

LGNE 30th Anniversary Broadside Exhibit, Letterpress Guild of New England, Jamaica Plain, MA, September 1 - 30, 2012

American Printing History Association Conference Book Fair (exhibited Cityscapes project), Center for Book and Paper Arts Columbia College, October 12, 2012

Crossroads, Unsettled Gallery, Las Cruces, New Mexico, April 13 to May 4, 2013

Homegrown Alphabets, Asheville BookWorks, Asheville North Carolina, April 29 – June 29, 2013

Hidden Agendas, Atelier 6000, Bend, Oregon, April 5 – May 29, 2013

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

Vera, Rafael

Nothing Concrete, Bert Green Fine Arts, Chicago, IL, 2013

VOIDS, The Franklin, Chicago, IL, 2012

2. Book Chapters, Regional Exhibitions or Performances

Ambriz, Kim

Desaturate2, Living Room Gallery, Chicago, IL

Transformation, Grand Rapids Museum of Art, Grand Rapids, MI (invitational exhibition for *ArtPrize*)

Krueger, Deanna

Group Show, Gallery H, Three Oaks, MI, July - August, 2012

Group Show, Gallery H, Three Oaks, MI, May - June, 2013

Mathews, Nathan

Shifting Domain, Manifold Gallery, Chicago, Illinois; October – November 2012

Elena Harvey-Collins, Nate Mathews, and Philip Spangler, ROY G BIV Gallery, Columbus Ohio; September 2012

Sacic, Vida

Hamilton Wood Type Printing Museum benefit Exhibit, Center for Book and Paper Arts Columbia College, Chicago, IL. December 15

23 Parkside National Small Print Exhibition, University of Wisconsin Parkside Gallery, Kenosha, Wisconsin, April 1 – July 19, 2013

Illustrated Accordion, Kalamazoo Book Arts Center, Kalamazoo, Michigan, May 3 –14, 2013

Porterfield, Mary

As They Like It, Carthage College, Kenosha, WI. (traveling exhibition), 2013

In a Perfect World, Beverly Arts Center, Chicago, IL, 2013

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

Weintraub, Jane

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

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

Ambriz, Kim

2013 Faculty Exhibition, Fine Arts Center Gallery, Northeastern Illinois University, Chicago, IL, 2013

Criner, David

One Inspired Evening, live auction, second prize, Stephen M. Bailey Auditorium, Chicago, Illinois, 2013

Art Faculty Biennial, Northeastern Illinois University, Chicago, Illinois, 2013

Krueger, Deanna

The Abstract Show, Brickton Art Center, Park Ridge, IL, June 16 - July 28, 2012
Curated by Kristin Haas and Frank Juarez

Group Exhibition of Gallery Artists, ZIA Gallery, Winnetka, IL, August 3 – August 25, 2012

Form in Flora III, Lincoln Park Conservatory, Chicago, IL, Juried by Lincoln Park Conservatory and jurors: Vivian Visser and Jason Verbeek, September 9 - November 2, 2012, catalog and video (at 50 to 55seconds):
<http://www.youtube.com/watch?v=d16tgqy8wQg>

Northeastern Studio Art Faculty Biennial, Northeastern Illinois University, Chicago, IL,
Jan. 7-Feb. 1 2013

Aqua Art Miami - contemporary art fair, Miami Beach, FL, with ZIA Gallery, Winnetka, IL

Art for the Cure, Gentner Showroom, Chicago, IL, May 3, 2013, curated by Emily Sommer

Mathews, Nathan

Midwest Contemporary, Lillstreet Art Center, Chicago, Illinois; juried by

Natasha Egan and Karen Irvine, Museum of Contemporary Photography; June – July, 2013

8th Annual Juried Photography Exhibition, Morpho Gallery, Chicago, Illinois; April – May, 2013

Northeastern Illinois University Art Faculty Biennial, Fine Arts Center Gallery, Northeastern Illinois University, Chicago, Illinois; January – February 2013

Looking at the Land, Photo Week D.C., Washington D.C.; November 2012

Light, David Weinberg Photography, Chicago; October 2012

Publications:

Time Out Chicago, Shifting Domain at Manifold, November 1st, 2012, by Lauren Weinberg.

Flack Photo, Looking at the land: 21st Century American Views, 2012 (online exhibition)

Westcot House Exhibition catalog, 2012

Looking at the Land, The RISD Museum of Art, Providence, Rhode Island; September 2012 - January 2013

House of Photography: Fotofocus, The Westcott House, Springfield, Ohio; September - October 2012

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

Grand Prize Winner: House of Photography: Fotofocus, The Westcott House, Springfield

McKernin, Mark

2013 Faculty Exhibition, Fine Arts Center Gallery, Northeastern Illinois University, Chicago, IL, 2013

Nieves, Ana

Nieves, Ana. "Ritual y Arte Rupestre en el Valle de Nasca, Perú." *Boletín de la Asociación Peruana de Arte Rupestre* 3, no. 12 (2012): 429-435.

Nieves, Ana and Gori Tumi Echevarría. "Evaluación de la Técnica de Fotografía Computacional *Reflectance Transformation Imaging* (RTI) en los Petroglifos de la Cuenca del Río Grande (Departamento de Ica)." *Boletín de la Asociación Peruana de Arte Rupestre* 3, no. 13/14 (2012): 491-494.

Porterfield, Mary

"Five Shows to See: *In a Perfect World at the Beverly Arts Center*," New City, May 16, 2013.

<http://www.chicagomag.com/Chicago-Magazine/C-Notes/May-2013/See-the-16-Best-Art-Gallery-Shows-in-Chicago-Right-Now/>, Jason Foumberg, Chicago Magazine, May, 2013.

<http://www.examiner.com/slideshow/in-a-perfect-world-a-the-beverly-art-center>, Qetsha Haynes, Chicago Art Examiner, May 20, 2013.

Victor Cassidy. "Fearless Visions," ArtSlant, Jan. 8, 2013
<http://www.artslant.com/chi/articles/show/33093>

<http://chicagofineart.blogspot.com/>, Chuck Gniech, Dec.7, 2012.

Joanna Broder. "Landscapes that Stir Emotions," Niles Sun Times, Dec. 20, 2012. (article also printed in Wilmette Sun Times, DesPlaines Sun Times)

Sacic, Vida

Inclusion in **Snapshot Book** highlighting selected design work from the Chicago region created in 2012 published by AIGA Chicago in June 2013.

Vera, Rafael

2013 Artwork 6, Sullivan Galleries, Chicago, IL

Faculty Art Exhibition, Northeastern Fine Arts Gallery, Chicago, IL

2012 21st Evanston and Vicinity Biennial, Evanston Art Center, Evanston, IL

In Between Out, The Franklin, Chicago IL; in collaboration with Alberto Aguilar

On Making Things Matter: Strategies For Preservation, South Hub of Production, 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, South Hub of Production, Chicago, IL

2013 New American Paintings, No. 107, Midwest Issue

Jason Foumberg. Review. Eye Exam: New Moves in Chicago Sculptures, Newcity, art.newcity.com, April 16

Wortendyke, Krysta

Zach Clark, "Killing Season Chicago," Composite Arts (June 18, 2013): 64-78

Theo Constantino, "An Innate Drive to Explore Ideas," Paradigm Magazine, Theo Constantino. 22 January 2013
<<http://paradigmmagazine.com/site/2013/01/22/paradigm-magazine-krista-wortendyke-interview/>>.

Elizabeth Brackett, "Artist Documents Chicago Murders," WTTW11-TV, Chicago, IL, August 15, 2012.

Visiting Artist Lecture Series: 2012 SUNY Rockland Community College, Suffern, NY

ACQUISITIONS
Museum of Contemporary Photography

Xu, Shencheng

"Clouds", The 12th Lincoln Park Community Art Initiative Public Art (June 2013 – June 2014)

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

"The Year of Snake", Evanston Art Center, Evanston, IL (Jan 20th – Feb 10th, 2013)

"Spring Benefit & Live Auction", Evanston Art Center, Evanston, (May 18th, 2013)

Studio Art Faculty Biennial, Fine Arts Center Gallery, Chicago, IL (Jan 7th – Feb1st)

"Reach for Peace", the Snow Days Chicago Snow Sculpture Competition at Navy Pier, Chicago, IL (Jan 25 -27, 2013)

4. Conference Presentations

Nieves, Ana

Nieves, Ana. "Xo2: Clasificación, Análisis y Contexto de los Tipos Descriptivos de un Sitio de Arte Rupestre en el Valle de Nasca." Paper presented at the Conference in Honor of Eloy Linares Málaga, *Investigación Rupestre y Aproximaciones Científicas*, Universidad Nacional Mayor de San Marcos, Facultad de Ciencias Sociales, Lima, Peru, July 13, 2012.

Nieves, Ana. "Reflectance Transformation Imaging and the Petroglyphs of the Nasca Valley (Department of Ica, Peru)." Paper presented at *Migration, Identity and Place: An interdisciplinary conference in celebration of NORTHEASTERN's Latino and Latin American Studies Program and its new major*, Northeastern Illinois University, Chicago, Illinois, September 27, 2012.

Nieves, Ana and Gori Tumi Echevarría. "Documentation and Analysis of Petroglyphs in the Nasca Valley Using Reflectance Transformation Imaging (RTI)" Paper presented at the 31st Annual Northeast Conference on Andean

Archaeology and Ethnohistory, Boston University, Boston, Massachusetts, October 20-21, 2012.

Nieves, Ana and Gori Tumi Echevarría. "Documentation and Analysis of Rock Art in the Lower Nasca Valley (Rio Grande de Nasca Drainage, Department of Ica, Peru)." Paper presented at the Third Annual Faculty Research and Creative Activities Symposium, Northeastern Illinois University, Chicago, Illinois, November 16, 2012.

Mathews, Nate

ROY G BIV Gallery; Columbus, OH; Participated in Artist Talk series as part of three person exhibition, September, 2012

5. Funded grants

Ambriz, Kim

Artist Residency, Jentel Artist Residency Program, Banner, WY

Nieves, Ana

Dumbarton Oaks Project Grant. Project: "Early Horizon and Early Intermediate Period Rock Art of the Nasca Valley (Department of Ica, Peru)"

Xu, Shencheng

Winner of "*The 12th Lincoln Park Community Art Initiative Public Art Competition*", 2013

6. Service

Carreno, Dubhe

Guest Juror for the Concurrent Independent Exhibitions (CIE) at the National Council on Education for the Ceramics Arts (NCECA) 2014 Conference in Milwaukee, WI

Organized NORTHEASTERN student exhibition at the Chicago Arts District.

McKernin, Mark

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

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

Albany Park Community Leader, Ten Thousand Ripples, Public Art and Peace, Chicago, IL.

Advisory Council, Ten Thousand Ripples, Public Art and Peace, Chicago, IL.
Curated Northeastern Illinois University Students and Alumni Art Exhibition, Brickton Art Center, Park Pidge, IL. October 6 – November 10, 2012

Sacic, Vida

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

Curated Designing Art, Northeastern Illinois University, Chicago, IL. February 11- March 15, 2012

B. Student Achievements

Jeff **Bartholomay**, Christopher **Craddack**, Diane **De Ribaupierre**, Jacqueline **Hochbaum**, Kelly **Ichinose**

Dull Spectre, Hungry Ghost Collective, Chicago, IL, March 30

Del Real, Miguel

“Interconnection of our existence “Howard Street Gallery, Evanston, IL. June 7-16 2103

Jennifer **Baker**, Sarah **Chapman**, Janet **Davis**, Teresa **Getty**, Dez **Harper**, Tom **Herzberg**, Kristen Klopack, Kelly **Novak**, Carey **Overstreet**, Carmen **Perez**, Mary **Phelan**, Danna **Sands**, Jean **Sanno**, Wil **Velez**

Art: alumni exhibition, NORTHEASTERN Fine Art Gallery, Chicago, IL. June 11- July 27

Manny **Cortes**, Rebby **Montalvo**, Rachel **Dennis**, Janet **Davis**

Velvet Revolution, We Stand Together as One
Music and Live Art at The Beauty Bar, Chicago, IL. November 20

Lisa **Beiwel**, Patrick **Benton**, Hanna **Bogue**, Eduardo **Caballero**, Emmanuel **Cortes**, Katreena **Dyrek**, Andrea **Ganas**, Kasia **Garzel**, Allison **Greer**, Michael **Kauth**, Maria **Lendsey**, Rebby **Montalvo**, Lamise **Moukyed**, Natasha **Overton**, Sofia **Park**, Diane **de Ribaupierre**, Haley **Rovak**, Sangkyung **Yi**, Nabaa **Shami**, Asa **Spicer**, Jessica **Szewc**, and Artiss **Thomas**.

The Annual Juried Student Art Exhibition, NEIE Fine Arts Gallery, Chicago IL.
Judith Brotman: Juror

Suzy **Gilioli**, Ceramics; Ilona **Ornowska**, Lisa **Stefaniak**, Reby **Tankart**, Eva **Ramirez**, Jessica **Szec**, Photography; Sofia **Park**, Rebecca **Proce**, Lou **Newton**, Graphic Design; Haley **Rowah**, Perla **Lopez**, Drawing; Shannon **Heck**, Painting; Rachelle **Hill**, Printmaking; Christina **Eltvedt**, Sculpture

Student Exhibition at Pilsen’s Chicago Art District, Chicago, **05-13**

BIOLOGY

Annual Report 2012-2013

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 parasitologist (see next paragraph) and additional improvements to our teaching and research spaces that were supported by the Title III grant (Enhancing Career Opportunities in Biomedical and Environmental Health Sciences) to NEIU. In addition to providing funding for an additional new tenure-line faculty position (which was unsuccessful this year, but will be re-opened next year), the grant provided funding in the current year to support undergraduate summer research, to renovate BBH-314 into a fully-equipped faculty research lab, to update BBH-342 (the departmental computer lab), and to renovate BBH-331 (a teaching lab) and convert BBH-329 into a cadaver laboratory. As part of the renovation of BBH-329 and 331, installation of a state-of-the-art audio-video system now allows students and the instructor to seamlessly interact between the two rooms. We look forward to continue to improve our ability to serve our students in functional, modern facilities with the renovation of our animal room this summer, and renovation of another of our teaching labs (BBH-318) in the summer of 2014.

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 hiring of a new Naturalist (**Stuart Goldman**, formerly with The Nature Conservancy) to replace Dr. Ron Panzer, who retired last year. Thanks to the dedication and hard work of the entire department, our search for a parasitologist (funded in part by the Title III grant) came to a successful conclusion when Dr. **Sarah Orlofske** accepted our offer. Dr. Orlofske comes to us from the University of Colorado – Boulder, and brings with her her husband, Dr. Robert Jadin, whom we are delighted to be able to hire as a full-time instructor in the department. We look forward to having Sarah as a colleague for the years to come.

I am also pleased to report that our faculty members continue to be recognized for professional excellence. We congratulate Dr. **Slate**, who has been promoted to the rank of full Professor, effective in Fall 2013. In addition, Drs. **Geddes, Schirmer and Stojkovic** received Faculty Excellence Award in the area of teaching or research in 2011-12, and Drs. **Campbell, Park, Prete, and Readey** received Instructor Excellence Awards for their teaching in 2010-11, and Dr. **Nuss** for 2011-2012; we thank

them for their dedication to the profession and to our students. This continues a remarkable run of faculty members in Biology receiving these kinds of awards, which is something of which we are extremely proud.

In terms of curricular issues, we have made progress on a number of longstanding efforts, and have taken up a few new initiatives. The new interdisciplinary major in Environmental Science has made it through the faculty-governance approval process, and is now being evaluated by Academic Affairs. Our revised graduate program has also been approved by faculty governance, and will be implemented beginning in Fall 2013. As a follow-up to our Spring 2012 annual departmental retreat, we held a workshop on writing with Kate Hahn (Center for Academic Writing) to establish ways in which we can effectively integrate writing across our curriculum.

We also continued to expanding and improving course offerings and improving instruction: **Rumschlag-Booms** developed and offered a new course in Emerging Infectious Diseases (which supports the goals of the Title III grant), and **Orlofske** will be developing a course on Parasites & Human Health during her first year with us. In addition, **Kasmer** developed and got through governance the department's first FYE (First-Year Experience) course (Alien Invasions of Chicago), received FYE training, and will be offering the course for the first time in Spring 2014.

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 by **Geddes** (elected, and who served as chair of the committee), the Faculty Council on Student Affairs (**Kimble**, elected), the University Personnel Committee (**Mungre**, elected), the Advisory Committee on Faculty Awards (**Kimble** and **Slate**, elected), and the Instructor/ASP Excellence Committee (**Puryear**). **Olfelt** continued to serve on the Writing Intensive Faculty Advisory Committee (appointed) and as the faculty advisor of the Student Green Fees Committee. And at the 21st Annual NEIU Student Research & Creative Activities Symposium (April 2012), **Geddes** served on the Steering Committee, **Geddes** and **Kasmer** served as presiders, and **Andrew, Campbell, Kimble, Mungre, Rumschlag-Booms**, and **Stojković** served as discussants. In addition, **Geddes** continued to serve as the faculty mentor for the SACNAS@NEIU chapter. Finally, in addition to serving on our own search-and-screen committee, **Geddes** (SCSE Life Sciences Advisor), and **Stojković** (Secondary Education/Curriculum & Instruction, and Dean of the College of Graduate Studies & Research) served as external members of search-and-screen committees for positions in other departments within the college and at the university. I am proud that as a department, we remain fully engaged citizens in the university community.

Student enrollment and student successes: As was the case last year, enrollments in the fall of 2012 were up modestly from the previous year, with a total of 588 majors, 22 Biology/Secondary Education majors, and 33 graduate students enrolled in classes in Fall of 2012. During FY13 (Summer 2012-Spring 2013), 66 students earned their B.S. in

Biology (slightly fewer than in FY12), and 12 students earned their M.S. (almost twice as many as in FY12).

Students have also been extraordinarily active in conducting research with faculty, and presenting their results at both local and national/international venues: around 50 different students were involved in 55 different presentations (most with multiple authors), three students won competitive awards for their research presentation at the Annual Meeting of SACNAS, two students won awards for research presentations at the regional meetings of the Louis Stokes Alliance for Minority Participation, and two additional students received travel awards to attend national meetings. 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), continue to work on an initiative to improve the extent to which we address writing across our curriculum, and have begun using the results of the Major Field Test in Biology to assess areas in our curriculum where we can make improvements.

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: We have completed another search in the successful searches over the past three years (for a microbiologist to replace a retirement, a new developmental biologist position, and a Title III-funded parasitologist), and will be conducting another Title III-funded search in the coming year, we will still need an additional one or two tenure-line faculty over the next couple of years in order to catch up with increasing enrollments. Hopefully, the recent and anticipated additional hires will allow us to eventually rely less heavily on non-tenure line instructors to provide instruction in our general education courses, as well as for courses for our majors/minors. These new positions will not only allow us to satisfy our curricular needs, but also enable the department to continue 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, increased our centrifugation and refrigeration/freezer capabilities, purchased insect-collection storage cabinets, and purchased a new cryotome. 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 be hard-pressed to provide a space for both the hire we hope to make in the coming year and for space that Dr. Michael Stern (the new Dean of the College of Graduate Studies & Research, and a new member of our department) has requested to support his own research interests. 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:

- Ahmet Dirim Arslan, A.D., X. He, M. Wang, **E. Rumschlag-Booms**, L. Rong, and W.T. Beck. 2013. A high-throughput assay to identify small-molecule modulators of alternative pre-mRNA splicing. *J. Biomol. Screen.* 18: 180-190
- Kimble, M.** and **A. Schirmer.** 2012. *General Genetics Laboratory Manual.* Dubuque: Kendall Hunt Publishing Company.
- Mehrotra S., A.A. Al-Khami, J. Klarquist, S. Husain, O. Naga, J.M. Eby, A.K. Murali, **G.E. Lyons**, M. Li, N.D. Spivey, H. Norell, T. Martins da Palma, G. Onicescu, C.M. Diaz-Montero, E. Garrett-Mayer, D.J. Cole, I.C. Le Poole, and M.I. Nishimura. 2012. A coreceptor-independent transgenic human TCR mediates anti-tumor and anti-self immunity in mice. *J Immunology* 189(4):1627-38. doi: 10.4049/jimmunol.1103271. Epub 2012 Jul 13.
- Popkiewicz, B., **Prete, F.R.** 2013. Macroscopic characteristics of the praying mantis electroretinogram. *Journal of Insect Physiology* 59: 812–823
- Prete F.R.**, S. Dominguez, J.L. Komito, R. Theis, J.M. Dominguez, L.E. Hurd, and G.J. Svenson. 2013. Differences in appetitive responses to computer-generated visual stimuli by female *Rhombodera basalis*, *Deroplatys lobata*, *Hierodula membranacea*, and *Miomantis* sp. (Insecta: Mantodea). *Journal of Insect Behavior* 26: 261-282. DOI 10.1007/s10905-012-9340-x
- Rumschlag-Booms, E.** and L. Rong. 2013. Influenza A virus entry: Implications in virulence and future therapeutics. *Advances in Virology* vol. 2013, Article ID 121924, 9 pp. doi:10.1155/2013/121924
- Slate, J. E.**, T. C. Johnson, and T. C. Moore. 2013. Impact of pre-Columbian agriculture, climate change, and tectonic activity inferred from a 5,700-year paleolimnological record from Lake Nicaragua. *Journal of Paleolimnology* 50: 139-149.
- Zhang, Y., R. Benmohamed, H. Huang, T. Chen, **C. Voisine**, R.I. Morimoto, Kirsch, and R.B. Silverman. 2013. Arylazanyl pyrazolone derivatives as inhibitors of mutant SOD1-dependent protein aggregation for the treatment of amyotrophic lateral sclerosis. *J. Med. Chem.* 56(6): 2665-75.

2. Conference Presentations

- Andrew, C.** 2012. Soil nutrient legacies surpass the effects of CO₂ and O₃ concentration on mycorrhizal fungal communities. Ecological Society of America Annual Meeting, Portland, OR; August 2012. (oral)
- Gallagher, K.D., H. Patel, N. C. Woitowich, R. St. Peter, S. E. Kovaleva, W. B. Ozarowski, C. N. Hernandez and **Stojković, E.A.** 2012. Characterization of a red-light photoreceptor in the life-cycle of myxobacterium *Stigmatella*

aurantiaca. 3rd Annual NEIU Faculty Research & Creative Activities Symposium, Chicago, IL, November 2012. (oral)

Geddes, P. 2012. Biology education research: Using science to teach science more effectively. (presenting member of a 4-speaker symposium) SACNAS National Conference, 11-14 Oct 2012, Seattle, WA

Geddes, P. 2012. Complex plant invaders: Assessing the effects of native and non-native strains of *Phragmites australis* on ecosystems. 3rd Annual NEIU Faculty Research & Creative Activities Symposium, Chicago, IL, November 2012. (oral)

Geddes, P. 2012. Invited presenter at professional development session on peer tutoring and mentoring. Invited by Licenciada Ana Clara Yasbitzky, Pedagogy Support Program, Universidad Nacional del Sur, Bahía Blanca, Argentina.

Geddes, P. 2012. What do we know about hybridizing cattail species and their impacts on invaded ecosystems? Indiana Dunes National Lakeshore Science Conference, Gary, IN. (oral)

Geddes, P. 2013. Quantitative skills in ecology: Examples using mathematical models. 2nd Workshop on Mathematical Modeling with Applications in the Social and Natural Sciences, 3-5 May 2013, NEIU, Chicago, IL. (oral)

Geddes, P., M. Deisinger, S. Gurung, J.J. Mulliken, S. Ryan, J. Semoon, K. Veldman, K.T. Nicholson, A. Schirmer, and K.M. Voglesonger. 2013. Effects of gasoline additives on aquatic ecosystems in Lake Michigan harbors. International Water Nexus Summit, NEIU, Chicago, IL, 6-7 March 2013. (oral)

Geddes, P. and **E. Stojković.** 2012. Quantitative literacy and civic engagement in upper level biology courses at an urban, comprehensive university. SENCER Midwest Symposium, 10 Nov 2012, Beloit, WI. (oral)

Mantes, E.S., W. Bogue, B. Popkiewicz, A. Urdiales, F. Prete, and **A. Schirmer.** 2012. Circadian behavior and physiological rhythms in the praying mantis, *Hierodula multispina*. 3rd Annual NEIU Faculty Research & Creative Activities Symposium, Chicago, IL, November 2012. (oral)

Prete, F.R. and A.E. Schirmer. 2012. Are praying mantises really like people? 3rd Annual NEIU Faculty Research & Creative Activities Symposium, Chicago, IL, November 2012. (oral)

Voisine, C. The chaperome as a therapeutic space in aging and neurodegenerative diseases. Presented in the “Minisymposium 20: Cellular Stress, Protein Folding and Disease”. American Society for Cell Biology Annual Meeting, San Francisco, CA, 15-19 December 2012. (oral)

3. Funded grants

Stojkovic, E.A., S. Tsonchev, K.N. Nicholson. 2012 (August). NSF Major Research Instrumentation (MRI) grant: Acquisition of Nanoscope V Controller for Scanning Probe Microscopy. (\$110,000)

Mungre, S.M. 2012. Role of DNA methylation and protein acetylation in diabetic hyperglycemia. NIH Pilot Grant. (\$7,000)

Puryear, T.K. 2012. The temporal effects of varying levels of folate on pregnant ICR mice. NIH Pilot Grant extension. (\$7,500)

Andrew, C. 2013. How will mycorrhizal fungal communities respond to abatement of nitrogen additions? Martin-Baker Research Award, Mycological Society of America. (\$2,000)

Voisine, C. 2012. American Society for Cell Biology (ASCB) Faculty Travel Award (\$500) for the ASCB Annual Meeting in San Francisco from December 15-19, 2012.

Prete, F.R. 2012. Circadian modulation of appetitive behavior and visual sensitivity in praying mantises. CREAR Summer Research Grant. (\$18,000)

4. Service

Andrew judged oral presentations and presided over a presentation session at the annual meeting of the Ecological Society of America, Portland, OR, 2012.

Geddes was invited to serve on a USDA Research Grant panel in Washington DC from 13-17 May 2013, served as a poster-presentation judge for Ecology area at SACNAS National Conference, Seattle, WA, and presented her research to Junior- and Senior-High School students at GEAR UP program organized by the Chicago Teacher's Center.

Prete reviewed a manuscript for *Journal of Insect Behavior*.

Voisine reviewed a manuscript for *PLoS ONE*

Rumschlag-Booms served as an ad hoc reviewer for *Virology Journal*, *PLoS One*, and *Phytotherapy Research*, and served as a contributing editor for the *American Journal of Microbiology*.

Slate reviewed a manuscript for the journal *Wetlands*.

Stojkovic served as a Judge-Mentor of student poster presentations at the SACNAS National Conference, Seattle, Washington (October, 2012), and as a judge for student poster presentations at CAURS (Chicago Area Undergraduate Research Symposium (March, 2013).

B. Student Achievements

(NOTE: Throughout this section, the names of **students** are in bold.)

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

Student Center for Science Engagement 4th Annual Research Symposium
(28 Sept 2012)

- Blasini, D., M.J. Ríos, Y. Astudillo-Scalia, J. Olfelt, and P. Geddes.** Identification of cattail plant species from a broad geographic range using microsatellite markers. (oral)
- Bogue, W.D., A.F. Urdiales, E.S. Mantes, F. Prete, and A.E. Schirmer.** The effects of stimulus duration and intensity, and circadian rhythmicity on the electroretinogram of the Madagascar hissing cockroach (*Gromphadorhina portentosa*). (oral)
- Freyman, W.A., M.J. Rios and J.P. Olfelt.** Molecular phylogeny of the North American *Rhodiola* (Crassulaceae). (oral)
- Gallagher, K.D., H.K. Patel, N.C. Voitowich, S.E. Kovaleva, R. St. Peter, W.B. Ozarowski, C.N. Hernandez, A.E. Schirmer and E.A. Stojkovic.** Characterization of a red-light photoreceptor in the life cycle of Myxobacterium *Stigmatella aurantiaca*. (oral)
- Mantes, E. S., W. Bogue, B.W. Popkiewicz, A.F. Urdiales, F.R. Prete, and A.E. Schirmer.** First analysis of circadian rhythms in the ERG, compound eye pigment migration, and responses to prey-like stimuli in the praying mantis, *Hierodula multispina* (Insecta: Mantodea). (oral)
- Missaghian, N.A., C. N. Hernandez, A.E. Varela, M.M. Marcus, R. King, A. Schirmer and E.A. Stojkovic.** Structural and sequence analyses of an unusual bacteriophytochrome from *R. palustris*. (oral)
- O'Connor-Maloney, M.** H5N1 Bird Flu: Potential to infect humans?" (oral)
- Popkiewicz, B.W., E.S. Mantes, F. Prete, and A.E. Schirmer.** The first analysis of the electroretinogram in three species of praying mantis (Insecta: Mantodea). (poster)
- Puetz, S., J. Meraz, A.E. Varela, B. Igova, A. Baker, J. Kennis, A.E. Schirmer and E.A. Stojkovic.** Engineering an infrared fluorescent protein marker for *in vivo* tissue imaging in mammals. (oral)

21st Annual NEIU Student Research and Creative Activities Symposium
(19 April 2013)

- Abakumov, A.A., E. Melchor and N. Glaser (Psychology); S. Saszik, and T. Puryear.** The effects of 1-methyl-4-phenyl-1,2,3,6-tetrahydropyridine on behavior in adult zebrafish, *Danio rerio*. (oral)
- Benyukhis, J.R. (University Honors Program) and R.F. Levendosky; A. Schirmer and C. Park.** The role of the circadian gene Cryptochrome 1 in neural development. (oral)

- Blasini, D. and M. Rios;** P. Geddes and J. Olfelt. Effectiveness of microsatellite marker use as a tool for identifying hybridizing *Typha* plant species. (oral)
- Bogue, W., A. Urdiales and E. Mantes;** F. Prete and A. Schirmer. First analysis of the electroretinogram in the Madagascar hissing cockroach (*Gromphadorhina potentosa*). (oral)
- Brennan, D.M.;** S. Saszik and T. Puryear. Analysis of zebrafish (*Danio rerio*) development and behavior. (oral)
- Erber, A.K.;** P. Geddes. Effect of *Pleurotus ostreatus* in removing *E. coli* from aquatic systems. (oral)
- Freyman, W.A.;** J. Olfelt. Molecular phylogeny of the North American *Rhodiola* (Crassulaceae). (oral)
- Gallagher, K.D., H. Patel (Chemistry), N.C. Weitowich, S.E. Kovaleva, R. St. Peter, W.B. Ozarowski, C.N. Hernandez,** A. Schirmer and E. Stojkovic. Characterization of red-light photoreceptor in the life cycle of the myxobacterium *Stigmatella aurantiaca*. (oral)
- Izbicki, D., L. Frenwick, and K. McGowan (Biology/Secondary Education);** H. Colak (Educational Inquiry and Curriculum Studies). The impact of three pre-service biology teachers “teaching on their students” learning. (poster)
- Izbicki, D., K. McGowan, and L. Frenwick (Biology/Secondary Education);** H. Colak (Educational Inquiry and Curriculum Studies). Teaching life science concepts through scientific inquiry-based demonstrations. (poster)
- Kasapi-Bizhga, D. and H.M. Merchantz;** E. Stojkovic. *Staphylococcus epidermidis* isolated from human skin in BIO-341: General Microbiology. (oral)
- Mantes, E.S., W. Bogue, B.W. Popkiewicz and A.F. Urdiales;** F. Prete and A. Schirmer. The effects of circadian rhythms on *Heirodula multispina* and *Sphodromantis lineola* (Insecta: Mantodea). (oral)
- Popiewicz, B. and E. Mantes;** F. Prete. Macroscopic characteristics of the praying mantis electroretinogram. (oral)
- Sorenson¹, B., B. Lampert¹, D. Westcott (University Honors Program), A.C. Sakols¹, S.M. Vorpahl¹;** E. Stojkovic, *S. Tsonchev¹*, and *K. Nicholson¹*. (¹Chemistry.) Characterization of a unique photoreceptor in the light-adapted state using scanning-tunneling and atomic-force microscopy. (oral)
- Sorenson¹, B., D. Westcott (University Honors Program), B. Lampert¹, A.C. Sakols¹, S.M. Vorpahl¹;** E.A. Stojkovic, *S. Tsonchev¹*, *K.T. Nicholson¹*. (¹Chemistry) Characterization of a protein photoreceptor in its light-adapted state using fluid cell atomic force microscopy. (poster)

Vadineanu, O.M.; T. Campbell, M. Greif^{1,2} and M. Von Konrat². (¹Wilbur Wright Community College, ²The Field Museum). Engaging students to diminish the biodiversity extinction crisis. (poster)

Student Presentations at Regional/National/International Meetings

Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
National Meeting, Seattle, WA (11-14 October 2012) – poster presentations

Astudillo-Scalia, Y., S. Wunderle, P. Geddes, J.P. Olfelt, and A. Schirmer. 2012.
Intra-population variability in microsatellite markers of cattails species.

Blasini, D., M.J. Ríos, Y. Astudillo-Scalia, J. Olfelt, and P. Geddes. 2012.
Geographic variation in microsatellite markers from cattail plant species throughout the Midwest. Award-winning presentation.

Bogue, W.D., A.F. Urdiales, E.S. Mantes, F.R. Prete and A.E. Schirmer. First analysis of the electroretinogram in the Madagascar hissing cockroach *Gromphadorhina portentosa*.

Freyman, W., M. Rios, and J. Olfelt. Molecular phylogeny of the North American *Rhodiola* (Crassulaceae). Award-winning presentation.

Gallagher, K.D., H.K. Patel, N.C. Woitowich, S.E. Kovaleva, R. St. Peter, W.B. Ozarowski, C.N. Hernandez, A.E. Schirmer and E.A. Stojkovic.
Characterization of a red-light photoreceptor in the life cycle of Myxobacterium *Stigmatella aurantiaca*. Undergraduate poster competition winner in the field of Cell/Molecular Biology

Mantes, E.S., W. Bogue, B.W. Popkiewicz, A.F. Urdiales, F.R. Prete and A.E. Schirmer. Evidence For circadian rhythms in a previously untested taxon: a temporal analysis of the ERG, compound eye pigment migration, and responses to prey like stimuli in the praying mantis, *Hierodula multispina* (Insecta: Mantodea).

Mantes, E., W. Bogue, B. Popkiewicz, A. Urdiales, F. Prete and A. Schirmer. First analysis of circadian rhythms in the ERG, compound eye pigment migration, and responses to prey-like stimuli in the praying mantis, *Hierodula multispina* (Insecta: Mantodea).

Meraz, J., A.E. Varela, S. Puetz, A. Baker, J. Kennis, A.E. Schirmer and E.A. Stojkovic. Structure-based engineering of an infrared fluorescent protein marker.

Missaghian, N.A., C.N. Hernandez, A.E. Varela, M.M. Marcus, R. King, A.E. Schirmer and E.A. Stojkovic. Structural and sequence analyses of an unusual bacteriophytochrome from *R. palustris*.

O'Connor-Maleney, M. Determining the role of differentially linked sialic acids in H5N1 influenza entry.

Popkiewicz, B.W., E.S. Mantes, F.R. Prete and A.E. Schirmer. The first analysis of the electroretinogram in three species of praying mantis (Insecta: Mantodea).

Vadineanu, O. and T. Campbell. Accelerating the pace of biodiversity documentation and discovery in early land plants: Bridging the taxonomic endeavor with broader impact activities. (also presented at the regional SACNAS meeting at NEIU in November 2012)

Wunderle, S., Y. Astudillo-Scalia, P. Geddes, J. Olfelt and A. Schirmer. Intrapopulation variability in microsatellite markers for cattail species.

14th Annual Louis Stokes Alliance for Minority Participation (LSAMP) Spring Symposium & Research Conference in STEM, Lisle, IL (15-16 February 2013)

Bogue, W.D., A.F. Urdiales, E.S. Mantes, F.R. Prete and A.E. Schirmer. First analysis of the electroretinogram in the Madagascar hissing cockroach (*Gromphadorhina portentosa*). (oral)

Ríos M.J., Blasini, D., Y. Astudillo-Scalia, J. Olfelt, and P. Geddes. Intra- and inter-population variability in microsatellite markers for cattail plant species. (oral) Award-winning presentation

Other National & Regional Venues

Bogue, W., A. Urdiales, E. Mantes, F.R. Prete and A.E. Schirmer. Adaptations to life in the dark: the effects of stimulus duration, intensity, and circadian rhythms on photoreceptor responses in the Madagascar Hissing Cockroach (*Gromphadorhina portentosa*). (poster) Animal Behavior Conference, University of Indiana, Bloomington . IN; 28-30 Mar 2013.

Mantes, E., W. Bogue, B. Popkiewicz, A. Urdiales, A.E. Schirmer and F.R. Prete. Circadian rhythms modulate behaviors of the praying mantis, *Hierodula multispina* at various levels of analysis: retinal physiology, locomotion, and prey-catching behavior. (oral) Animal Behavior Conference, University of Indiana, Bloomington . IN; 28-30 Mar 2013.

Popkiewicz, B.W., E.S. Mantes, A.E. Schirmer and F.R. Prete. A detailed analysis of the praying mantis electroretinogram: implications for successful prey recognition. (oral) Animal Behavior Conference, University of Indiana, Bloomington . IN; 28-30 Mar 2013.

Missaghian, N.A., C.N. Hernandez, A.E. Varela, M.M. Marcus, R. King, A. Schirmer and E.A. Stojković. 2013. Structural and sequence analysis of an unusual bacteriophytochrome from *R. palustris*. American Society for Biochemistry and Molecular Biology (ASBMB) Annual Meeting, Boston, MA, 20-24 April 2013.

Puetz, S., J. Meraz, A.E. Varela, B. Igova, A. Baker, J.T.M. Kennis, A.E. Schirmer and E.A. Stojković. 2013. Structure-based engineering of an infrared

protein marker. American Society for Biochemistry and Molecular Biology (ASBMB) Annual Meeting, Boston, MA, 20-24 April 2013.

Astudillo-Scalia, Y., S. Wunderle, P. Geddes, J.P. Olfelt, and A. Schirmer. 2012. Intra-population variability in microsatellite markers of cattails species. Ivy-Plus Stem Symposium & Workshops for Diverse Scholars, Philadelphia, PA, 4-6 Oct 2012. (poster)

Blasini, D., M.J. Ríos, Y. Astudillo-Scalia, J. Olfelt, and P. Geddes. 2013. Variability in identification and hybridization estimates using microsatellite markers in cattail plant species throughout the Midwest. Society for Wetland Scientists Annual Meeting, Duluth, MN, 2-6 June 2013. (poster) Blasini won Mentoring Award that covered all trip-related expenses.

Ríos M.J., Blasini, D., Y. Astudillo-Scalia, J. Olfelt, and P. Geddes. 2013. Intra- and inter-population variability in microsatellite markers for cattail plant species. Wisconsin Wetlands Association 18th Annual Conference, Sheboygan, WI, 12-14 Feb 2013. (oral) Ríos won NEIU Foundation travel scholarship that covered all trip-related expenses.

Volesky, L.A. and P. Geddes. 2013. Effects of native and non-native strains of *Phragmites australis* on freshwater wetlands. North Central Chapter of the Society of Wetland Scientists, Dunes Conference Center, Chesterton, IN, 28-30 Sept 2012. (oral)

Erber, A. and P. Geddes. 2013. Effect of *Pleurotus ostreatus* in removing *E. coli* from aquatic systems. International Water Nexus Summit, NEIU, Chicago, IL, 6-7 March 2013. (oral)

Veldman, K., J.J. Mulliken, P. Geddes, K.T. Nicholson, A. Schirmer, and K.M. Voglesonger. 2013. Presence, distribution, and potential sources of gasoline additive contamination in Lake Michigan recreational boat harbors. International Water Nexus Summit, NEIU, Chicago, IL, 6-7 March 2013. (poster)

Gallagher, K. D., H. Patel, N. C. Weitowich, S. E. Kovaleva, R. St. Peter, W. B. Ozarowski, C. N. Hernandez, A. E. Schirmer and E. A. Stojković. 2013. Characterization of a red-light photoreceptor in the life-cycle of myxobacterium *Stigmatella aurantiaca*. Chicago Area Undergraduate Research Symposium (CAURS), Chicago, IL, 6 April 2013. (poster) (Poster competition winner in the field of Biology).

Iqbal, S., L.A. Volesky, P. Geddes, and J. Kelly. 2013. Environmental factors influencing the abundance and activity of denitrifying bacteria in freshwater wetlands. Chicago Area Undergraduate Research Symposium (CAURS), Chicago, IL, 6 April 2013. (poster)

Meraz, J., A.E. Varela, S. Puetz, A. Baker, J.T.M. Kennis, A.E. Schirmer and E.A. Stojković. 2013. Structure-based engineering of an infrared fluorescent protein marker. Chicago Area Undergraduate Research Symposium (CAURS), Chicago, IL, 6 April 2013. (poster)

Vadineanu, O. and L. Murata. 2012. *Frullania* Research Outreach and Education Meeting 1, Field Museum of Natural History, Chicago IL. August 2012.

Vadineanu, O. and T. Campbell. *Frullania* Research Outreach and Education Meeting 2, Field Museum of Natural History, Chicago IL. Connecting biodiversity research and collections with curriculum. December 2012

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

Internships and research positions

Dana Anderson, Angelina Jaimes (Biology/Psychology), and **Jose Zavala** are doing summer internships in the UIUC Biology Fellows Program at the University of Illinois.

Dara Arabsheibani , Charlie D'Lavoy, and Alex Vizzone are doing summer internships under Tom Campbell on the *Frullania* Project, a collaborative crowd-sourcing science project with the Field Museum of Natural History; **Xenia Alava, Veronica Lopez, and Brendon Reidy** are also doing summer internships at the Field Museum.

Rogelio Avila and Edith Morales are participating in NIH-funded summer research at Northwestern University.

Karie Combs accepted an internship at Chimps Inc. in OR. She also spent the last year interning at the Lincoln Park Zoo working with the great apes.

Marie Kroger was accepted into two summer research programs, one at Loyola University Chicago and one at Northern Illinois University. She chose to accept the one at NIU, where she will be joining Dr. Swingley's lab performing research on microbial diversity in the Calumet wetlands.

LaDoris Lee was accepted into a summer internship at North Dakota State University. The internship will focus on an aspect of discipline-based education research (DBER) at the undergraduate level.

Courtney Moran is working with Ken Konopa at North Park University on the Mapping North Park project

Nicholas Nerwin is interning with the Crabtree Nature Center in Barrington, IL.

Dayani Pieri is conducting summer research at Argonne National Laboratory.

Anthony Smith is doing an NCAUR internship with the USDA in Peoria.

Chelsee Strojny (University Honors Program) is doing a research internship with the Oral Science Department at University of Illinois Chicago.

Daniel Westcott was awarded a REU position in Molecular Genetics and Cell Biology at the University of Chicago working under the direction of Dr. Jean

Greenberg. She specializes in plant/bacteria interactions, and most recently, how specific plants respond to a strain of *Psuedomonas* by a secretion pathway.

In addition, a total of 24 undergraduate students in Biology are participating in research funded variously by the Title III grant (Enhancing Career Opportunities in Biomedical and Environmental Health Sciences;16 students), the Provost's Office (3), the Student Center for Science Engagement (3), the USDA-CREAR grant (1), and the Louis Stokes Alliance for Minority Participation (1). They are working with 13 different faculty members in four different departments (Puryear, Saszik (Psychology), Voisine, Rumschlag-Booms, Schirmer, Stojkovic, Prete, Campbell, Geddes, Olfelt, Nicholson (Chemistry), Tsonchev (Chemistry), Mubayi (Mathematics)). The students include: Jacqueline Alvarez, Dara Arabsheibani, Daniel Arrecis, Dorina Bizhga, Will Bogue, Daniel Brennan, Alexandra Cabanov, Ana Cintron, Charlie D'Lavoy, Robert Fidis, Zelene Figueroa, Kevin Gallagher, Maria Garcia, Michelle Guy, Edgar Mantes, Nima Missaghan, Giovanni Monterosso, Mairead O'Connor-Maloney, Emily Rendleman, Velid Seferovic, Samantha Spence, Germaine Suiza, Andrew Urdiales, Mario Valdivia). An additional 11 students are volunteering in the labs of these faculty members (Matt Castro, Renee Chellson, Phu Duong, Emily Fioramonti, Mark Mastroianni, Kevin Mathews, Russ Moskal, Quan Nguyen, Stephanie Puetz, Deelegant Robinson, Astrid Trujillo).

Acceptances to professional schools

Dan Brown (May 2013) has been accepted by the Illinois College of Optometry.

Hannah Callen (Aug 2012) has been accepted by the CUNY Dental School.

Sadaf Dhorajiwala and Anna Krembs (May 2013) were accepted by and are planning to attend the Vascular Ultrasound Program at Rush University.

Jordan Keller (Dec 2012) – Master's degree in Nursing at DePaul University.

Patrycia Leja (Dec 2012) will begin at the University of Tennessee College of Pharmacy in Knoxville, TN in the summer of 2013.

Marcella Marcus (Aug 2012) – M.S. program in Biomedical Sciences at Mississippi College.

Taylor Morrison (May 2013) was accepted into veterinary school at Iowa State University.

Allan Moss was accepted to the MS in Health Informatics programs at both UIC and Northeastern University.

Julie Schwaiger (May 2013) was accepted at Midwestern University Dental School.

Bjoan Slavnik (Dec 2012) has been accepted by the Chicago College of Osteopathy.

Marcin Stygar has been offered a place at Rosalind Franklin University to pursue a Doctorate in Physical Therapy.

Aleksandra Todosijevic (Aug 2012) accepted into Midwestern University and University of Illinois Chicago Schools of Pharmacy; she chose to accept the offer from UIC.

Acceptances to graduate programs

Chris Craddock (Dec 2012) was accepted into a Ph.D. program in Cell and Molecular Biology at the University of Chicago, Chicago, Ill.

Will Freyman (May 2013) was accepted into a Ph.D. program in Integrative Biology (Ecology) at the University of California, Berkley.

Rob Levendosky (May 2013) was accepted into a Ph.D. program in Cell, Molecular, Developmental Biology and Biophysics at Johns Hopkins, Baltimore, Md.

Jackie Meraz (May 2013), who is a McNair Scholar and a first-generation college graduate, was accepted into the University of Chicago's PREP program, a one-year paid fellowship to prepare her for their Ph.D. program in Biomedical sciences. Meraz is one of only eight students admitted to the PREP program this year.

Ethan Morgan will begin the doctoral program in Epidemiology at the University of Chicago in the fall.

Mike Page (May 2013) will be pursuing the M.S. in Zoology at Southern Illinois University Carbondale.

Chris Sferra accepted and will be attending the University of Alabama in the lab of Dr. Jennifer Howeth this fall semester. He received a TAship as well as a tuition waiver as funding for the program and will be working on a project that looks at algae and zooplankton communities in ponds at different successional stages.

Other achievements of alumni of our program

Yaiyr Astudillo-Scalia (B.S. '12 Biology) just completed a one-year fellowship in the PREP program at the University of Chicago, and will be attending Arizona State University's Environmental Life Sciences Ph.D. program in the fall.

Anna Baker (B.S. '11 Biology) and Angela Varela (B.S. '11 Biology) were awarded prestigious National Science Foundation doctoral fellowships. Baker is a second-year Ph.D. student in the Department of Microbiology at the University of Wisconsin, Madison, and Varela is a first-year Ph.D. student in the Department of Biophysics at the University of Wisconsin, Madison.

Marsha Hay (M.S. Biology) has accepted a tenure-line faculty position at the College of Lake County starting in the fall of 2013.

Sumira Phatak has a position as a Researcher for the Utah Division of Wildlife Resources; as an undergraduate in our program, she had done an internship as an undergraduate in the Four Corners area.

Jenny Shaier has begun a full time job at the chemical company Nexeo Solutions.

Nicki Woitowich was featured on the webpage of the College of Graduate Studies & Research. She is working on her doctoral degree in Biochemistry at Rosalind Franklin University of Medicine and Science, where she is also a member of the Departments of Biochemistry and Molecular Biology as well as Physiology and Biophysics. Recently, she was selected by the American Society for Biochemistry and Molecular Biology to attend their annual "Hill Day," where graduate students and faculty from across the country meet with their local congressional representatives on Capitol Hill to talk about the future of scientific research and scientific funding.

In addition, the success stories of numerous current students and alumni of the Department of Biology were featured in the June 2013 issue of New@NEIU, the e-newsletter for alumni and friends of Northeastern Illinois University.

BIOLOGY

Assessment Report 2012-2013

Submitted by John M. Kasmer

As mentioned above, we devoted our time at our annual department retreat in Spring 2013 to review and discussion of the results of the Major Field Test (ETS) in Biology, which we have been offering for the past several years. The folks at Loyola University Chicago-Stritch School of Medicine were kind enough to host us this year, and we hope to foster this relationship in the future to provide our students and faculty with opportunities to conduct research with their faculty and at their facilities, and to begin to develop a pipeline for our students to enter advanced programs in biomedicine. Results of our discussions of the MFT are described below:

Biology Department retreat
Notes taken by Jennifer Slate

May 8, 2013

Discussion of MFAT results:

- 1) *Student performance in Organismal Biology:* Students performed most poorly in the “Animal Organ Systems” and “Animal Reproduction, Development, and Growth” categories in Organismal Biology. We discussed several ways to address these deficiencies in student knowledge.
 - A. One solution would be to cover these topics in BIO 202. When BIOL 102/103 was reorganized into BIO 201/202, the organ systems and development chapters were to be moved from BIOL 102 to BIO 202, and the genetics chapters moved from BIOL 103 to BIO 201. However, the BIO 202 syllabus does not currently include the organ systems and development chapters as was originally intended. To make room for these chapters, the amount of time spent lecturing about ecology and the history of the Earth at the beginning of the semester could be reduced. Then, organ systems and animal development could be introduced after vertebrates are covered. Physiology is not required as an elective, so students can graduate without being exposed to the field if it is not introduced in BIO 202. A professional organization (e.g. National Science Foundation, National Academy of Sciences) may provide a list of topics that are recommended to be included in general biology courses.
 - B. Another possible solution would be to require a physiology elective.
- 2) *Student performance in Population Biology, Evolution, and Ecology:* As in other MFAT subject areas, students performed poorly on questions with an analytical component. Several suggestions were made to help our students improve analytical skills.

- A. Just as we have made an effort to improve writing components in our courses, we can improve analytical components. Solving analytical problems should be pervasive across our curriculum.
 - B. We could require that students pass MATH 173 before they begin 300-level courses. A syllabus from MATH 173 (and from an equivalent course taught at a community college such as Wright) would show us whether or not MATH 173 teaches skills that would allow us to increase the analytical components of our 300-level courses.
 - C. We could require that CHEM 211 be a pre-requisite or taken concurrently with BIO 201. (BIO 150 could then be taken concurrently with BIO 202. Now that BIO 150 is required of all students, content is no longer closely aligned with BIO 201.)
 - D. We could divide our 300-level courses into “sophomore-level” (200-level) and “upper-tier” (300-level). Students would be required to take a certain number of “upper-tier” electives with increased analytical components. Making this change would also benefit students by clearly labeling courses that should be taken as early as possible, such as cell biology (a pre-requisite for many electives) and ecology (the writing intensive course).
 - E. We could improve our advising to encourage students who would benefit (e.g. students who will take the MCAT) to take courses with a greater analytical component (what are those courses?). The newly designed MCAT exam includes an entire section on “critical analysis and reasoning skills.
 - F. We could institute something fun to encourage analytical skills, such as a “graph of the week.” Data could be obtained from a phenology study or from www.gapminder.org, which has worldwide health and climate-related data that can be graphed and analyzed.
- 3) *Cell Biology*: Those discussing the MFAT results related to cell biology decided that the content of BIO 301 needs to be better coordinated among sections. Those teaching BIO 301 and courses for which BIO 301 is a pre-requisite may be involved in redesigning the course. Mary Kimble kindly volunteered to lead this effort.
- 4) *Improving our use of the MFAT exam*:
- A. Instead of being given during finals weeks, the MFAT could be given during week 3 or 4, before students are distracted by many exams or major projects. The exam could be given during some of the two-hour blocks used for departmental advising. Because advising needs are low during those weeks, faculty who would advise could instead proctor the exam.
 - B. Students not taking BIO 390 should also be required to take the exam.

- C. Students who will take major tests (GRE, MCAT, etc.) may be motivated to perform as well as possible if they could see their results and thus obtain a realistic idea of how they compare to biology majors elsewhere.
- D. The entire cohort's MFAT results could be analyzed as part of BIO 390.
- E. The MFAT could be a small proportion (e.g. 5%) of the grade for BIO 390. A curve could be created from A to C.
- F. To determine if our curriculum improves MFAT performance, we could have a group of students take the MFAT in BIO 202 and again in BIO 390.

Ideas for student awards:

- 1) We could give up to three awards in the categories of research (excluding students that were already recognized outside of NEIU), academics (students who may overperform, but whose effort is not evident on the transcript), and service (e.g. prep room, volunteers, or peer tutors).
- 2) An award could be given for seminar attendance, but that may penalize students who work during the day. If daytime seminar attendance is a problem for students, should we have some evening seminars?
- 3) An award could be given for most improved student.
- 4) A monetary award could be given for an outstanding sophomore student, to help pay for books.
- 5) Awards could be named after people, but then we have the challenge of choosing whom to honor.

CHEMISTRY

Annual Report 2012-2013

Submitted by John Albazi

Executive Summary

The Chemistry Department continues to fulfill the program mission in becoming a department well known in the Chicago-land area for its strong B.S. and M.S. programs. The curriculum prepares students for careers in chemical industry, graduate, and professional studies. It also provides appropriate background for students planning careers in medicine, dentistry, pharmacy, and related professional health fields. Its strength is demonstrated by the placement of our majors into the workforce shortly after graduation, and their acceptance into graduate and professional programs at highly regarded institutions across the country. Some are listed below:

- Brian Lampert has been admitted into a Ph.D. program in Chemistry at the University of Illinois at Urbana-Champaign. He will begin his graduate work fall 2013.
- Keith Arntson has been admitted into a Ph.D. program in Chemistry at the University of Minnesota (Minneapolis, MN). He will begin his graduate work fall 2013.
- Thach Nguyen has been admitted into a Ph.D. program in Chemistry at Boston College. He will continue his graduate work fall 2013.
- Kristen Veldman has been admitted into a Master's Program in Physician Assistant Studies at Butler University (Indianapolis, IN). She will begin her graduate work in the fall 2013.
- Max Goldmeier (B.Sc. December 2012) is currently employed at Spherotech, Inc.
- Zaid Sadik (M.S. December 2012) is currently employed at Hospira.
- Lubna Mesu (M.S. December 2012) is currently employed as adjunct faculty at the Dupage Community College.
- Taral Patel (M.S. December 2012) is currently employed at Nexus Pharmaceutical.
- Adelf Alvarado (M.S. December 2012) is currently employed at Nexus Pharmaceutical.
- Shafeeq Syed (M.S. May 2013) is currently employed at SGS LIFE SCIENCE SERVICES.
- Chandrakant Lunagariya (M.S. May 2013) is currently employed at Hospira.
- Monika Boba (M.S. May 2013) is currently employed at Abraxis BioScience.
- Michael Rog (M.S. May 2013) is currently employed at Bureau Veritas North America, Inc.

The Chemistry Department continues to develop interdisciplinary directions through designing new courses and improving existing ones through collaboration with the

STEM programs, in particular, in the areas of Chemistry and Biology, and Environmental Science. In addition to the recently developed in-depth interdisciplinary courses (Principles of Toxicology CHEM-350 and Principles of Pharmacology CHEM-353), a new 300 level course in the Principles of Medicinal Chemistry is scheduled for teaching in spring 2014. All three courses are electives for chemistry majors and are also essential electives for biology majors who plan to pursue health-related careers. Additionally, the Environmental Chemistry in the City CHEM-321 course has been developed, submitted through governance and approved by the College of A&S Academic Affairs Committee. This course will add a laboratory/field component to the existing Chemical Aspects in Environmental Chemistry (CHEM 319) and the Industrial Aspects in Environmental Chemistry (CHEM 320), and will be an essential course for the newly developed Environmental Science program.

It has been recognized that motivation of students to become involved in research early in their undergraduate work improves student learning, student skills, student retention, and the effectiveness of the chemistry program. It is our goal to initiate student research in the laboratory component of CHEM 211, 212, 213, 231 and 232 courses. Dr. Ana Fraiman has already practiced student research in the laboratory component of CHEM 231 and 232. She has developed a new set of laboratory experiments in which students develop their own procedure through inquiry and research. Next year, we will extend this practice to include the laboratory component of CHEM 211, 212, and 213 courses.

Several steps were taken to step-up the recruitment efforts for new undergraduate students and work out better strategies to retain and graduate existing students. Dr. Ken Nicholson was assigned as the student advisor to recruit students intending to be chemistry majors. In addition, the Chemistry Department has adopted an open advising policy to make department advisors more available to the students, and has revised its website to include more recent information about the department as well as faculty activities and publications. To assess students in scheduling their classes and graduating on time, a four-year course schedule with important information was developed. Also, a four-year rotation plan for academic years 2012-2015 was also prepared to help students when preparing their course schedule. In addition, transfer of credits guides for the City of Chicago Colleges, College of Lake County, Triton College, Oakton Community College, and Harper College were developed with the support of Laura West (Student Center for Science Engagement) and Karen Jackson (Transfer Center). These guidelines provide programmatic information for students transferring from these colleges to the Chemistry Department at NEIU. They suggest specific community college courses that meet prerequisites for the major and the equivalent courses at NEIU. They also provide contact information, basic information about the major, admission and degree requirements, General Education requirements and transfer policies. In addition, Guides were developed for students preparing for careers in chemistry who may consider admission into pharmacy, medicine and dentistry. These guides provide information for undergraduate courses required for the standardized admission Tests (PCAT, MCAT and DAT). The above information was published in the STUDENT HANDBOOK and made available to the department undergraduate advisors and also posted on the Chemistry Department website.

To implement the Chemistry Department's recruiting plan for graduate students, we have worked with the College of Graduate Studies and Research in developing recruitment materials which highlight the unique aspects of the program. We have involved our current graduate students, as well as alumni, in distributing them to companies. We have also published information to describe the program. In addition, we have revised the Chemistry Department's website to include the most recent faculty publications as well as presentations. We also contacted our alumni and asked them to refer new students to the graduate program. Internally, we have attracted our top graduating seniors who are planning to continue their education to the master degree program. Thirty-one graduate students were reported for the fall of 2012. In addition, 12 students were not reported since they were not registered for any course- they were working in completion of their thesis research. To attract high-school teachers in the surrounding areas to the graduate program, Dr. John Albazi, Dr. Ken Nicholson and Dr. Huseyin Colack (College of Education) worked in preparing and submitting through governance a new Master Degree program in Chemistry with emphasis on Chemical Education. This program has already been approved by the College of Arts and Sciences Academic Affairs Committee. In addition, Dr. John Albazi, Dr. Tom Weaver, Dr. Chandana Meegoda and Dr. Huseyin Colack (College of Education) continue to work in launching Bachelor as well as Master Degree programs in Chemistry with Teacher Certification. These programs will fit well with the diversity of our students.

To fully implement the Chemical Hygiene Plan to maintain our labs in a safe environment, the Chemistry Department works closely with the University Safety Committee to better articulate safety procedures and policies for the chemistry labs. The following achievements were fulfilled during the academic year of 2012-2013 in the labs to maintain the working of our students in a safe environment:

- a. Implemented and conducted laboratory safety audits to identify the hazards and correct them to ensure the lab safety.
- b. Placed proper signs to communicate the hazards contained within.
- c. Updated the Incident report form to include Root Cause Analysis. Reviewed and investigated incident reports, carried out root cause analysis to find remedies and improvements.
- d. Locked the extremely hazardous chemicals with highly restricted access.
- e. Removed mercury containing equipment from the labs and disposed properly.
- f. Requested and received two new explosion proof refrigerators.
- g. Enforced SOP training for all the lab personnel.
- h. Mounted the door closers on all the lab doors to make sure that they remain closed while not in use.
- i. Keys were provided to lab assistants to make sure that the doors are not left open when they walk in and out.
- j. Removed clutter to minimize the risk of injury.

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

The Chemistry faculty continues to be actively involved in serving the college and the university. Dr. John Albazi served on the search and screen committee for the McNair Scholars Director. He continues working with the NEIU Alumni Association on reaching out to our Alumni. Dr. Albazi's goal is to build an affordable tutoring plan to help our students as well as serving families of faculty, administrators, alumni and the surrounding community. He successfully organized the NEIU 21st Annual Student Research and Creative Activities Symposium on April 19, 2013 as well as the NEIU 3rd Annual Faculty Research and Creative Activities Symposium on November 16, 2012. Dr. Ana Fraiman continues to serve as a member of the Faculty Senate. She is also 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 continues to serve on the working group designed to establish a new major in Environmental Science. Dr. Nicholson is the department representative in the College of Arts & Sciences Academic Affairs committee. He also served on the Earth Science as well as the SCSE Advisor search and screen committees. Dr. Ken Nicholson and Dr. Jing Su were among the 52 faculty members who presented their research work and creative activities on November, 2012. Dr. Stefan Tsonchev presented and co-authored a presentation at this conference.

The Chemistry faculty continues to be actively involved with students in research. During the 2012-2013 academic year, 17 students were involved in presenting ten research projects at the 21st Annual Student Research and Creative Activities Symposium, and twelve students presented three research projects at the SCSE 4th Annual Summer Research Symposium. At the regional and national level, seven students presented two 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.

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 year report was submitted on June 28. 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 exam 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 to take this exam, 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 then slightly decreased to 35.7% in year 2011 and increased again in 2012 to reach 39.3%. 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. It slightly dropped to 9.3% in year 2012. In addition, we have observed an increase in the retention rate and in the number of students who successfully completed 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	12
Number	40	60	59	62	68	74	90	85	88	71	112	86
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%	8 9.3%
> 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%	34 39.5
Median score of NEIU students	25	26	28	26	26	28	32	31	32	32	32	30

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 2012-spring 2013)

	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	81	4.5
How the class topics, activities, reading and assignments fit together	81	4.4
The pace of the class	81	4.2
Class Activities		
Attending lectures	81	4.8
Participating in discussions during class	77	4.1
Listening to discussions during class	77	4.5
Laboratory Experiments	80	4.0
Assignments, Graded Activities, and Tests		
Graded assignments (overall) in this class	81	4.3
The number and spacing of tests	81	4.5
The fit between class content and tests	81	4.5
The feedback on my work received after tests or assignments	81	4.5
Class Resources		
The textbook?	79	3.9
Blackboard notes and materials posted by the instructor	78	4.2
Lecture Notes	80	4.7
Problem Sets	79	4.5
The information you were given		
Explanation of how the class topics, activities, reading and assignments related to each other	79	4.2
Explanation given by the instructor of how to learn or study the materials	79	4.2
Support for you as an individual learner		
Interacting with the instructor during class	77	4.3
Interacting with the instructor during office hours	60	4.3
Working with peers outside of class	72	4.2
Working with peer leaders in seminar/workshop	52	4.2
<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	81	4.5
Relationships between the main concepts	81	4.3
How ideas in this class relate to ideas encountered in other classes within this subject area	78	4.1

<i>As a result of this class what gains did you make in the following areas?</i>		
Skills		
Identifying patterns in data	79	4.4
Recognizing a sound argument and appropriate use of Evidence	78	4.0
Developing a logical argument	78	4.0
Class impact on your attitudes		
Enthusiasm for the subject	80	4.1
Interest in taking additional classes in chemistry	81	4.0
Confidence in the field of chemistry	81	3.9

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	47	4.6
How the class topics, activities, reading and assignments fit together	47	4.6
The pace of the class	47	4.3
Class Activities		
Attending lectures	47	4.7
Participating in discussions during class	44	4.3
Procedure driven laboratory experiments	46	4.3
Assignments, Graded Activities, and Tests		
Graded assignments (overall) in this class	47	4.4
Occasional quiz (Announced)	47	4.6
The number and spacing of tests	46	4.5
The fit between class content and tests	46	4.4
The feedback on my work received after tests or assignments	47	4.6
Class Resources		
The textbook?	45	3.6
Lecture Notes?	47	4.6
General Chemistry Workshop Materials?	31	4.4
Blackboard Materials?	42	4.3
Peer Led Team Learning	23	4.2
The information you were given		
Explanation of how the class topics, activities, reading and assignments related to each other	47	4.3

Explanation given by the instructor of how to learn or study the materials	47	4.3
Support for you as an individual learner		
Interacting with the instructor during class	43	4.3
Interacting with the instructor during office hours	32	4.3
Working with peers outside of class (e.g. study groups)	41	4.3
Working with Peer Leaders in Workshop/Seminar	26	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	47	4.5
Relationships between the main concepts	47	4.5
<i>As a result of this class what gains did you make in the following areas?</i>		
Skills		
Problem solving?	47	4.1
Identifying patterns?	47	4.2
Making a logical argument?	47	3.9
Class impact on your attitudes		
Do you have a better appreciation for the field of chemistry and its applications?	47	4.3
Do you approach chemistry with more confidence?	47	4.3
Are you more likely to major in chemistry or continue studying chemistry as a compliment to your major field of study?	45	4.0
Integration of your learning		
Connecting key ideas with other knowledge	47	4.1
Using systematic reasoning to approach problems	47	4.1
Using a critical approach to information and arguments encountered in everyday life	47	3.9

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).

II. Program Plan

The Chemistry Department will maintain and expand contacts and networks with local chemical industries to ensure internships and employment for our students. It is the goal of the Chemistry Department to establish a graduate program in chemistry with an emphasis in medicinal chemistry. This track will coordinate well with our existing separation science emphasis. Both programs will enable students to obtain versatile skills needed by the pharmaceutical industry as well as research experience in biomedical science. The Chemistry Department will continue working on the Master as well as Bachelor degrees in Teacher Certification which will fit well with the diversity of our school and the needs of more secondary education teachers of chemistry in the state. The Chemistry Department will also work to motivate students to become involved in research early in their undergraduate work as a way to improve student learning, student skills, student retention, and the effectiveness of the chemistry program. It is the goal of the Chemistry Department to develop more effective means of communicating with our majors, as well as graduate students, to allow us to inform them more effectively of deadlines, early registration, jobs opportunities and other developments in the department. And, to continue efforts to recruit and retain more students to our undergraduate, as well as graduate program.

A. Long term goals

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

- To maintain a curriculum meeting guidelines established by the Committee on Professional Training of the American Chemical Society (ACS).
- 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.

B. 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 has added 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 tenure-track faculty line in Bio/Analytical Chemistry with emphasis in separation science.

2.Students

- a. Increase in student aid money to hire chemistry students to support teaching labs
- b. Increase in student waivers to support our graduate program

3.Space

- a. As the department grows, we are in need of more space.
- b. For now, faculty make some labs available for faculty and student research work.

4.Budget increase to support the following:

- c. Purchase of state-of-art instruments
- d. In house calibration and maintenance of small instruments
- e. SService Contract and repairing state-of-art equipment
- f. 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:

- Klein, L.L., **Tufano, M.D.** "Synthesis of Substituted Isatins" Tetrahedron Letters, 54(8), 1008 (2013)
- Paul C. Trippier, Kristing Jansen Labby, Dustin D. Hawker, **Jan Mataka**, and Richard B. Silverman, "Target- and Mechanism-based Therapeutics for Neurodegenerative Diseases: Strength in Numbers", Journal of Medicinal Chemistry 2013, 56(8), 3121-3147.
- Dragica M. Minić, Maja T. Sumar-Ristović., **Đenana U. Miodragović**, Katarina K. Andjelković, Dejan Poleti, "Kinetics and mechanism of degradation of Co(II)-N-benzyloxycarbonylglycinato complex", J. Therm. Anal. Calorim. 107 (2012) 1167-76.

2.Conference Presentations, Group Shows

- Milan Mrksich and **Jing Su**, "Label-Free Bionalysis on Self-Assembled Monolayers, NEIU 3rd Annual Faculty Research & Creative Activities Symposium, November 2012.
- Josh W. Kurutz, **Denana U. Miodragovic**, Jeremy A. Quentzel, Charlotte Stern, Richard Ahn, and Thomas V. O'Halloran, "NMR of Novel Inorganic Anticancer Agents" SMASH 2012 conference, Providence, Rhode Island, September 9th-12th, 2012).

- “Blaire A. Sorenson, Daniel J. Westcott, Sarah A. Vorpahl, Alexandra C. Sakols, Emina A. Stojkovic, **Stefan Tsonchev**, and **Ken T. Nicholson**, “Structural Conformations of a Red-Light Photoreceptor Using Atomic Force Microscopy”, NEIU 3rd Annual Faculty Research & Creative Activities Symposium, November 2012
- Fernando G. Tobias, Anna Gawedzka, Max S. Goldmeier, Alexandra C. Sakols, Sarah M. Vorpahl, Emina A. Stojkovic, Kenneth T. Nicholson, and **Stefan Tsonchev**, “Scanning Probe Microscopy of Bacterial Red-Light Photoreceptors”, NEIU 3rd Annual Faculty Research & Creative Activities Symposium, November 2012
- N. Tran, T. Nguyen, **A. Fraiman**, “Mastery Learning Model: New Approach to Undergraduate Chemistry Laboratory”, BCCE 2012 (Biennial Conferences on Chemical Education at Pennsylvania State University) July 29 - August 2, 2012

3. Funded grants

- **Ken Nicholson**, National Science Foundation-Major Research Instrumentation (NSF-MRI) “Acquisition of a Controller and Software for Scanning Probe Microscopy”

Principal Investigator: **Ken Nicholson**
 Co-PIs : Emina Stojkovic and **Stefan Tsonchev**
 Amount: \$109,661
 Award Number: 1229103

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

- **John Albazi**, reviewer for the Journal of Chromatographic Science.
- **Ana Fraiman**, reviewer for the Journal of Chemical Education
- **Ana Fraiman**, Focus group with PIXO, (Web site developer) October 23, 2012
- **Stefan Tsonchev**, serving on the Editorial Advisory Board of ‘The Open Nanomedicine Journal’
- **Stefan Tsonchev**, reviewer for the Journal of Physical Chemistry
- **Stefan Tsonchev**, participated in the Northwestern University Graduate School Orientation for underrepresented minority students together with student Justin Thomas; April 2013.
- **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.

B. Student Achievements:

1. Presentations, conference papers, symposium participation, publications

- **Keith Arntson** and **Jing Su**, “Synthesis of a Peptide Substrate for Studying Erk Activation In Islet Neogenesis,” NEIU 21st Annual Student Research and Creative Activities Symposium, April 2013
- **Mohammed A. Shaik** and **John Albazi**, “Reversed-Phase Liquid Chromatography Analysis of Fenofibric Acid and its Degradants in Finished Product,” NEIU 21st Annual Student Research and Creative Activities Symposium, April 2013
- **Darya Urupina** and **John Albazi**, “Stability-Indicating Method Development and Validation for The Assay of Hydrochlorothizide and Determination of Impurities/Degradants in Raw Material Using Reverse-Phase Liquid Chromatography,” NEIU 21st Annual Student Research and Creative Activities Symposium, April 2013
- **Thach T. Nguyen, Ana Fraiman and Veronica Curtis-Palmer**, “A Novel Method for the Preparation of Acyloins Via Photodissociation of A-Nitrosooxyketones,” NEIU 21st Annual Student Research and Creative Activities Symposium, April 2013
- **Ngan Tran** and **Ana Fraiman** “Implementation of Mastery Learning Model into Undergraduate Organic Chemistry Laboratory,” NEIU 21st Annual Student Research and Creative Activities Symposium, April 2013
- **Abdoulaye M. Diallo** and **John Albazi**, “Stability-Indicating Method Development and Validation for the Determination of Ranolazine in Pharmaceutical Drug Product Using Reversed-Phase Liquid Chromatography,” NEIU 21st Annual Student Research and Creative Activities Symposium, April 2013
- **Raja R Pendyala** and **John Albazi**, “Reversed-Phase Liquid Chromatography Analysis of Bupropion HCl and Impurities/Degradants in Raw Material,” NEIU 21st Annual Student Research and Creative Activities Symposium, April 2013
- **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
- **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;

- **Daniel Westcott**, Blaire Sorenson, Sarah Vorpahl, Alexandra Sakols, Emina Stojkovic, **Stefan Tsonchev**, and **Ken Nicholson**, “Structural Conformations of Red-Light Photoreceptors using Atomic Force Microscopy”, 4th Annual SCSE Summer Research Symposium (Fall 2012)
 - **Brian Lampert**, Blaire Sorenson, Fernando Tobias, Sarah Vorpahl, **Stefan Tsonchev**, Emina Stojkovic, and **Kenneth Nicholson**, "Imaging Bacterial Red Light Photoreceptors Using Scanning Tunneling Microscopy", 4th Annual SCSE Summer Research Symposium (Fall 2012)
 - **B. Sorenson**, **B. Lampert**, D. Westcott, A. Sakols, S.M. Vorpahl, E. Stojkovic, **Stefan Tsonchev**, and **Ken Nicholson**. “Characterization of a Unique Photoreceptor in the Light-Adapted State Using Scanning Tunneling and Atomic Force Microscopy”, NEIU 21st Annual Student Research and Creative Activities Symposium, April 2013.
 - **B. Sorenson**, **D. Westcott**, B. Lampert, A.C. Sakols, S. Vorpahl, E. Stojkovic, **Stefan Tsonchev**, **Ken Nicholson**, “Characterization of a Protein Photoreceptor in its Light-Adapted State Using Fluid Cell Atomic Force Microscopy”. NEIU 21st Annual Student Research and Creative Activities Symposium, April 2013.
 - **Brian Lampert and Blaire Sorenson**, Daniel J. Westcott, Alexandra C. Sakols, Sarah M. Vorpahl, Emina Stojkovic, **Stefan Tsonchev**, and **Ken Nicholson**, “Structural Characterization of Red-Light Photoreceptors Using Scanning Probe Microscopy”, NEIU 21st Annual Student Research and Creative Activities Symposium, April 2013
 - **Brian Lampert and Blaire Sorenson**, Ralph Tobias, Max Goldmeier, **Stefan Tsonchev**, Emina Stojkovic and **Ken Nicholson**, “Imaging Photoreceptors using Scanning Tunneling Microscopy” 4th Annual SCSE Summer Research Symposium (Fall 2012)
 - **Blaire Sorenson and Daniel Westcott**, Sarah Vorpahl, Alexandra Sakols, Emina Stojkovic, **Stefan Tsonchev**, and **Ken Nicholson**, “Structural Characterization of Red Light Photoreceptors Using Atomic Force Microscopy”, SACNAS National Conference, Fall 2012, Seattle, WA. This poster was also presented at the NEIU 21st Annual Student Research and Creative Activities Symposium, April 2013.
 - **Brian Lampert**, Blaire Sorenson, Ralph Tobias, Emina Stojkovic, **Stefan Tsonchev**, and **Ken Nicholson** “Imaging Bacterial Photoreceptors Using Scanning Tunneling Microscopy”, SACNAS National Conference, Fall 2012, Seattle WA.
2. Acceptance to graduate or professional schools; other honors/scholarships/awards
- **Brian Lampert** has been admitted into a Ph.D. program in Chemistry at the University of Illinois at Urbana-Champaign. He will begin his graduate work Fall 2013.

- **Keith Arntson** has been admitted into a Ph.D. program in Chemistry at the University of Minnesota (Minneapolis, MN). He will begin his graduate work Fall 2013.
- **Thach Nguyen** has been admitted into a Ph.D. program in Chemistry at Boston College. He will continue his graduate work Fall 2013.
- Former student **Anna Gawedzka** enrolled in the PhD Program in Immunology in Cambridge University, UK.
- **Kristen Veldman** has been admitted into a Master Program in Physician Assistant Studies at Butler University (Indianapolis, IN), will begin in the Fall 2013.
- **Huy Le** admitted into the college of Dentistry at University of Illinois at Chicago.

C. Alumni News

- **Dr. Sharon Ayd** (NEIU BS in Chemistry and Biology 1981) has been recently appointed as the Global Vice President, Innovation & Development (Generic Drugs & Std. Solutions) at Fresenius Kabi USA. Dr. Ayd received her MBA at Lewis University and her Ph.D. in Biopharmaceutical Sciences at University of Illinois, Chicago.
- Former Student **Scott Rice** enrolled in the Ph.D. Program in Electrical and Computer Engineering at Michigan State University.
- **Ganish Sittampalli** left Bio-Technology, Inc. to join Merz-Aesthetics (Franksville, WI).
- **Kristen Veldman** has been admitted into a Master Program in Physician Assistant Studies at Butler University (Indianapolis, IN); will begin graduate work in Fall 2013.
- **Max Goldmeier** (B.Sc. 2012) is currently employed at Spherotech, Inc.
- **Zaid Sadik** (M.S. December 2012) is currently employed at Hospira.
- **Lubna Mesu** (M.S. December 2012) is currently employed as adjunct faculty at the Dupage Community College.
- **Shafeeq Syed** (M.S. May 2013) is currently employed at SGS LIFE SCIENCE SERVICES.
- **Chandrakant Lunagariya** (M.S. May 2013) is currently employed at Hospira.
- **Michael Rog** (M.S. May 2013) is currently employed at Bureau Veritas North America, Inc.

- **Monika Boba** (M.S. May 2013) is currently employed at Abraxis BioScience.
- **Taral Patel** (M.S. December 2012) is currently employed at Nexus Pharmaceutical.
- **Adelf Alvarado** (M.S. December 2012) is currently employed at Nexus Pharmaceutical.
- **Abdul Bottos** left Scelgene Corporation to join Akron Inc.
- **Ryan Pritzlaff** continues to work at Emergent Bio (Michigan)
- **Richard Tyler** continues to work at Medline pharmaceuticals
- **Md Shaheedul Alam** continues to work at Qualitiest Pharmaceuticals (Huntsville, Alabama)
- **Muhammad Aamir** continues to work at Abbott Laboratories.
- **Sarah Vorpahl** continues to pursue a Ph.D. 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.
- **Umesh Chaudhary** continues to pursue a Ph.D. in Chemistry at Iowa State University (Ames, Iowa).
- **Alexandra Sakols** is employed at Enviro Tech International doing quality control.
- **Fernando Tobias** continues to pursue a Ph.D. in Chemistry at the University of Illinois at Chicago.
- **Lara Milenkovic** continues to pursue a Pharm. D. at Roosevelt University (Chicago)
- **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 University of Illinois (Chicago).
- **Ariadna Martinez** continues to pursue a Pharm.D. program at Depaul University (Lincoln Park Campus) in Fall 2011
- **Evan Moosh** continues to work at Hospira
- **Madzida Mehremic** continues to work at Celgene Pharmaceuticals.

COLLEGE OF ARTS AND SCIENCES EDUCATION PROGRAM (CASEP)

Annual Report 2012-2013

Submitted by Jim Blair

Executive Summary

Mission and Goals:

The College of Arts and Sciences Education Program (CASEP) is a pre-service education initiative for full time, first year students. CASEP's mission is to provide early opportunities for students interested in a teaching career to learn about best practices in pedagogy through classroom exercises and early field experiences, ultimately creating a diverse cadre of high quality Pre-K-12 teacher-leaders committed to the teaching profession and prepared to successfully compete in a multicultural world. Employing the cohort model, team teaching, field experiences, and supportive services for students, CASEP seeks to increase student success, which includes increasing overall student retention and decreasing time to degree.

Distinguishing Features

CASEP employs cohorts, team teaching, community initiatives, professional development field experiences, and public school classroom observations to enhance student retention, decrease time to graduation and produce high quality teachers committed to a career in education. Each academic year the CASEP Coordinator recruits 40-45 incoming freshmen who express a strong desire to become secondary, special education, or early childhood educators. They are selected through an application and interview process, must place into English 101, and be a full time student. The students are split into two cohorts and take ten courses together over a two year period. Courses include communication, English, EDFN 305 and 306, and additional general education courses. Also, both cohorts are enrolled together in Adventure Education their first semester, a course which focuses on teamwork, collaboration, critical thinking, and classroom teaching strategies.

The CASEP Coordinator has developed partnerships with Redmoon Theater, Quest Theater, CPS, and the Golden Apple Foundation. (Most of the Golden Apple Scholars who attend NEIU enroll in CASEP, and those in CASEP help to recruit other Golden Apple Scholars.) These organizations provide vital support to our students and the

program. Students have also participated as judges in science and history fairs at Audubon and Jamieson Elementary Schools, and each year a handful of students are employed as paid tutors in Northeastern's federally funded GEAR UP Program, coordinated and implemented by the College of Education's Chicago Teachers' Center.

External Scanning:

The following indicates how CASEP compares to other peer institutions:

Only one university in the country—CUNY-Lehman—had a program as comprehensive as CASEP. Of the 12 schools that were contacted in Illinois no pre-service education program is located within the College of Arts and Sciences. None had a program similar to CASEP; 45% had one component, usually pre-service observations. The schools that had programs were housed in the College of Education and the focus was on students interested in special education.

In reviewing the national peer set, it was found that:

- Over half are providing early field experiences
- Only 9% use the cohort model
- None offer team taught classes

I. Assessment

When compared to other regularly admitted first year students at Northeastern, CASEP Students have exhibited remarkable success. Between 50-55% of CASEP Students are CPS graduates. This percentage is also reflected in the composition of entering freshmen who are not a part of CASEP. Also, in terms of their high school G.P.A.'s and ACT scores, CASEP and non-CASEP regularly admitted students are have similar ACT scores. (For example, in 2009 CASEP freshmen entered NEIU with 20.0 ACT average score, while the general population's average score was 19.77)

Each year CASEP's first to second year retention rates have exceeded those of other regularly admitted students. The most dramatic difference is the rate at which CASEP Students graduate when compared to other regularly admitted students.

CASEP's six year graduation rate is 58.3% as compared to 23.1% for other students. CASEP's four year graduation rate is 20% as compared to 5.3% for other students. Last year two CASEP Special Education Students graduated in 3 1/2 years.

Audubon Elementary School Teachers Comment on Early Classroom Observations:

Absolutely! I wish I had been able to do it. Teaching is not for everyone and you need to see how it feels. (Lourdes Valenzuela: 2nd grade)

I think they're a great idea. You need to know right away if you enjoy the classroom experience... (Fred Hackmann: 6-8 Language Arts)

Yes. Important to see what this career really involves. (Wendy Anderson: Science)

Four First Year CASEP Students Comment on school observations and assisting classroom teachers:

It's truly amazing how much I've learned in the in the past few weeks...I'm not nervous when I stand in front of a classroom....I feel more like a teacher....I'm grateful for the opportunities I've been given when it comes to stepping into a classroom setting and getting the feel for teaching as a career so early in my college experience. (Becky)

I was completely in awe after completing my first day of observation....I also felt that this year has helped me develop professionally and personally. (Liz)

When Mrs. B. left she put me in charge of the classroom. It was a very educating experience, because it showed me exactly what I would be doing, and I loved every minute of it.... (Parveen)

I really enjoyed observing Mrs. M.....It's really great to see how she teaches them in different ways....Everyone has a different learning style and she really touches a lot of them. Mrs. M. has inspired me even more to become a teacher. (Brittney)

Comments and Observations by CASEP Faculty:

I want to comment on the camaraderie our students develop. At a commuter university it is difficult to form lasting friendships with peers. However, the way the program is set up our students develop friendships with fellow classmates immediately, helping them to adapt to university life quickly and with more ease than many other first year college students....This is perhaps one of the most attractive factors for students entering the program, and I feel it helps retention of students within the program. (Angela Snow: Intro to Com.)

I must say I feel very privileged to have been chosen to teach writing in CASEP....The CASEP writing classroom is a rich one....The energy created a catalyst for my own teaching in the form of more creative pedagogy. (Michelle Steil: English I. Instructor)

...students showed an unusual element of resourcefulness, maturity, commitment to the program, and responsibility to one another in team activities....Many students will do well in their college experience, and it is evident that CASEP has contributed much to make that a reality. (Professor Thomas Wolff : Educational Foundations 306)

They have excellent research and presentation skills, which will help them to reach their goal of becoming teachers. They came prepared to class and seemed enthusiastic about class, CASEP, and the possibility of becoming future teachers.

(William Kondellas: Instructor, Educational Foundations 305)

When teaching Foundations of Communication (public speaking) for the general population students accumulated many absences and few volunteer for speech dates....This has never happened while teaching CASEP. My CASEP students were, for the most part, eager to volunteer to present on the earliest possible date. Additionally, when I required first drafts of speech outlines and references, my CASEP students provided nearly finished products. I think our CASEP Students are the energetic, intelligent, brave and talented people our educational system needs. Many express the desire to teach locally here in Chicago. (Knut Horwitz: Instructor, Com. 101)

Student Learning Goals and Outcomes

- (a) By providing early field experiences, CASEP students will gain knowledge of effective pedagogical practices and will be able to guide and teach a small group of school-age children using a lesson plan under the guidance and supervision of a classroom teacher. Though CASEP uses the term “classroom observations.” all CASEP students are encouraged to assist classroom teachers and work with small groups of students. This occurs in virtually every observation experience and is highlighted in the required student observation journals, through teacher feedback, and/or classroom visitation.
- (b) *CASEP will facilitate students’ ability to work as team members and leaders through participation in our adventure education course and adventure education initiatives (T.E.A.M. National Conference each year at NEIU), and through small group exercises in other CASEP courses. (For example: A CASEP student assisting and observing a teacher at Ravenswood Elementary School was asked to work with a small group of middle school children having difficulty passing a required vocabulary test. Andrea decided to use a theater experience she learned in her CASEP Introduction to Theater course. In groups she had the students form still life tableaux with their bodies representing each vocabulary word; thereby, allowing them to physically internalize each individual word. They all passed the retest.) Adventure Education activities have also been effective in helping students with reading comprehension. Most CASEP faculty are aware of the importance of integrating the arts into the curriculum and where possible, practice it. CASEP coordinator Jim Blair strongly supports this philosophy, and in 2010 was approached by Redmoon Theater Artistic Director Frank Maugeri to co-develop an arts integration course at Northeastern. The course—Integrating the Arts across the Disciplines—is co-taught each spring semester by Jim Blair and a current or former Redmoon artist as a CMT 300 level elective. CASEP students are encouraged to enroll in this class, and every year a few do. We would like all of them to participate; however, often course requirements and scheduling make that problematic.*
- (c) *CASEP employs multiple measures to show that students have achieved intended student learning outcomes. These include, but are not limited to, school observations, paid tutoring positions in CPS, essays, student presentations, observation journals, serving as judges for elementary school history and science*

fairs, classroom teacher feedback, CASEP Faculty feedback and CASEP students who are currently teaching in the field.

II. Program Plan

A. Long term goals

It is important for the CASEP Faculty to participate in professional development over the summer term. Once CASEP (formerly Illinois Professional Learning Partnership) no longer was grant funded (2004) there has been little if any professional development except one summer with Redmoon Theater. The CASEP coordinator feels this is an essential missing link in the program. Also, professional development cannot be underestimated. CASEP was coordinated through the Chicago Teachers' Center during the summer and facilitated by Steppenwolf and Redmoon Theaters. Everyone involved felt that it was a powerful and meaningful experience that enhanced their teaching.

Though our six year graduation rate is high compared to the rest of the school population we would like to raise it to 65%.

To have in place a recruiting plan that does not need to be adjusted every school year because of changes in Orientation would be extremely beneficial, as would being included in more of the Orientation conversations.

B. Projected needs

- Develop a website
- CASEP needs to have its own budget: As of now the CASEP Budget is in limbo. We have been promised a budget but it has not been finalized. On numerous occasions the CASEP Coordinator has paid for materials such as DVD's, paper, and printing services out of his own pocket, though CASEP does receive significant support from CMT and MSTQE.
- Consistency of faculty: In one CASEP course offering there is yearly faculty turnover. I feel this undermines our mission which requires continuity and consistency. The goal is to have the Sociology and English teachers to collaborate, because they have the same students back to back; however, this is unlikely to occur with a rotating faculty member.
- CASEP has received no additional equipment in at least 6 or 7 years. Prior to that the IPLP Grant and MSTQE Grant supported equipment purchases. Currently, all the equipment (technology) we have is extremely out of date.

COMMUNICATION, MEDIA AND THEATRE

Annual Report 2012-2013

Submitted by Katrina Bell-Jordan

Executive Summary

During the 2012-2013 academic year, the Department of Communication, Media and Theatre continued to provide a curriculum that is timely and relevant, that is grounded in disciplinary best practices, and that meets the needs of a diverse student population. In addition to our longstanding multidisciplinary major, CMT was pleased to extend its program minor offerings to include a minor in Communication and a minor in Journalism, bringing CMT minors to a total of five (the others being a minor in Media and one in Theatre). We are also proud that each of these programs of study integrates technology and a liberal arts curriculum, and that our program also serves NEIU's General Education program with courses in the Fine Arts (CMTT 130, *Introduction to Theatre* and CMTM 160, *The Art of Film and Video*) and in the Humanities (CMTC 100, *Introduction to Communication*). As always, our General Education curriculum strives to provide an academic foundation that prepares students for more advanced study in the CMT program, as well as to promote effective oral and written communication skills. Our program also continues 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. Faculty-directed internships, service learning experiences, and hands-on work in our Theatre and Media areas (at both the undergraduate and graduate level) continue to be essential elements of our curriculum and hallmarks of our students' experience in the program. Finally, CMT student and alumni achievements continue to reflect their positive experience in the program, as well as the high quality of instruction, advising and support for professional development provided by CMT faculty.

Major activities in the Department this year included: 1) a search for a new hire in Theatre; 2) ongoing program/curriculum development (including a second offering of a First Year Experience (FYE) course in media production and plans for a new FYE course in Theatre, a new graduate level special topics course in film and television, and review of both the WIP course curriculum and internship program); 3) ongoing review of the programming and production plan for the Stage Center Theatre; and 4) special events such as our inaugural "CMT Day" and our Fourth Annual North by Northeastern Media and Performance Festival. (These activities are fully enumerated in the Program Accomplishments section of this report.)

Each year the CMT program shows steady growth in enrollment. Over the last three years alone, enrollment in CMT's undergraduate major has continued to increase (from 302 in Fall 2009 to 342 in Fall 2012). Enrollment in CMT's graduate program has grown to 37, showing steady numbers (an average of 25-35 students each year) over the last three years. Undergraduate degree conferrals continue to increase as well (from 93 to 99 between FY 2009 and FY 2011), despite a small dip in FY 2012 to 92. Graduate degree conferrals have increased in the same three-year period (from 8 to 12 degrees conferred), and they remain steady at 12 conferrals in FY 2012. Finally, CMT offered 5,906 student credit hours in Fall 2012. Despite a slight decrease since Fall 2012, CMT credit hours have remained steady (5,626 to 5,994 SCH) for the last four years.

These are steady and strong enrollment numbers, but CMT still relies heavily on part-time and full-time instructors to meet student demand and to satisfy program objectives. We continue to face an imbalance when considering the overall ratio of tenure-track faculty in the CMT Department. This imbalance continues to be most apparent in a high CMT faculty advising load and need for faculty support of Department, College and University initiatives—responsibilities that cannot be required of CMT instructors.

Nevertheless, the CMT Department was gratified to have had an opportunity to conduct a search in the Theatre area for two consecutive years, which finally brings our tenure-line faculty in this area back to three. This new hire will help the Department respond to curriculum development, long-range planning, and recruitment in the Theatre area – all which for so long have fallen to a limited number of Theatre faculty. This fall, we are delighted to welcome Kristin Hunt (Ph.D. in Theatre Research, University of Wisconsin-Madison), whose interdisciplinary theatre background and work with experimental theatre will be tremendous assets to our program. We look forward to Dr. Hunt's contributions to our undergraduate program (e.g., her support of the integration of practical and theoretical aspects of our Theatre area) and graduate program (her promotion of the praxis-oriented and scholarly/creative aspects of the Theatre area), as well as her involvement in the CMT Department and NEIU community.

Program Accomplishments

Special Events/Opportunities

CMT Day

The Department introduced "CMT Day" in April 2013 as a yearly event to celebrate the accomplishments of the CMT community – our program, our faculty and staff, and most importantly, our students. In this inaugural celebration we welcomed new CMT faculty and recognized emeriti faculty; we recognized recipients of the three CMT scholarships endowed by Professor Emeritus, Dr. Bernard Brommel; and we presented the following new awards: the CMT Distinguished Student Award (5 awardees) and the Anna Antaramian Excellence in Theatre Award (4 awardees). Winners of these new awards were nominated and selected from a committee of CMT faculty, and awardees received medals to be worn as a new tradition at commencement.

North by Northeastern Media and Performance Festival

The CMT Department proudly presented its fourth annual “North by Northeastern Media and Performance Festival” in April 2013. The festival featured 20 audio, video and performance entries by NEIU students and alumni. This year’s event was held in NEIU’s Recital Hall and included a pre-show music performance by a CMT student that combined live instrumentation and computer sequencing. Chicago is home to many festivals, and we are pleased to see the growth of NXNE over the last four years in ways that celebrate and showcase creative work, as well as highlight social, cultural and economic issues in the surrounding community, region and world.

Brommel Scholarship Awards

In continued appreciation for the generosity of Professor Emeritus, Dr. Bernard Brommel, CMT awarded the following three scholarships this year in support of an undergraduate senior or graduate student pursuing a CMT degree: the Brommel-Adams-Bell-Jordan Scholarship in Communication, Media and Theatre; the Brommel-Hanson-Ijams-Hayward Scholarship; and the Brommel-Kramer-Barnitz Scholarship. Dr. Brommel’s gifts to the program were celebrated and his scholarship award winners were formally recognized at the first CMT Day held in April 2013.

Stage Center Theatre

This year via the Stage Center Theatre, the Department was pleased to offer four Main Stage productions and a Studio Series production; two Children’s Theatre productions (which we regularly report bringing hundreds of public school children to NEIU each semester); and a Summer Theatre production. This year Stage Center Theatre productions included the musical *You’re a Good Man Charlie Brown* (based on the comic strip *Peanuts* by Charles M. Schulz), the horror *Dr. Jekyll & Mr. Hyde* (by Jeffrey Hatcher), *The Braggart Soldier* (by Titus Maccius Plautus and translated by Erich Segal), *How I Learned to Drive* (by Paula Vogel), and *Blithe Spirit* (by Noel Coward). Children’s Theatre productions included *A Grimm Realization* (by Jacob & Wilhelm Grimm) and *The Odyssey* (adapted by R.N. Sandberg). Finally, the Studio Series production of *Me and Auntie Mae* (by Rand Ringgenberg) continued our program’s commitment to student directed one-act plays that offer a first-time opportunity to students/alumni as actors, directors and technicians. This season’s playwright was a CMT alum, and his play was directed by a current CMT graduate student.

A hallmark of the Stage Center Theatre is its integral role in NEIU’s liberal arts education and in the CMT program. The Theatre curriculum introduces students to all aspects of theatre: from the technical, organizational and management skills needed for success in the theatre industry, to the conceptual and artistic elements necessary to understand the theatre field. Students are involved in lighting, sound, set construction, costumes and publicity, as well as the Box Office. Stage Center Theatre productions seek primarily to involve students from the CMT program; however, they are also open to community members and attract actors from Chicago’s professional theatre world. Always energizing CMT’s Theatre area is the fact that each year, we involve more than 250 students in every aspect of 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.

A critical role of the Stage Center Theatre, specifically via our Children's Theatre Workshop, is that it continues to provide a valuable theatrical experience to Chicago area students, many of whom have little access to the arts. We are proud that the Department's Theatre curriculum and Children's Theatre Workshop productions are important not only as valuable "hands-on" experience for our students, but also as community outreach.

Media Lab

CMT's Media Lab remains vital to our media production curriculum, providing students with necessary hands-on experience to compete in the professional world. We are pleased to report that the Media Lab, which is in its fifth year of operation and supports both our audio and video production courses, will have a complete upgrade during spring/summer 2013. The upgrade will feature all new computers, new editing and computer graphics software, and new High Definition cameras and lighting kits – positioning our students well in their search for internships and other employment.

Further, student tutors in the Media Lab continue to have an opportunity to enhance their own learning and that of the media production classes they assist. The hands-on experience CMT students gain from use of the Media Lab as both students and tutors not only responds to their professional development needs, it puts at the forefront the program's curricular focus on student success and academic excellence and innovation.

CMT Program/Curriculum Development

Course Offerings

FYE 109A: Chicago on Video: One Pixel at a Time

This year, CMT offered the First Year Experience (FYE 109A) course, Chicago on Video: One Pixel at a Time, for the second time. Students produced short videos about various NEIU areas, such as Student Support Services, Campus Police, the Department of Music and Dance, the Physical Education Complex, and Student Health Services – through hands-on learning that supports the students' transition from high school to NEIU.

CMTM 467: Special Topics in Film and Television

Building upon material learned in our core graduate courses, such as Mass Communication Theory (CMTM 465), the new course Special Topics in Film and Television (CMTM 467), is an opportunity for graduate students to explore specific critical approaches to film and television through historical and theoretical readings. This course is meant to give students an understanding of theories and issues in a particular area of film and television studies. Special topics may include film history and theory, television history, national cinemas, film/television genres, industrial technologies and trends, and issues of representation such as race, class, and gender.

WIP Course Curriculum Review

In an effort to assess the effectiveness of CMT's Writing Intensive Program (WIP) course, Theories of Communication, Media and Theatre (CMTC 200), CMT faculty engaged in a review and discussion of the course curriculum, readings, and overall pedagogy of this tripartite theory course. Changes to the course structure and adjustments to the course readings are underway for implementation in Fall 2013. Additional faculty are being added to the teaching rotation for this course as well.

Internship Program Review

In response to the work of a subcommittee of CMT faculty, the Department's internship program was reviewed in terms of its structure, admission requirements, application process, and other logistics related to a more efficient administration of the program. Revisions were subsequently made to the internship application and overall Department procedures to assure reasonable access to internship opportunities (for course credit), program rigor, and oversight for students applying to the program.

Review/Elimination of 300-level Courses Earning Graduate Credit

In response to CMT Department discussion of criteria for the review and assessment of 300-level courses earning graduate credit, the decision was made to eliminate all such credit. The curriculum revision was completed through the NEIU faculty governance process.

Ongoing Interdisciplinary Initiatives

CMT Course Offerings for LGBTQ Studies Minor

The CMT Department now contributes two courses to NEIU's minor in LGBTQ Studies. This program 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 contributes the following courses to the minor in LGBTQ Studies: Communication, Gender and Identity (CMTC 313) and Gender and Media (CMTM 377).

CASEP

The CMT Department continues its involvement and commitment to the College of Arts and Sciences Education Program (CASEP). The CMT program is pleased that starting in FY 2013 CASEP will become a free-standing program within the College of Arts and Sciences, and officially recognized with its own organizational structure and budget.

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 currently through two linked General Education courses, Introduction to Communication (CMTC 100) and Introduction to

Theatre (CMTT 130), as well as via one of our core CMT courses, Fundamentals of Communication (CMTC 101). Each CASEP course in the CMT Department is taught by 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 Initiative

The CMT/Redmoon Theatre course, Integrating the Arts Across the Disciplines: Art as a Tool for Teaching and Training (CMTT 392), is now a yearly CMT course offering that features the 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.

CMT Student Research/Creative Activity

The CMT Department continues to excel in the area of student research and creative activity. Four of our recent M.A. program graduates are enrolled in doctoral programs, and some have had their research recently published in respected academic outlets. CMT students also regularly participate in the annual NEIU Student Research and Creative Activities Symposium each spring. For example, CMT's *Video Production Workshop* (CMTM 362) students produced a series of documentary shorts with the theme of "Sounds of Albany Park," which explored immigration, globalization, and efforts by local residents and business owners to keep their cultural ties alive. The videos were presented at NEIU's 18th Annual Asian and Asian-American Heritage Conference.

Professional Development/Internship Opportunities for CMT Students

During the 2012-2013 academic year, CMT students had professional development opportunities and/or internships at a number of locations, such as: **Reporting and/or Producing:** Telemundo, Univision, WBBM News Radio, ABC-7 Chicago, WTTW/WFMT, MTV-Chicago, Music Festival Central (web reporting); **Media Regulation:** Music Dealers (music licensing company for commercials, movies and video games); **Social Media and Public Relations:** the NEIU Office of Public Relations, Chicago-area restaurants and/or entertainment groups, and local non-profit organizations; **Theatre:** Black Ensemble Theatre and HerStory Theatre (production assistance); **Media/Event Planning:** Mental Health America of Illinois; **Government:** the Cook County Clerk's Office, the Office of 48th Ward Alderman Henry Osterman, and the Cook County District Office of Commissioner Jesus Garcia; and **Other Sites:** Loyola Academy and Logan Square Studio. Further, CMT students now

make up a substantial part of the team at the **Chicago Innocence Project** and have received strong praise from respected Project leaders.

Ongoing Community Partnerships

In addition to our partnership with Chicago's Redmoon Theatre, CMT faculty have built ties to the Albany Park community through research and video production projects. Likewise, we are actively seeking to cultivate new relationships with Chicago-area communities. We also continue our connection to local NPR affiliate, Chicago Public Radio (WBEZ, 91.5 F.M.), as well as to Vocalo – 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 Vocalo staff.

Faculty Engagement

Faculty in the CMT Department demonstrate significant professional, scholarly and community engagement. They are award-winning authors, recipients of multiple stipends/grants for research and creative activities, and recognized for their teaching excellence. CMT faculty engagement is a hallmark of the CMT program – and directly related to the educational experience the program is able to provide our students.

Throughout 2012-2013, CMT faculty continued their work on the University Council Working Group, Council on Institutional Development, Council on International Programs, University Diversity Council, Latino and Latin American Studies Faculty Board, and Gay, Lesbian, Bisexual and Transgender Alliance. CMT faculty maintained their commitment to the General Education and Shared Governance Task Forces, the University Honors Program Board, and the Minority Mentorship Program. CMT faculty also continued to serve NEIU constituencies, such as the College of Arts and Sciences Academic Affairs Committee and the NEIU chapter of the University Professionals of Illinois. Likewise, CMT faculty participated in important University initiatives such as the annual NEIU Student Research and Creative Activities Symposium and NEIU Faculty Research and Creative Activities Symposium; NEIU's Asian American Heritage Conference and Black Heritage Program; NEIU's Presidential Lecture Series; and even the NEIU Commencement ceremony. Highly notable is that CMT faculty participated on multiple College of Arts and Sciences faculty searches, as well as University screening/hiring committees for NEIU Director of Marketing and Web Communications, Dean of the College of Graduate Studies and Research, NEIU Assistant Vice President for Student Affairs, and NEIU Provost and Vice President for Academic Affairs. CMT faculty are consistently active and engaged in professional, local/community and state organizations – as officers, members of professional editorial boards, facilitators of professional workshops, and in various other leadership roles.

Several members of the tenure track faculty received awards:

Tony Adams was a recipient, 2012 Best Book Award for *Narrating the Closet: An Autoethnography of Same-Sex Attraction*, from the Ethnography Division of the National Communication Association; he also was a recipient, 2012 Outstanding

Authored Book Award for *Narrating the Closet: An Autoethnography of Same-Sex Attraction*, from the Organization for the Study of Communication, Language, and Gender.

Cyndi Moran was a finalist, NEIU's Audrey Reynolds Distinguished Teaching Award (2013).

Seung-Hwan Mun was a recipient, 2012 Faculty Excellence Award for Teaching (Performance in the 2010-2011 academic year); a recipient, 2013 NEIU Summer Research Stipend (\$5,000) ; and her paper was rated Top Paper, Communication Law Division, Awarded by the 2012 National Communication Association, Orlando, FL.

Shayne Pepper was a recipient, 2013 NEIU Summer Research Stipend (\$5,000).

It is also important to recognize the high level of teaching, scholarly activity and service of CMT's *instructors*, who continue to publish regularly, direct and/or perform in professional theatre and media productions, receive nominations and awards for excellence in teaching, and contribute to important Department initiatives (e.g., teaching in the Writing Intensive Program; serving on the Instructor Department Personnel Committee).

I. Program Assessment

A. Assessment Overview

Assessment in the Communication, Media and Theatre program focuses on the extent to which we are fulfilling our mission, program goals and program outcomes – with continued attention to national and disciplinary trends. Assessment in the CMT program continues to be considered from this vantage point, along with input from both teaching and technical faculty, administrative staff, current and prospective students, and alumni. It is important to reiterate in our reporting each year that program assessment is not a singular, monolithic process. Rather, we consider it to be both a formal and informal process of ongoing perspective taking, information gathering, and results-oriented activities – with a focus on student recruitment, retention, and degree completion. In response to CMT's 2010-2011 IBHE program review and Self-Study Report, we continue to have lengthy and detailed dialogue about our undergraduate and graduate curriculum. Such discussion has led to meaningful revisions to our undergraduate courses of study, our graduate program curriculum and requirements, our Writing Intensive Program (WIP) course curriculum and our Department internship program. We also look forward to assessing the Department's new Minor in Communication and new Minor in Journalism, which were both offered for the first time during the 2012-2013 academic year.

As always, CMT seeks to provide 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.

B. Assessment Goals and Planning

While end-of-semester course assessment is ongoing, the CMT Department seeks ways to improve the assessment of student learning and overall program satisfaction, and in doing so, to continue to improve our curriculum design, instruction and overall program delivery.

Assessment plans for the next academic year include the administration of CMT's Student Feedback Survey, as well as continued discussion 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 technical production experiences.

II. Program Plan

The Department of Communication, Media and Theatre has the following program goals, program requirements and projected needs:

A. Long term goals

Program Review and Development

The CMT Department continues to be guided by the overall goal of stressing ways that our major areas of study support student success, professional development, and preparation for the workforce: 1) curriculum that integrates technology and liberal arts and is future-oriented; 2) hands-on, practical experiences in our theatre production and media production classes; 3) service-learning opportunities; 4) faculty-directed internships; and 5) student research and creative activity.

CMT has identified the following specific areas for consideration during the upcoming 2013-2014 academic year:

- Planning is underway for a new First Year Experience (FYE) course in Theatre to be offered in Spring 2014. (Currently the CMT Department offers FYE 109A: Chicago on Video: One Pixel at a Time.)
- Continued review and revision of the Department's minor in Theatre, based on CMT program revisions in recent years. (The Department decided to postpone this aspect of program review until this year's Theatre area search successfully concluded.)
- Continued discussion of the 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. (The Department decided to postpone this aspect of program review until this year's theatre area search successfully concluded.)

- Strategic discussion of the development of hybrid and online course options in the CMT program, and additional ways to meet our students' academic and/or professional needs.
- Additional practicum or experiential learning opportunities for CMT students (e.g., possible 1-credit "Theatre Lab" modeled after our current Media Lab offering).
- Continued involvement in NEIU Global Studies initiatives, from curriculum to international experiences.

Recruitment and Retention

Recruitment and retention continue to be at the forefront of the CMT Department's thinking about our undergraduate and graduate programs. We seek to recruit and retain CMT majors and graduate students by offering an effective and relevant curriculum, an interactive learning environment, and opportunities for 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, practical experiences (including assistantships for graduate students), as well as effective communication with our students.

Thus, we reiterate again this year our understanding of the need to continually innovate in the area of recruitment and retention, and to emphasize activities that have been successful for our program:

Student Media

With organizational and leadership changes pending in the area of NEIU student media, CMT hopes to develop new relationships with these constituencies (e.g., The Independent and WZRD) and to explore new ways to encourage practicum and other experiential opportunities for CMT majors specifically and NEIU students generally.

Children's Theatre Workshop

It is important to reiterate in each year's report that recruitment is ongoing via our Children's Theatre Workshop, where student productions bring an average of 20 Chicago-area elementary and middle schools (including about 1800 students and teachers) to NEIU each year. These schools are included in our yearly mailing list, and each year we also mail Stage Center Theatre and Theatre education brochures to counselors and teachers at high schools from which many NEIU students graduate.

Department Website/Facebook Page/Twitter

The development and use of CMT's Facebook page (NEIU Department of Communication, Media and Theatre) and Twitter account (@cmtneiu) have enhanced our effectiveness in delivering CMT program information and in the enrollment and retention of our students. We continue to seek additional ways to use new media to support these efforts.

ComMuniTy Newsletter

The ComMuniTy newsletter plays an important role in our efforts to recruit and retain CMT students, as well as to connect with alumni. Student and alumni updates provide a wonderful opportunity to showcase the academic and professional accomplishments of CMT students, faculty and alumni. Each issue of ComMuniTy features 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.

Print Campaign: CMT Department Promotional Brochures

Printed promotional materials continue to play an important role in advertising CMT's undergraduate and graduate degree programs, our undergraduate program minors, our wide-range of course offerings, and various opportunities for hands-on learning experiences. This is 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.

Graduate Preview Events & NEIU Open House

The CMT Department regularly participates at the College of Arts and Sciences Graduate Preview Events, and of course at NEIU Open House each semester. CMT's print campaign and promotional brochures are a particularly important tool during such campus recruitment events. CMT faculty from each of our three areas actively participate in these recruitment events and are excellent ambassadors for NEIU.

Program Advising

Each year it is important to reiterate in our reporting that the CMT Department constantly seeks new ways to meet the ongoing – and growing – advising needs of our majors and minors, by providing program information, course planning, and 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 students.

CMT also continues to consider the development of a Student Handbook as an important goal for the coming year. It was not achieved during the 2012-2013 academic year, due to other significant program demands. But the review of NEIU models and disciplinary best practices for such handbooks is underway.

Alumni Relations

As stated in previous sections of this report, CMT continues to look at ways that social media can help us maintain contact with CMT alumni. Our 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. These outlets are also facilitating useful data collection of website usage.

Fundraising and Outreach

To reiterate goals from last year in this area, 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 anticipation of

structural re-development in 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 (for example via a proposed Black Box studio) – and the arts at NEIU generally.

B. Projected Needs

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

Faculty/Instruction

We hope to continue to expand CMT's relationship with interdisciplinary programs (such as Women's Studies, Global Studies and LGBTQ Studies), as well as to respond to the need for faculty support for NEIU's Non-Traditional Degree programs (e.g., University Without Walls).

Technical Instruction/Direction in Theatre

For another consecutive year, it is critical to identify the technical instruction/direction needs in the CMT Department:

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 additional sections of our Theatre practicum and Theatre production courses. The Stage Center Theatre continues to maintain a high level and quality of programming; however, managing the technical demands of the Main Stage, Studio Series, Summer Theatre and Children's Theatre grows in significance each year, and our two technical instructors/directors struggle to meet these demands.

Administrative Staff in Theatre

Each year the CMT Department also faces the issue of addressing 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 an administrative/business management staff member. In the past, this work has been accomplished by highly capable extra help staff and/or graduate assistants. However, the challenges related to yearly turnover in this area call for a more permanent staff assignment to assure

consistency and oversight of administrative and business issues in the Theatre area. A permanent staff position would assist greatly the work of our Managing Artistic Director in handling such tasks as Box Office management, publicity and accounting. It is also important to reiterate that this staff member could also support the Department's efforts to provide leadership, training and development for practicum and scholarship students in the Theatre area.

Equipment and Technology

The CMT Department is pleased to report here too that the Media Lab, which is in its fifth year of operation and supports both our audio and video production courses, will have a complete upgrade during spring/summer 2013. The upgrade will feature all new computers, new editing and computer graphics software, as well as new High Definition cameras and lighting kits. (See Program Accomplishments Section of this report). This upgrade positions the CMT Department to meet specific programmatic needs and student demand in the Media area. Support for these resources reflects the University's recognition that ongoing technical support and continued access to the Media Lab are essential in the administration of our video production curriculum, and that general maintenance of the facility and essential software upgrades are necessary for the lab to remain timely and current. To be sure, learning in an upgraded Media Lab will allow our students to be more competitive in their search for internships and other employment in the Media area.

We must note that similar support will be needed in the near future for equipment and software that will facilitate developments in our audio production curriculum, TV studio production, and film instruction for Media students. Equally, support for student tutors in the Media Lab must continue to be prioritized, as this is an important aspect of learning for both students and tutors.

In the Theatre area, there is ongoing need for equipment and technology to respond to the challenges in the F-Wing area of campus and in the production of shows for the Stage Center Theatre, Children's Theatre Workshop and Studio Series. The equipment and technology needs in this area are too numerous to enumerate here, and our Theatre faculty are increasingly more challenged by these constraints.

Space/Infrastructure

Related to equipment/technology needs, the CMT Department continues to be concerned with space/infrastructure needs in the F-Wing Theatre area.

To reiterate from last year's report, 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, each year the need to address space issues in the F-Wing grows (in terms of equipment, props, and material storage, as well as instructional space for technical theatre courses and office space for Theatre faculty). Addressing these space/infrastructure issues would increase storage efficiency in the F-Wing (specifically in the F-109 classroom), respond to instructional space needs, and alleviate space constraints for faculty housed in the F-Wing area. Further, addressing

space/infrastructure needs would address significant concern about recurring flood damage to costumes and props stored in the basement of the Fine Arts Building. In the event of flood damage, adequate space would preserve valuable props, costumes and other attire, and provide storage for essential stage equipment.

III. Accomplishments

A. Faculty Research/Creative Activities

Higginbotham, Rodney

- Creator/Webmaster. The Theatre Ephemera website
<http://www.neiu.edu/~rghiggin/ephem/Ephemera.html>

Sweigart-Gallagher, Angela

- Director (2013, April). How I Learned to Drive, NEIU's Stage Center Theatre.
- Playwright (2013, March). Dr. Womb and Dr. Tomb's Wondrous Wandering Ward of Cures, Clarifications, Correctives and Creams for All that Ails and Avails the Utilitarian and Utterly Unreliable Uterus, NEIU's Stage Center Theatre.

1. Books, National/International Exhibitions or Performances

Adams, Tony

Holman Jones, S., Adams, T. E., & Ellis, C. (2013). Handbook of Autoethnography. Walnut Creek, CA: Left Coast Press.

Moran, Cyndi

Moran, C. (Editor). (2013). CURE 2013: A Mother's Story. [Motion picture]. Chicago, IL: C.U.R.E. (Citizens United for Research in Epilepsy). Will premiere (and be introduced by Hillary Rodham Clinton) in Chicago at CURE fundraiser, June 2013; used internationally via CURE Website and at CURE events

Moran, C. & Scholl, E. (Co-Producers). (1994). The End of the Nightstick: Confronting Police Brutality In Chicago. [Motion picture]. Chicago, IL. Documentary presented at the following venue, with a discussion including filmmakers:
Film Festival Against Torture, School of the Art Institute, Chicago, IL, December 2012

2. Book Chapters, Regional Exhibitions or Performances

Adams, Tony

Holman Jones, S., Adams, T. E., Ellis, C. (2013). Introduction: Coming to know autoethnography as more than a method. In S. Holman Jones, T. E. Adams, & C. Ellis (eds.), Handbook of Autoethnography (pp. 17-47). Walnut Creek, CA: Left Coast Press.

Adams, T. E., Holman Jones, S., Ellis, C. (2013). Conclusion: Storying our future. In S. Holman Jones, T. E. Adams, & C. Ellis (eds.), Handbook of Autoethnography (pp. 669-677). Walnut Creek, CA: Left Coast Press.

Adams, T. E. (2013). Animals as media: Speaking through/with nonhuman beings. In E. Plec (ed.) *Perspectives on Human-Animal Communication: Internatural Communication* (pp. 17-34). New York: Routledge.

Pepper, Shayne

Pepper, S. (2013). "Public Service Entertainment: HBO's Interventions in Politics and Culture." In *Media Interventions*, edited by Kevin Howley, 127-142. New York: Peter Lang Press.

3. Articles and Abstracts, Local Exhibitions or Performances

Adams, Tony

Adams, T. E. & Holman Jones, S. (2013). Performing identity, critical Reflexivity, and community: The hopeful work of studying ourselves and others. *Liminalities*, 1-5. <http://liminalities.net/9-2/introduction.pdf>

Adams, T. E. (2013). Frames of homosexuality: Comparing Los Angeles Times' Coverage of California's Proposition 6 (1978) and Proposition 8 (2008). *Sexuality & Culture*. 17, 213-228.

Adams, T. E. (2012). The joys of autoethnography: Possibilities for communication research. *Qualitative Communication Research*. 1, 181-194.

Adams, T. E. Book reviews for CHOICE Magazine:

- Review of *The Dark Side of Family Communication* (January 2013)
- Review of *Opacity and the Closet: Queer Tactics in Foucault, Barthes, and Warhol* (November 2012)
- Review of *Global Masculinities and Manhood* (July 2012)

Alvarez, Wilfredo

Alvarez, W. (2013). Finding "Home" in/through "Latinidad Ethnography:" Experiencing community in the field with "My People." *Liminalities*. 9, 49-58.

Mun, Seung-Hwan

Mun, S. H. (2013). Printing without copyright: a historical analysis of printing and publishing in Song, China. *Chinese Journal of Communication*, 6, 1-23.

Sweigart-Gallagher, Angela

Sweigart-Gallagher, A. (2013, March). Performance (as "Dr. Tomb"), Dr. Womb and Dr. Tomb's Wondrous Wandering Ward of Cures, Correctives, Clarifications and Creams for All that Ails and Avails the Utilitarian and Utterly Unreliable Uterus. NEIU's Stage Center Theatre. Chicago, IL.

4. Conference Presentations, Group Shows

Adams, Tony

Adams, T. E. (2013, May). Reflections of West Hollywood: Interrogating attention, attraction, access, and acknowledgment [response to the book *Concrete and Dust: Mapping the Sexual Terrains of Los Angeles*]. Presenter at the Ninth International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Holman Jones, S. & Adams, T. E. (2013, May). Queer communities, qualitative inquiry, and telling stories (not often told). Participant at workshop at the Ninth International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Adams, T. E. (2013, March). Evaluating autoethnography. Participant at workshop at the Doing Autoethnography conference. San Angelo, TX.

Adams, T. E. (2012, November). Post coming out complications. Presenter at the annual meeting of the National Communication Association, Orlando, FL.

Adams, T. E. (2012, November). A student organization and a commuter campus. Presenter at annual meeting of the National Communication Association, Orlando, FL.

Adams, T. E. (2012, October). Narrating the closet. Presenter at the Organization for the Study of Communication, Language and Gender. Tacoma, WA.

Alvarez, Wilfredo

Alvarez, W. (2012, November). (Re)Positioning myself as a researcher in the field: Negotiating cultural meanings with “my” people. Presenter at the annual meeting of the National Communication Association, Orlando, FL.

Alvarez, W. (2012, November). Mundane co-cultural communication experiences of Latina/o immigrant custodial workers in a U.S. higher education organization. Presenter at the annual meeting of the National Communication Association, Orlando, FL.

Alvarez, W. (2012, November). Using personal accounts and research studies as case studies to teach intercultural communication effectively. Presenter at the annual meeting of the National Communication Association, Orlando, FL.

Bell-Jordan, Katrina

Bell-Jordan, K. E. (November, 2012). Cultivating community at an urban commuter campus: Issues facing academic departments. Presenter at the annual meeting of the National Communication Association, Orlando, FL.

Mun, Seung-Hwan

Mun, S. H. (2012). A Tale of Two Worlds: A comparative history of authorship in Europe and China. Presenter to the Communication Law Division at the annual meeting of the National Communication Association, Orlando, FL.

Pepper, Shayne

Pepper, S. (2012, November). AIDS activism and public policy in PBS and HBO documentaries." Presenter at the Society for Cinema and Media Studies Conference, Chicago, IL.

Pepper, S. (2012, November). When quality television meant public television: HBO's evolution in the 1980s." Presenter at the annual meeting of the National Communication Association Conference, Orlando, FL.

Potee, Nanette

Potee, N. (2012, November). Cultivating community at an urban commuter campus. Panel Chair and Presenter at the annual meeting of the National Communication Association, Orlando, FL.

Sweigart-Gallagher, Angela

Sweigart-Gallagher, A. (2012, November). Playing patriots: The role(s) of child protestors in the Tea Party and Occupy Wall Street movements. Presenter at the NEIU Third Annual Faculty Research & Creative Activities Symposium. Chicago, IL.

Sweigart-Gallagher, A. (2012, November). THE WANDERING UTERUS PROJECT. Presenter at the NEIU Third Annual Faculty Research & Creative Activities Symposium. Chicago, IL.

5. Invited Lectures/Presentations:**Alvarez, Wilfredo**

Alvarez, W. (2013, June). (Re)organizing how we do "diversity" in a 21st century United States: Implications for organizational stakeholders' collaboration and decision-making processes. Institute for Communication and Leadership. Utah State University, Logan, UT.

Alvarez, W. (2013, April). Dr. Speech or: How I learned to stop fearing and love public communication. Northwestern University Multicultural Student Affairs Staff Professional Development. Northwestern University, Evanston, IL.

Alvarez, W. (2013, March). How higher education is possible for everyone: Overcoming obstacles and realizing the opportunities. Hispanic Center of Excellence - Academia de Padres Leadership Institute: Monthly Speaker Series. University of Illinois at Chicago, Chicago, IL.

Rubinowitz, Edie

Rubinowitz, E. (2013, December). Guest on Chicago Public Radio's "The Afternoon Shift" with host Herman Kogan, speaking on a range of current affairs from gun laws to potential Chicago Public School closings.

Sweigart-Gallagher, Angela

Sweigart-Gallagher, A. (2012, November). The Federal Theatre Project: A Regional National Theatre. Guest speaker at the University of Wisconsin—Madison.

Sweigart-Gallagher, A. (2012, November). Graduate Student Colloquium addressing readiness for the academic job market. Guest speaker at the University of Wisconsin—Madison.

B. Service

1. Academic/Professional Organizations, Editorial Boards

Adams, Tony

- Guest Editor (with S. Holman Jones). Special issue of *Liminalities: A Journal of Performance Studies* devoted to communication, ethnography, and identity. (April, 2013). <http://liminalities.net/9-2/>
- Editorial Board Member, *The Qualitative Report*
- Editorial Board Member, *Kaleidoscope: A Graduate Journal of Qualitative Communication Research*
- Editorial Board, *Women's Studies in Communication*
- Editorial Board, *QED: A Journal in GLBTQ World Making*
- Associate Editorial Board Member, *Communication Studies*
- Guest/ad-hoc reviewer:
 - Text and Performance Quarterly* (2/13)
 - Liminalities* (3/13)
 - Health Communication* (8/12, 3/13, 4/13)
 - Emotion Space and Society* (7/12, 8/12, 1/13)
 - Sexuality & Culture* (8/12, 3/13)
 - Sexualities* (5/13)
 - International Journal of Multicultural Education* (7/12)
- Vice Chair, Ethnography Division, National Communication Association
- Chair, Member Working Committee, National Communication Association
- Member, Legislative Assembly, National Communication Association

Alvarez, Wilfredo

- Reviewer, Intercultural/International Communication Division, National Communication Association
- Reviewer, Asian American/Pacific American Communication Division, National Communication Association

Bell-Jordan, Katrina

- Guest Editor, *Critical Studies in Media Communication* (2007-present)
- Guest Editor, *Women's Studies in Communication* (2000-present)

Mun, Seung-Hwan

- Editorial Board Member, *Integrative Studies* (October 2011 – Present)
- Manuscript Reviewer, *Asian Journal of Communication* (2011- Present)

- Manuscript Reviewer, Communication Law Division, National Communication Association (April, 2013)

Pepper, Shayne

- Submission Reviewer, the National Communication Association Conference
- Book Reviewer, Choice Magazine

Sweigart-Gallagher, Angela

- Chair, Distinguished Book Award Committee, American Alliance for Theatre and Higher Education (2012-2013)

2. Community/State & Region/National/International

Moran, Cyndi

Producer/Editor, Fundraising Video for Decatur Classical School, Decatur 2013
 Presenter, Documentary Workshops, Decatur Classical School, Spring 2013

Potee, Nanette

Chair, Fall Family Social, Baker Demonstration School (2012-2013)

Sweigart-Gallagher, Angela

Education Director, Endstation Theatre Company, Amherst, VA
 Founding Member, Idea Swap for Excellence in Teaching Theatre and Drama
 Founding Member, The Dramatic Theory and Literature Reading Group

B. Student Achievements

1. Presentations, Conference Papers, Symposium Participation, Publications

Dale Rivera (M.A., 2011)

Rivera, D. (2012). A Mother's Son. Cultural Studies <=> Critical Methodologies.

Julie Wight (M.A. 2012)

Wight, J. (2013, August). Queer sweet home: Disorientation, tyranny, and silence in digital space. Cultural Studies ↔ Critical Methodologies.

Wight, J. (2013, August). Radical disruptions: Michelle Obama's radical redefinition of the black family and her 2012 convention speech. Presenter at the Alta Conference on Argumentation, Alta, UT.

Wight, J. (2013, April). Social media, rhetoric, and citizenship: Potentials and pitfalls of government-citizenry social media discourse. Presenter at the Doing Rhetoric Conference, Minneapolis, MN.

Wight, J. (2013, April). Pushing “the Rainbow Button”: Colbert, same-sex marriage, and questions of legibility. Presenter at the Gender Matters Conference, Chicago, IL.

Wight, J. (2013, April). Queering the family: Media representations, family, and hegemony in same-sex marriage campaigns. Presenter at the annual meeting of the Central States Communication Association, Kansas City, KA.

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

Daniella Bajtner (B. A., 2012) was accepted into the Master of Arts in Organizational and Multicultural Communication program at DePaul University.

C. Alumni News

Paul Clermont (B.A., 2003) and **Fred Clermont** (B.A., 2003) are both assistant principals in Florida. They also started www.teachersforhaiti.com, an organization that takes teachers and other professionals to Haiti every 4 to 5 months.

Kyla R. Darling (B.A., 1999) has been working as a producer, director, and videographer of KRD Productions for the past fourteen years. In this time, she has produced more than sixty programs for a local cable station. In 2000, she received a video award (a Cammy) from the Naperville community television station, in the performance category. She is currently in the process of producing a documentary about bullying in the workplace.

Nancy Greco (M.A., 1996) will be understudying two roles for Circle Theatre's remount of *When the Rain Stops Falling* at the Greenhouse Theatre in Chicago.

Susana Luna (B.A., 2011) is a Student Advocate in West 40's Project TAPESTRY. West 40 is one of 29 agencies in the nation to receive a five-year federal High School Graduation Initiative Grant designed to aid local high schools in drop-out prevention. Susanna is also completing the Improv Program at Second City. Eventually, Susana wants to audition for The Conservatory as well as apply for the graduate program in Community Counseling at NEIU.

Michalina Maliszewska (M.A., 2009) is now the Coordinator of Graduate Student Activities in the College of Graduate Studies and Research at NEIU.

Alexandra Maragha (B.A., 2010) is Co-Founder and Editor-In-Chief of Today's Boomer Digital Magazine, a bi-monthly publication of The American Boomer.com.

Jasmin Bleu Pellegrino (B.A., 2012) is a graduate student in Photojournalism at Boston University (BU). In 2012, she received a First Place award for her photo essay about the current state of Gary, Indiana from the Illinois College Press Association. She has worked for BU News Service and traveled throughout New Hampshire covering the 2012 Obama/Romney presidential campaign. She is currently a BU International

Ambassador and a graduate teaching assistant. For more information about her work, visit www.JBPellegrino.com.

Rand Ringgenberg (B.A., 2011) produced *O Come All Ye Faithful* at Stage 773 in December (2012), a play that began in the Studio Theatre Series at NEIU. In December, he also produced *Me and Auntie Mae* for the Studio Theatre Series. Currently, he is working on *Primrose*, a play that started in a class at Chicago Dramatists.

Julie Wight (M.A., 2012) is in her first year of the doctoral program in Communication Studies at the University of Minnesota. In February 2013, Julie was selected by the White House to participate on a social media panel for President Obama's 2013 State of the Union address in Washington, D.C. She will present her research in the area of gender studies at the 2013 Gender Matters conference and at the 2013 Central States Communication Association Conference.

COMPUTER SCIENCE

Annual Report 2013-2013

Submitted by Marcelo Sztainberg

Executive Summary

The academic year 2012-2013 was a year of major growth for the Computer Science Department. This growth was expressed not only in enrollment numbers, but also with a flurry of activities and initiatives carried along by faculty members and students. The Department welcomed two new faculty members, Dr. Rachel Adler and Dr. Aron Culotta.

In line with the strategic plan defined in the summer of 2010 the Curriculum Committee started seminal work on the review and redesign of our Masters program. This work will continue over the academic year 2013-2014, with the expectation that these changes will take effect by the fall semester of 2014.

In terms of enrollment, the Department grew at a 30% pace with respect to the previous year. Overall the Department's student body has grown almost 200% in the past five 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.

This year, with the addition of new junior faculty, saw our department research activity increase in a large way. We had a group of undergraduate students doing research during the summer, lead by our three junior members. These students submitted the results of their work and were invited to present at the NEIU research symposium and at the SACNAS national conference, both in the fall of 2013.

To accommodate for the growth both in enrollment and in research activities the department has proposed the remodeling of our CS lab to provide for a new, larger, space that will accommodate research as well at tutoring activities.

Department/Faculty Achievements

The academic year 2012-2013 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. Many students were placed on research projects and internships for the summer of 2013.

A grant proposal was resubmitted to the *National Science Foundation (NSF)* under the leadership of professor **Sztainberg** 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 resubmitted 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.

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)*. Professor Sztainberg attended the annual meeting of the National Center for Women & Information Technology (NCWIT). These groups are great supporters of resources for women and underrepresented students, and will help with recruitment, retention and graduation efforts of the Department. Effort are under way to incorporate the Department as a member for CAHSI and NCWIT.

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. This transformation, that was mainly developed in the past academic year, went through faculty governance channels and is expected to be implemented by the fall semester of 2014.

The Department's Alumni Panel was held on March 28th, 2013. The goal of the panel is to give an opportunity to our current students to learn and network with Alumni. The Department also invited our panelists for 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 careers 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 the curriculum committee started to work on the development of a new curriculum 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 continued to explore partnerships with other departments and programs.

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 3.0 day, 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

Two new junior faculty members joined the department for this academic year, **Rachel Adler** and **Aron Culotta**. While both of them did an excellent job, professor **Culotta**, left the department at the end of the academic year after receiving a position at a research intensive university. A new junior faculty member will join the Department in the year 2013-2014, **Graciela Perera**. With her addition the tenured and tenure-track count will stand at eight.

With the growth of enrollment levels accelerating (more than 200% growth for the past five 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 onto more students that 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.

With the increase of research activity and students participating in research groups lead by faculty during the summer and continuing year round, the need for a physical space to accommodate this activity became critical. The Department discussed several alternatives with the idea of increasing the physical space and expects new developments for the year 2013-2014.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Rachel F. Adler and Raquel Benbunan-Fich. "Self-Interruptions in Discretionary Multitasking." *Computers in Human Behavior*, July 2013, 29(4), 1441-1449.

Rachel F. Adler and William D. Adler, "The Influence of Social Networking Sites on Participation in the 2012 Presidential Election." In Proceedings of the *Fifteenth International Conference on Human-Computer Interaction*, 2013, pp. 233-239, Las Vegas, NV.

Francisco Iacobelli and **Aron Culotta**. "Too Neurotic, Not too Friendly: Structured Personality Classification on Textual Data." In Proceedings of the *7th International AAAI Conference on Weblogs and Social Media (ICWSM)*, Boston, MA, July 2013

A.Chogle, **M.Sztainberg**, L.Bass, N.N.Youssef, A.Miranda, S.Nurko, P.Hyman, J.Cocjin, C.DiLorenzo, M.Saps. "Accuracy of Pain Recall in Children." *Journal of Pediatric Gastroenterology and Nutrition*. Volume 55, issue 3, pages 288-291, Sep 2012

2. Conference Presentations, Group Shows

Rachel F. Adler and William D. Adler, "The Influence of Social Networking Sites on Participation in the 2012 Presidential Election." At the *Fifteenth International Conference on Human-Computer Interaction*, 2013, pp. 233-239, Las Vegas, NV.

Francisco Iacobelli and **Aron Culotta**. "Too Neurotic, Not too Friendly: Structured Personality Classification on Textual Data." At the *7th International AAAI Conference on Weblogs and Social Media (ICWSM)*, Boston, MA, July 2013

M.Sztainberg, Y. Huang, S. Del Valle, P. Gonzalez Parra, **F. Iacobelli**. "Using Technology to Detect and Track Disease Outbreaks." At the SACNAS National Conference, Scientific Symposium Session, Seattle, WA, October 2012.

3. Service

Georgakis, Christina

- Represented NEIU, along with Dr Sudha Srinivas, from Physics, at the *NSF ADVANCE* project, "Advancing the Careers of Women in Science, Technology, Engineering, and Mathematics at Predominantly Undergraduate Institutions through Professional Networks."

Iacobelli, Francisco

- Served as Faculty mentor in the SACNAS Annual Meeting, Seattle, WA, October 2012

Sztainberg, Marcelo

- Served as Faculty mentor in the SACNAS Annual Meeting, Seattle, WA, October 2012
- Member of the planning committee for CAHSI activities for the SACNAS Annual Meeting, San Antonio, TX, October 2013

ECONOMICS

Annual Report 2012-2013

Submitted by Mike Wenz

Executive Summary

The Department of Economics grew from 111 to 124 majors in 2012-13, and we continued to graduate students at historically high rates. Our faculty continues to grow collectively and individually, and we have made significant strides toward connecting with our alumni and the community. We are moving forward strategically to address changing patterns and enrollment.

Dr. Christina Ciecierski was awarded tenure this past year, becoming the first person with such distinction in our young department. We congratulate her on that fine accomplishment. Dr. Michael Wenz served this year as Acting Chair. Dr. Ryan Gallagher served as chair of our faculty search committee and is now also the chair of our Department Personnel Committee. Dr. Scott Hegerty joined our faculty this year, and he connected quickly with our students and transitioned seamlessly into our team. We also successfully recruited Dr. Hardik Marfatia to join our faculty this coming fall.

Faculty research has been impressive as well, as Dr. Hegerty published over a dozen articles and Dr. Gallagher placed articles in two of the top three journals in the subfield of Urban/Regional Economics, the prestigious *Journal of Regional Science and Regional Science and Urban Economics*. We are also extremely proud of the great strides we have made in developing faculty-student research projects. In addition to strong representation at the student symposium, our students presented at an international conference in Toronto, Ontario this year, with the paper being published in a peer-reviewed proceedings issue. Dr. Ciecierski received renewed funding under the NU Neighbors grant from the NIH, and we continue to benefit from our partnership with Northwestern University under her leadership.

We also received an Innovation Grant from NEIU to redesign our Principles classes using modern technology and a flipped classroom design. Other curricular changes include the creation of ECON 109: FYE, Econ 342: The Economics of Vice, the elevation of Econ 314 to WIP pilot status, and a team-teaching partnership with the Warsaw School of Economics.

As we look forward to 2013-14, we are excited to implement our innovation grant and to join the rest of the University in confronting challenges in enrollment management.

I. Assessment

We assess our department in a number of ways. Three prominent assessment pieces in 2012-13 include a faculty review, embedded assessment, and our alumni panel. Our faculty review included a critical appraisal of our Principles courses and resulted in the successful Innovation Grant proposal to redesign these courses in a modern, hybrid “flipped” style. We pushed our embedded assessment exam to all faculty, not just tenure track faculty, and now have over 20 sections worth of course data that can serve as a baseline for evaluating student performance and measuring learning. Additionally for the first time this year, we hosted an Alumni panel discussion that gave us the opportunity to learn from some of our most successful recent graduates. A further discussion of this is left for the assessment report below, but each of the alumni on our panel praised the curriculum, stressed the importance of internships in landing jobs and noted that being involved in a research project along the way increased their motivation.

In broad terms, we are generally satisfied with the set of course offerings, staffing levels and instructor quality, but we look forward to strengthening our use of classroom technology in our Principles sections and to building our job placement and alumni network. A detailed summary of our activities is presented in the assessment report.

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 our four junior faculty through successful tenure progression over the coming years.

Over the intermediate term, we look forward to a period of some stability. We now have five tenure track faculty and five in-unit instructors, which is sufficient to deliver our program at current demand. We anticipate low turnover in our faculty, with one newly tenured faculty member and four faculty members progressing toward tenure in what has been a cohesive group. With this stability, our focus is on developing internal best practices and building our alumni network and job/internship network to enrich our student experiences.

Over the longer term, we would like to turn our attention to increasing our grant funding and ideally develop a research center to be housed in the department.

B. Projected needs

Our needs are modest at this time. Our faculty size is appropriate to meet our course demand. We received funding to pilot our new hybrid course delivery system in the Principles of Economics classes for 2012-13, but we do anticipate some needs for 2013-14 to transition from the pilot program to full implementation.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances:

Bahmani-Oskooee, M., **S.W. Hegerty**, and H. Harvey (2012) "Exchange-Rate Volatility and Sweden's Trade With Germany: Evidence From Industry Data" in *Nordic Countries: Economic, Political and Social Issues*, Nova Science Publishers, M.L. Pedersen and J. Christoffersen, eds. Ch. 2, pp. 33-65.

Bahmani-Oskooee, M., S.W. **Hegerty**, and H. Harvey (2012) "Is There a J-Curve Effect in Commodity Trade Between Sweden and Germany?" in *Nordic Countries: Economic, Political and Social Issues*, Nova Science Publishers, M.L. Pedersen and J. Christoffersen, eds., Ch. 6, pp. 125-141.

Bahmani-Oskooee, M., **S.W. Hegerty**, and D. Xi (2012) "The S-Curve Dynamics of Commodity Trade Between Sweden and the United States" in *Nordic Countries: Economic, Political and Social Issues*, Nova Science Publishers, M.L. Pedersen and J. Christoffersen, eds., Ch. 9, pp. 167-184.

Bahmani-Oskooee, M. and **S.W. Hegerty** (2012) "Measures of Uncertainty in Economics," in *Economics of Innovation, Incentives and Uncertainty*, Nova Science Publishers, P.E. Simmons and S.T. Jordan, eds., Ch.7, pp. 141-153.

2. Articles and Abstracts, Local Exhibitions or Performances:

Kurban, Haydar, **Ryan M. Gallagher**, and Joseph J. Persky. "Estimating local redistribution through property-tax-funded public school systems." *National Tax Journal* 65, no. 3 (2012): 629-652.

Gallagher, Ryan M. "Shipping costs, information costs, and the sources of industrial coagglomeration." *Journal of Regional Science* 53, no. 2 (2013): 304-331.

Gallagher, Ryan M., Haydar Kurban, and Joseph J. Persky. "Small homes, public schools, and property tax capitalization." *Regional Science and Urban Economics* 43, no. 2 (2013): 422-428.

Bahmani-Oskooee, M., **S.W. Hegerty**, and H. Harvey. "Currency Fluctuations and the French-U.S. Trade Balance: Evidence from 118 Industries" *Empirica: The Journal of European Economics* 40 (2013): 237-257.

Bahmani-Oskooee, M., **S.W. Hegerty**, and H. Harvey. "The Effects of Exchange-Rate Volatility on Commodity Trade Between the U.S. and Brazil" *North American Journal of Economics and Finance* 25 (2013): 70-93.

Bahmani-Oskooee, M., **S.W. Hegerty**, and H. Harvey. "Regime Changes and the Impact of Currency Depreciations: The Case of Spanish-U.S. Industry Trade" *Empirica: The Journal of European Economics* 40 (2013): 21-37.

Bahmani-Oskooee, M., **S.W. Hegerty**, and J. Xu. "Exchange-Rate Volatility and U.S.-Hong Kong Industry Trade: Is There Evidence of a 'Third Country' Effect?" *Applied Economics* 45, no. 18 (2013): 2629-2651.

Hegerty, S.W. "Money Market Pressure in Emerging Economies: International Contagion Versus Domestic Determinants" *Economic Systems* 36, no. 4 (2012): 506-521.

Hegerty, S.W. "How Integrated Are the Exchange Markets of the Baltic Sea Region? An Examination of Market Pressure and its Contagion" *Baltic Journal of Economics* 12, no. 2 (2012): 109-122.

Hegerty, S.W. "Output Volatility and Its Transmission in Transition Economies: Implications for European Integration" *Journal of Economic Integration* 27, no. 4 (2012): 520-536.

Hegerty, S.W. "Does High Inflation Lead to Increased Inflation Uncertainty? Evidence From Nine African Countries" *The African Economic and Business Review* 10, no. 2 (2012).

Bahmani-Oskooee, M., **S.W. Hegerty**, and J. Xu "Exchange-Rate Volatility and Industry Trade Between Japan and China," *Global Economy Journal* 12, no. 3 (2012), Article 2, ISSN (Online) 1524-5861, doi: 10.1515/1524-5861.1855, September.

Bahmani-Oskooee, M., **S.W. Hegerty**, and H. Harvey "Empirical Tests of the Marshall-Lerner Condition: A Literature Review" *Journal of Economic Studies* 40, no. 3 (2012).

3. Conference Presentations, Group Shows

Hegerty, S. W. "Does High Inflation Lead to Increased Inflation Uncertainty? Evidence From Nine African Countries," (paper presented at the Midwest Economics Association, Columbus OH, March 23, 2013)

Hegerty, S. W. "Measuring Exchange Market Pressure and its Contagion in the East African Community" (paper presented at the Illinois Economic Association, Chicago IL, October 20, 2012)

Wenz, M. G. "Gambling," (presentation to the New Legislators Conference, Springfield, IL, Nov. 29, 2012).

Wenz, M. G. "Addicts or Opportunists? A Study of Casino-related crime in Elgin, Illinois," with R. Gallagher. (paper presented to the Southern Economic Association, New Orleans, LA, November 9, 2012).

Wenz, M. G. “Rules changes and incentives in the National Hockey League,” with W. Foster. (paper presented at the Illinois Economic Association, Chicago, IL, October 19, 2012)

Wenz, M.G. “The Implicit Price of Casino Gambling,” (paper presented to the University of Alberta Center for Gaming Research, October 9, 2012).

4. Funded grants

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 2: December 2011-November 2012.

5. Service

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

B. Student Achievements

1. Presentations, conference papers, symposiums, publications

Ebio, J., S. W. Hegerty, S. Kania, R. Korsakas, N. Malone, B. Narankhuu and. M. G. Wenz, “Business Cycles and EU Integration for the Balkan Region,” *Proceedings of the 21st International Business Research Conference* 21 (2013): 1-10. Student Presentations

Shelton, C., J. De La Rosa, and M. Wenz. “Whole Life vs. Term Life: Which is right for you?” (presented to Money Smart Week, NEIU, Chicago, IL April 22, 2013).

Kania, S and **B. Narankhuu.** “Business Cycles and EU Integration for the Balkan Region,” with **S. Hegerty, M. Wenz, J. Ebio, R. Korsakas** and **N. Malone.** (paper presented to the NEIU Student Research Symposium, Chicago, IL April 24, 2013).

Collins, E. “How Marketing Transformed the Chicago Blackhawks in to a Successful Franchise.” (paper presented to the NEIU Student Research Symposium, Chicago, IL April 24, 2013).

Kania, S, J. Ebio, and **N. Malone** “Business Cycles and EU Integration for the Balkan Region,” with **S. Hegerty, M. Wenz, R. Korsakas** and **B. Narankhuu.** (paper presented to the 21st World Business Institute International conference, Toronto, ON Canada, June 9, 2013).

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

George Harris has been accepted into the University of Michigan graduate program in Biostatistics.

Justin McPhee is enrolled in the graduate program at the University of Chicago Booth School of Business.

Haik Ter-Nersesyan is enrolled in the graduate program in International Studies at Columbia University.

ECONOMICS

Assessment Report 2012-20123

Submitted by Mike Wenz

We conducted three key assessment initiatives during 2012-13: a faculty review, an embedded assessment exam, and an alumni panel discussion. Each of these provided useful insights.

A. Faculty Review

Based on our faculty review, we identified a number of ways to improve the way we deliver our Principles courses and drafted an NEIU Innovation Grant proposal to address this. We identified a number of areas for improvement in the grant application, and these are presented here.

First, there is a high level of preparation redundancy within and across the Econ 215 and Econ 217 courses and sections. Both Econ 215 and Econ 217 contain roughly 12 modules that are covered in some order in every section and with every instructor (Exhibit A). Six of these modules are repeated in both classes, so there are essentially 18 unique modules across the two courses. Currently, these 18 unique modules are taught with 192 individual lectures prepared each semester. By delivering the lecture component of these courses just once for each module, we can reduce the number of module preparations by 90%, from 192 down to 18.

Second, different instructors have different areas of emphasis, which leads to inconsistency in student preparedness for upper division Economics courses. We face tension about whether to target the courses to Econ majors, emphasizing for example consumer theory and welfare, or non-Econ majors who prefer coverage of the financial

system and market structures. We also make choices about stressing concepts versus mechanics that impact our majors down the line.

Third, technological change is coming rapidly, and as technology diffuses through the faculty, it does so unevenly, with different faculty members choosing their own different approaches. This means we haven't learned together. For instance, some of us have adopted Aplia or MyEconLab. When individual faculty members work independently, the learning curve can be daunting. Additionally, faculty members have different expectations about the speed of adjustment needed to keep up with changes in the higher education marketplace.

Fourth, each semester, we develop and employ a wealth of teaching tools, including news articles, online videos, Powerpoint lecture slides, study guides, and much more, but there is no easy way to share these across course sections, and more importantly across time. Our upper division students, especially transfer students, would benefit from a well-organized library of remediation materials to fill gaps in training as they progress through the courses and also through the program. Pedagogically, our curriculum "spirals" so that each new course adds a new layer to existing skills. There is an ongoing need for students to be able to reach backward for help as we spiral around to topics that were not mastered during previous exposure.

B. Embedded Assessment

Our embedded assessment exam 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 and obtained clean results, and in 2012-13 we rolled this out in all of our courses, including those taught by instructors.

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. The pre- and post-test averages for the previous three semesters are given in the table below.

Semester	Pretest	Posttest
Spring 2012	10.8	14.7
Fall 2012	12.1	14.9
Spring 2013	12.0	15.1
Average	10.8	14.7

These numbers establish basic benchmarks that will be used in future semesters to track the hybrid course pilot against past performance. We will continue to maintain this evaluation tool over time.

C. Alumni Panel

In April 2013, in conjunction with Omicron Delta Epsilon, our student honor society, we hosted our first annual alumni career panel and brought five distinguished recent graduates to discuss their early career and provide advice to our current students. Three

of our panelists, James Brennen and Almira Kadic (BLS) and Justin McPhee (Chicago Fed) were actually employed as economists, a very unusual outcome for any undergraduate department. The other two were in banking (Haik Ter-Nersesyan) and a technology startup (Bracken Spencer). Ed Stuart, Professor Emeritus, moderated the panel and about 30 students were in attendance. During the panel, our alumni answered questions about the curriculum and department and offered some career advice. Three noteworthy themes came through.

With respect to the curriculum, the students noted that they felt generally well prepared to tackle the learning curves in front of them. One alum noted that he began alongside a coworker with an MA from UW-Madison, a top program, and felt generally well prepared. Another noted that he felt well-prepared to learn a variety of different tasks in a very dynamic company. All noted that there was much for them to learn in their new role, that very little of what they did at NEIU was directly related to their job tasks, that this was typical of their coworkers as well, and that they could still see and understand the indirect relation of their courses to their jobs. Students generally expressed positive feedback regarding the core curriculum and did not recommend changes.

Our panelists each noted that the opportunity to engage in collaborative research with a faculty member did much to improve their connection to the department. Some of these opportunities came from class projects, and some came from opportunities outside of class, but all were highlighted. We are pleased that this has been an area of emphasis for the department, with several research communities and faculty-student projects on the books.

The top factor noted by the panelists for job placement was finding an internship. As noted above, it is common for new Economics BAs to move into positions with “analyst” in the title, but rare to move directly into a position with “economist” in the title without a graduate degree. Two of our panelists took that path on the strength of internships. This is one area that we hope to enhance as a department going forward, building a network of company contacts where we can place students in the future.

ENGLISH

Annual Report 2012-2013

Submitted by Tim Libretti

Executive Summary

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

Department/Faculty Achievements

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

As testament to the high level of teaching and achievement generally among English Department faculty, **Professor Tim Scherman** and **Dr. Ryan Poll** received Northeastern Illinois University Student Choice Awards for their committed teaching and work with students. **Professors Vicki Byard** and **Tim Barnett** earned Faculty Excellence Awards for a wide range of service activities around the university, which included their key work as central faculty involved in developing the LGBTQ Studies program. Both also taught and developed new classes for the program, as Professor

Byard taught WGS 210: Intro to LGBTQ Studies and Professor Barnett designed and taught WGS 360: Queer Theory. **Dr. Poll** was also awarded the 2013 Northeastern Illinois University Student Leadership Award, the Indelible Mark Award. In the area of research, our instructor **Olivia Cronk** received a Faculty Excellence Award for the publication of her volume of poetry *Skin Horse*, and **Chielo Zona Eze** and **Emily García** were awarded summer research grants. García also received a COR grant. These awards speak not only to the level of regard in which the university community holds English Department faculty but more importantly to the impact that the contributions of our faculty have had on our community and the degree to which these energies have been transformative and profoundly felt. We view our department as one that with great intentionality works to serve not just our students and curriculum but the entire university and community.

This community-minded service was perhaps most evident this past academic year in the work of our two new creative writing faculty, **Professors Alicia Erian** and **Julie Iromuanya**, who worked with Christie Miller in the Office of Cultural Events, even before they were officially employed at the university, to organize a top-flight Visiting Writers Series, relying on their stellar reputations and strong relationships in the U.S. literary culture to bring six major contemporary writers to campus--Carol Anshaw, Amina Gautier, Steven Barthelme, Jennine Capó Crucet, Kristin Naca, and Kwame Dawes who was featured in the Presidential Lecture Series. This series was well-attended by students in particular and by the university community as a whole, creating an incredible opportunity for students to engage important writers in relatively accessible ways. This series, it is fair to say, had a meaningful impact on our community, bringing vibrancy and excitement to campus; and the energy and creative intelligence of Professors Erian and Iromuanya had much to do with charging up our students and building a vital and blooming literary culture on campus. Already they are working hard on next year's series, and we believe this series will become a signature event of the university that will attract outside attention and highlight to our broader community the amazing resource Northeastern can be for those hungry for a nourishing cultural environment. The Provost's pledge of support for the event underscores the value of this series to the university's mission.

As we try to create an environment and conduct programming that is attractive to and serves our broader communities, our faculty are also engaged scholars serving our students by helping them develop research skills and independent scholarly minds by engaging them with the world. This year **Professors Barnett and Byard**, with Professor Francesca Morgan of the History Department, received a Research Community Grant from the Provost for their research project "LGBTQ History: Diversifying the Curriculum." They worked with students on a research project exploring the history, in particular, of LBGTQ people of color, taking students to do research in Washington D.C. **Professor Byard** also received a Summer Faculty-Student Research Award from the Dean of the College of Arts and Sciences to create a teachers' curriculum guide on the history of LGBTQ people of color. **Professor Tim Scherman**, with Mary Thill from the library, likewise received a Research Community Grant from the Provost to conduct archival research on 19th-century American women authors. Professor Scherman and his students have travelled to such destinations as

Portland, Maine to delve into archives that scholars have not yet explored in full and meaningful ways. The students are acquiring a research experience and set of skills that are unparalleled.

In this vein, it is also worth noting other ways our faculty are contributing to creating a vibrant intellectual and socially-meaningful campus environment and to serving our university mission. **Professor Erian** helped the university procure an NEH grant to run a program next year entitled “Let’s Talk About It: Muslim Journeys,” which will entail her facilitating discussions on five works of Muslim literature in an open series next year. **Dr. Ryan Poll** this year organized a fantastic session titled “Hijabi Feminisms” featuring the research and scholarship of our student Sumaiya Maniya. The event was held in the Pedroso Center and drew a packed house, standing-room only. **Dr. Poll** also organized a mini-conference on “Global Ecologies” that features research his students conducted in his graduate seminar. The event not only opened the university for community engagement with the important and socially relevant work we do here, but it gave our students the opportunity to share their research, cultivate their professional acumen, and engage the larger world so they sense the larger importance of the problem-solving research in which they are engaging. In short, our faculty are very much invested in creating a department that interacts with and advances our institution and community as a whole.

Additionally, English faculty, as they historically have, continue to serve the university in key leadership roles in the administration, operation, and development of our academic life for students, faculty, the broader university, and public education in the state. **Professor Vicki Byard** just completed her fifth 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. **Professor Kristen Over** has continued her service as administrator of the University Honors Program.

Other notable service within the department includes **Professor Scherman’s** spearheading of our departmental assessment efforts which maintains quality in our programs and keeps our eyes on the prize so we continue to innovate and adjust to serve our students more effectively. Also, **Professor Christopher Schroeder**, a leading researcher in the field of Literacy and Composition Studies, represented the College of Arts and Sciences on the Chicago Teacher Pipeline Project, a multi-million dollar grant project, for which he also developed introductory courses in writing and general education designed specifically to serve bilingual and heritage-language speakers. Additionally, **Professor Schroeder** volunteers for Literacy Volunteers of Western Cook County. Along these lines, **Professor Byard and Dr. Davros** are active in leadership roles in their local school districts.

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

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, as indicated below. This year, it is worth noting Larry Dean for publishing the volume of poetry *Brief Nudity* with Salmon Press and Julie Iromuanya for publishing a novel excerpt “Only in America” in the Tampa Review. She was also a finalist in the Summer Literary Seminars Unified Literary Contest. Also of note, Tim Libretti was awarded the CLR James prize for the best published article or essay for academic or general audiences by the Working-Class Studies Association of America.

Overall, English faculty are incredibly active in serving the university on a wide range of important committees and governing bodies, including the Faculty Senate, the Faculty Council on Academic Affairs, the College Academic Affairs Committee, the Global Studies Committee, the University Advisory Council, the Honors Program, the Advisory Council for the Center of Teaching and Learning, the Finance and Administration Committee, among others.

English Department faculty sponsored 15 students at this year’s Student Research and Creative Activities Symposium and sponsored another 11 student presentations of research at professional conferences outside the university. We have really stepped up our efforts to professionalize our students and to prepare them with the skills and experience to enter doctoral programs or open doors in the professional world.

Additionally, our faculty teach and serve in the Latina/o and Latin American Studies Program, the Women and Gender Studies program, the LGBTQ program, the African and African-American Studies program, the First-Year Experience Program, and others.

Professor Tim Barnett along with Dr. Ryan Poll advised and grew our chapter of Sigma Tau Delta, the International English Honor Society, which promises to open up many scholarship, internship, and professionalization opportunities for our graduate and undergraduate students.

Dr. Ryan Poll advised our student-run literary journal *Seeds*, which has 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.

This year the most substantial and potentially transformative initiative, next to the creation of the Visiting Writers Series and the development of our creative writing curriculum, was that of our series of professional development seminars for high school and community college faculty across disciplines (see Appendix I below for full documentation). One of our goals for the 2012-2013 Academic Year was to inaugurate a Professional Development Seminar Series that would be aimed primarily at supporting high school and community college faculty from across disciplines in the work they do.

In addition to providing what we hoped would be a valuable service of support to teachers and to fulfilling our mission of working to improve secondary education in the state, the series also helped publicize and recruit to our programs as well as generate a modest revenue stream to fund our other efforts to support students and offer a range of programming. We ended up running four seminars with a total enrollment of around 35 participants. More importantly, we continued our efforts in developing relationships with high school and community college faculty and chairs with whom we plan to work in the future. At least two high school teachers who participated in the seminars have applied to our MA program. In the coming year, we plan to make greater efforts to publicize the series more broadly and make use of the relationships we have developed to grow our enrollments and develop seminars more responsive to the needs of the populations we aim to serve. This year we attracted faculty from Oakton Community College and Truman College as well as a range of high schools that included Rolling Meadows, New Trier, John Hersey, Glenbrook North, Vernon Hills, Libertyville, Roosevelt, and Fenton. Evaluations were incredibly positive, and we anticipate momentum building. Indeed, as a result of this series, Professor Emily García was invited to New Trier High School to assist their faculty in developing their Latino/a literature curriculum, which is just one example of the success of this series. Of the series we put together, we ended up running the following four seminars:

- **What's In a Name: Mistaking Comedy, History, and Tragedy in Shakespeare's Plays**

Taught by Professor Bradley Greenburg

How does genre work? Why should we care about genre? How can we use it in our teaching? This session on dramatic genre in the work of Shakespeare will explore how the conceptual use of genre can open avenues of understanding in the ways Shakespeare structures his plays. By contending that for the most part genre is commonly either misunderstood or ignored in Shakespeare's work, Professor Greenburg will offer readings of a number of plays that demonstrate how what appears to be a simple mode of categorization is actually a dynamic principle in the drama.

- **A Brief, Wondrous History of US Latina/o Literature**

Taught by Professor Emily García

Inspired and informed by Junot Díaz's award-winning novel *The Brief, Wondrous Life of Oscar Wao* (2007), this seminar offers an introduction to the history of US Latina/o literature through a contemporary multicultural lens. Díaz's novel thinks of history inventively, bringing together sociopolitical events with personal revelation and urging readers to see the truth in telling. This approach to narration and to personal and cultural change is central to US Latina/o literature. The seminar will trace its appearance in Latina/o writing from the early national period to the twenty-first century. Readings (about 35 pps total) will include a chapter from Díaz, samples of early Latina/o writers from the sixteenth- through nineteenth-centuries, and excerpts from critics on Latina/o literature.

- **Social Class in the Classroom: Class and the “American” Self in U.S. Literature and Culture**

Taught by Professor Tim Libretti

In his book *Working-Class Majority: America’s Best Kept Secret*, Michael Zweig argues that, despite the language we use to talk about class and identity and despite our avoidance as a culture of class issues, most Americans are in fact part of the working class. This seminar works with this premise and suggests that given that a chief objective of the humanities is to comprehend the human condition, in order to understand ourselves individually and collectively we must explore how class shapes human experience and by extension, as a key part of that experience, cultural production. Where do we see working-class identity represented in U.S. literature? How do class dynamics in literary study condition the way working-class literatures and lives have been valued in U.S. literary and cultural studies? Reading some short stories, poetry, and literary essays, we will explore in this seminar some examples of working-class literature and ways they can be used in the classroom to help students grapple with often unacknowledged dimensions of their own experience and the larger American experience and also to reflect on new ways of writing and valuing the stories they themselves and others tell.

- **Globalizing Gatsby? Teaching Globalization in the High School Classroom**

Taught by Dr. Ryan Poll

In the past two decades, “globalization” has entered myriad discussions and discourses ranging from economic policies to corporate advertising. But what does it mean to rethink the high school classroom in relation to globalization? In this seminar, we will discuss competing theories of globalization that can be introduced to high school students, and together, we will study how canonical American literature becomes transformed when studied in conjunction with theories of globalization. In particular, we will analyze how F. Scott Fitzgerald’s *The Great Gatsby* —a novel that has been analyzed in high school and college classrooms to the point of seeming exhaustion— becomes a new book when analyzed in relation to globalization studies. The seminar will conclude by discussing texts from multiple media (including film, music, and photography) that can be used in the classroom to catalyze students to think about the uneven and unequal social relations that constitute globalization.

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

In response to calls from Academic Affairs to develop innovative summer courses with more convenient and compressed schedules, the English Department continued its

Summer Institute program with the intent of reaching a broader range of students as well as reaching targeted populations.

We offered two 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:*** Christine Simokaitis and Olivia Cronk taught an intensive two-week Summer Creative Writing Institute for its fifth year. It met with great interest, enrolling nineteen students (with minimal publicity), and enabled us to feature a strength of our faculty who are creative writers but do not typically have the opportunity to teach creative writing. The students appreciated the different scheduling option, and the department views this summer institute as an offering that will help us recruit students, grow our creative program, and perhaps even, in the long view, lead to the development of a B.F.A. and perhaps further down the line an M.F.A. in creative writing. Given the high level of student satisfaction and interest this year, we anticipate that through word of mouth and a greater effort to publicize the institute that the enrollments in the institute will grow and our creative writing program will become a centerpiece of our English curriculum. Cronk and Simokaitis also put together an impressive slate of local authors, from novelists to poets to journalists, to guest lecture.
- ***The Graduate Summer Institute: English 462: Teaching Shakespeare.*** 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.

Our Graduate Program this year continued its implementation of the 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. These efforts have met with success as our program has shown its ability to cultivate research skills in our students, and the program is working successfully to launch those students who are interested into Ph.D. programs. This year, as indicated below under student achievements, two of our MA

students who were unable to gain acceptance into a doctoral program before coming to our program were accepted with funding into doctoral programs.

Our curriculum advanced substantially on a number of fronts this year. First, **Professors Iromuanya** and **Erian** bolstered our creative writings offerings by developing English 394: Writing the Personal Essay, English 395: The Craft of the Short Story, and English 396: Screenwriting: Writing the Short Script. On the graduate front, **Ryan Poll** developed courses on “Narrating Oil” and “Global Ecologies”; **Tim Scherman** developed a course on “Material Culture”; and Tim Libretti developed a working-class cultural studies course titled “Producing America: Issues of Work, Class, and Political Economy in U.S. Literature and Culture.” These three courses advance our curriculum in the direction of developing a broader cultural studies curriculum more in line with evolutions in the discipline and of heightened relevance to social and global developments. Additionally, **Brad Greenburg** continues to be a stalwart in advancing our innovative summer offerings, developing a summer intensive course on “Teaching Poetry,” which is already attracting new students.

Internship development: **Dr. Ryan Poll** cultivated a relationship with the public relations firm Orly Telisman. Thus far three of our students have taken advantage of this internship opportunity. We hope to develop more of such relationships and to build internship experiences into our curriculum in more coherent and substantial ways in order to highlight the utility of the English major in the professional world.

The department undertook a fundraising campaign to raise funds for a student awards ceremony and to begin funding an endowed scholarship. The department raised close to \$3,5000.00 from alumni and students and held a fabulous and moving ceremony honoring the outstanding work of our students. We gave around \$2000 in cash awards to students for their creative writing, critical essays, and literary analysis and for two overall outstanding students, in addition to giving awards to first-year writing students for the first time. The event honored our students as well as our alumni and also helped to shape future alumni donors. Overall, the event helped to create a stronger English community and, by recognizing excellence, to create a greater sense of the English Department’s commitment to excellence.

Submission award: This year **Professor Erian** arranged a new award by working with the literary journal *The Sun*. The award guarantees the prize-winning student a careful reading and response with feedback from the editor, even if the piece is rejected. And, of course, the piece might be accepted. The award is a huge coup for our students and for our program.

Professor Tim Barnett and **Ryan Poll** advised and grew our chapter of Sigma Tau Delta, the International English Honor Society, which promises to open up many scholarship, internship, and professionalization opportunities for our graduate and undergraduate students.

Dr. Ryan Poll 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 and **Dr. Ryan Poll** organized a Career Night for English Majors last 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 community to which we can introduce our students.

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

Other fundraising and community-building efforts: Last September we held a fundraising event with Homemade Pizza Company in Andersonville, raising about \$250.00 that helped fund student awards. Additionally, in October the faculty ran a bake sale in Village Square which yielded over \$600.00 which we disbursed to students facing grave financial needs. In December, our students organized a benefit concert at the Horseshoe Bar featuring student and faculty talent, raising \$400 for the department. **Professor Scherman** organized another benefit concert in March with a major band as well as student talent, also at the Horseshoe, raising additional funds for the department. These departmental and student initiated fundraising efforts have been vital for funding student awards, helping us meet some student needs, and supporting our programming, as the department funded a substantial portion of the Visiting Writers Series.

I. Assessment

When students graduate, the department requires that students fill out a written exit interview and write a reflective essay assessing their experience in the major. We inform them we want to know what their expectations of the major are, whether or not those expectations were fulfilled, what if any career goals they had in selecting the major, how effectively the curriculum worked for them, what they saw as the value of the major, etc. On the whole, we find that what students value most about the major are the ways the major rigorously equips them with incisive critical reading and writing skills and the diversity of courses that we offer. Most of the students indicate that they did not have specific career goals in mind in choosing the major but express a comfort level and even confidence in heading out into the career world because of the analytical and writing skills they have acquired. Several respondents indicated, interestingly, that other former English majors had assured them that the major provides students with versatility in approaching the professional world and prepares them with valuable skills.

In terms of assessing our students and our own effectiveness in the classroom, this year the department continued 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. We will be migrating the D2l system beginning next year because it has a function that allows students to create portfolios. Until this year, all majors and secondary education majors had been 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 asked them to upload have varied depending on which particular goals and outcomes have seemed 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.

In short, while the process of assessment is slower and more arduous than one might like given the urgency of preparing for program reviews, the department is beginning to make significant strides in defining its programs and really trying to align its teaching practices in a more intentional way with more consciously articulated goals and outcomes in mind.

Our assessment plans and rubrics as well as our most recently processed results are included in the attached appendix (see below).

II. Program Plan

A. Immediate challenges and long term goals

One immediate challenge the English Department and, frankly, the University face is providing proper support for and properly recognizing the importance of the First-Year Writing Program for our students. Housed in the English Department and included in the English Department budget, the First-Year Writing program, coordinated by **Professor Vicki Byard**, has to compete with two graduate programs and two majors as we struggle to allocate resources and staff classes. Yet nearly every student at this university moves through this program, and the instruction they receive is vital to their success (and to our retention and graduation rates). Nonetheless, the university has not recognized and supported this program nor given it the visibility and support that it has, say, the First-Year Experience program, and it has not recognized first-year writing classes as high-impact classes, despite their obvious foundational significance. The program does not have an independent budget the way the FYE program does to ensure adequate staffing or to offer professional development, workshops, and ongoing training for faculty, which is crucial as we try to maintain a common standard and continuity

among the roughly 100 sections we offer each year of first-year writing. When the department loses instructors, we have not been able to replace them, threatening the progress which by all accounts (primarily feedback from departments across the university) Professor Byard has made in improving writing instruction and hence student writing at the university. When Professor Byard assumed the position of First-Year Writing program, she lobbied to hire four new full-time instructors with the understanding that the success of the program required a stable faculty as opposed to having twenty-five to thirty faculty teaching one or two sections. Over these years some of these instructors have left for higher-paying positions and have not been replaced. This dwindling of support undermines student success and erodes the progress Professor Byard has been making, in addition to putting the department in the untenable position of having to decide between staffing first-year writing classes, our two majors, and our two grad programs. Finding a new organizational structure for the First-Year Writing program that gives it autonomy and a budget is of high importance, we hope, not just for the department but for the university.

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

In Spring 2012, the College of Arts and Sciences chose **Professor Greenburg's** proposal for a new BFA program to be one of the college's new workforce initiative programs. Under the workforce initiative program, new hires were to be designated to develop the new programs. While we hired two creative writers that year, funding for new hires seems to have dried up in the recent budget crunch. Because of this crunch, we have put the BFA on hold and are working on developing our creative writing curriculum as we can with the resources we have. Our faculty are now debating whether a BFA or MFA would be the better use of resources to grow our department and attract new populations to the university. Developing a creative writing program in some form is a sure way, we feel, to attract new populations to the university and really put Northeastern Illinois University on the map.

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

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

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

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

This plan for curricular development responds to evolutions in the field and also to the cultural composition of our student body and its needs. Additionally, this plan is designed to foster an interdisciplinary dimension to our offerings and to integrate the department more cogently into the university curriculum as a whole, solidifying the department's relationships with and service to the emerging global studies initiative, Latina/o and Latin American Studies, and African and African-American Studies.

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

We look also to sustain and expand our creative writing offerings in the department, looking to develop a creative writing program that will offer a B.F.A. degree and perhaps down the line an M.F.A. degree. Our program review indicated a strong demand for creative writing and, academically, our outside evaluator also stressed the importance of developing this component of our programs to create a greater coherence and link between our programs in literary and cultural studies and composition and rhetoric. As the teaching of writing has long been a staple of the department and is now, through the Title V grant, a priority of the university as a whole, creative writing courses offer an important outlet for students to refine their writing skills and to explore modes of written expression beyond the academic essay, developing students' creative and imaginative faculties in ways central to a humanistic curriculum geared toward cultivating well-rounded and thoughtful people. Additionally, as the department curriculum is essentially devoted to the reading and writing of texts, the creative writing component of our curriculum serves a vital integrative function, enabling students to

grapple with the same issues of poetic and narrative form that they encounter in their reading of texts in literature courses from the perspective of producing such texts.

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

Most immediately, we have requested a hire in interdisciplinary cultural studies that would help us build bridges to other majors and disciplines and help develop in students the analytical and writing skills that will necessarily undergird their success in any profession. We also see this position as bridging our literature and composition offerings and, in particular, being able to serve and re-invigorate both of our graduate programs.

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

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Dean, Larry O.

- *Brief Nudity*. Los Angeles: Salmon Press. Ireland: 2012.

2. Book Chapters, Regional Exhibitions or Performances

Davros, Michael.

- “The Image of the Outsider in Nicholas D. Kokonis’s *Arcadia, My Arcadia* and *Out of Arcadia*” *The Image of the Outsider in Literature, Media and Society*. Ed. Will Wright and Steven Kaplan. Pueblo, Co: The Society for the Interdisciplinary Study of Social Imagery. August 2013.
- “Introduction.” *My Generation of Achievers*. By Stacy Diacou. Universe Publishing, 2013

Greenburg, Bradley.

- “Michael Bogdanov: An International Director’s *The Winter’s Tale* at Chicago Shakespeare Theater.” *Chicago Shakespeare Theater: Suiting the Action to the*

Word, eds. Regina Buccola and Peter Kanelos. Dekalb: Northern Illinois University Press, March 2013.

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

Barnett, Timothy.

- “‘Love Letters’: Narrating Critical Literacy Theory in the First-Year Writing Class.” *Open Words*. 7.1 (2013), pp. 21-40.
- Review of Wendy Ryden and Ian Marshall’s *Reading, Writing, and the Rhetorics of Whiteness*. *Composition Forum*. 27 (2013).

Byard, Vicki.

- “Look” (Poem). *Journal of Ordinary Thought* (Winter 2013), pp. 36-37.

Cronk, Olivia.

- Untitled poem. *Jubilat* (Spring 2013).
- Untitled poem. *Bone Bouquet* (Spring 2013).

Dean, Larry.

- “All the Frame Wanted,” “Amanda Was Stunned,” “Orville,” “The Vodka Spilled.” (Poomes). *Packington Review*, v. 4 (April 2013).
- “Loma Prieta #3” (Poem). *North Chicago Review* #1 (January 2013).
- “The Angry Whopper®” (Poem). *Circa* #4 (October 2012).
- “The Carillon,” “48169,” “Hey, Hercules!,” “Pulp Villanelle,” “Sirens,” (Poems). *Cedars* #3 (September 2012)
- “My Biology of Louis Pasture,” “Unicorn” (Poems). *Artichoke Haircut* v.4 (September 2012).
- “Window Washers” (Poem). *Circa* #3 (August 2012).
- “Dracula’s Daughter,” “Loma Prieta #1,” “Loma Prieta #2” (Poems). *Circa* #1 (July 2012).

Erian, Alicia.

- “Goody-Goody.” *Pank* (September 2012). (short story)
- “Standing Up to the Superpowers.” *Draft: The Journal of Process* (Fall 2012). (Short story and Interview)

Iromuanya, Julie.

- “Only in America” (Novel excerpt). *Tampa Review*, 43/44 (Fall 2012), pp. 41-48.

Poll, Ryan.

- “The American Small Town in the Age of U.S. Empire.” *George Mason University’s History News Network*. May 29, 2012.

4. Conference Presentations, Group Shows, Media Appearances

Cronk, Olivia.

- “Rats in the Labyrinths: Constraint and Freedom in the Creative Writing Classroom.” Critical Pedagogy and the Creative Writing Workshop Conference. Manhattanville College, June 20-21, 2013. (With Philip Sorenson)

Davros, Michael.

- “Historicity and Trauma as Postcolonial Residue in Works by Jeffrey Eugenides, Harry Mark Petrakis, Nicholas Kokonis, and Natalie Bakopoulos” presented at “Mapping Oppression: Translating Literary and Geographical Sites of Terror,” Toronto, Canada, April 2013.
- “The Image of the Outsider in Nicholas D. Kokonis’s *Arcadia*, *My Arcadia* and *Out of Arcadia*” presented at The Image of the Outsider in Literature, Media, and Society, Colorado Springs, Colorado, March 2013.
- “Greek Influence: Everything from Math to Chocolate! presented at Niles West High School as part of “Coming Together in Skokie,” Skokie, Illinois, 28 February 2013.
- “Narratives of Enslavement and Oppression From the Nineteenth Century Onward” presented at The English and Foreign Languages University, Hyderabad, India, 11 January 2013.
- “Coming to Voice: From Oppression to Liberation” presented at The English and Foreign Languages University, Hyderabad, India, 10 January 2013.
- “Visual Analysis: Kate Kretz ‘Blessed Art Thou’” presented at The English and Foreign Languages University, Hyderabad, India, 10 January 2013.
- “Issues Theoretical in Ethnographic Photo-history” presented at The English and Foreign Languages University, Hyderabad, India, 9 January 2013.
- “Working With Images” presented at The English and Foreign Languages University, Hyderabad, India, 8 January 2013.
- “Historiography or Hagiography in Documentary Photography and Film” presented at The English and Foreign Languages University, Hyderabad, India, 8 January 2013.

Dean, Larry.

- Poetry reading, Transistor, Chicago, IL. June 18, 2013.
- Poetry reading, Nicola’s Books, Ann Arbor, MI. March 31, 2013.
- Poetry reading, World Café, Saint Louis, MO. March 10, 2013.
- Salmon Poetry Author Reception and Reading, *AWP Conference*. Boston, MA. March 8, 2013.
- Poetry reading, Dillon’s, Boston, MA. March 6, 2013.
- Poetry reading, Wit Rabbit Reading Series. Chicago, IL. August 7, 2012.
- Poetry reading, Studio A. Chicago, IL. July 6, 2012.

Erian, Alicia.

- Literary reading and Classroom visit, Ball State University, October 2012.
- Panel Participant, *Arab-American Writing in the 21st Century*, AWP Conference. Boston, MA, March 6-10, 2013.
- Reading and Presentation, University of Saint Francis, March 2013.
- Presentation and Reading at Grayslake Central High School, April 2013.

Eze, Chielo Zona.

- "Feminist Empathy: The City as an Ethical Space in Contemporary African Women's Writing." *Reinventing the Postcolonial (In the) Metropolis*. 24th Annual GNEL/ASNEL Conference. Chemnitz University of Technology, Germany. 09-011 May, 2013.

García, Emily.

- Discussant, Latina/o and Latin American Studies Brown Bag Series, Northeastern Illinois University, Chicago, IL, May 13, 2013.
- "Critical Borderlands and Early Latina/o Literatures." *Haciendo Caminos: Mapping the Futures of U.S. Latina/o Literatures, the First Bi-Ennial Latina/o Literary Theory and Criticism Conference*. John Jay College, City University of New York. New York, NY, March 8, 2013.
- "American Orientations: The Narratives of Elizabeth House Trist and Francisco de Miranda, 1783-1784." *Society of the Early Americanists Conference*. Savannah, GA, Feb, 28, 2013.
- Session organizer, "Roundtable on Critical Anachronisms." *Society of Early Americanists Conference*. Savannah, GA, Feb. 28, 2013.
- "Teaching Nineteenth-Century Women Writers Transnationally: Leonora Sansay and Maria Amparo Ruiz de Burton." *Society for the Study of American Women Writers Conference*. Denver, CO, October 13, 2012.

Greenburg, Bradley.

- "From Oldcastle to Falstaff: At War with Historiography in the Henriad." *Shakespeare Association of America Conference*. Toronto, Ontario. March, 2013.
- "To Kill a King: Macbeth in/and History." *Oakton Community College Shakespeare Festival*. Des Plaines, IL. August 2012.

Iromuanya, Julie.

- "Writing Region with an Accent: Immigrant Writing and American Regionalism," presented at *Association of Writers and Writing Programs*. Boston, MA. March 7, 2013.
- Chair and Moderator for the Creative Writing: Prose II, "Writing About Loss" at the *Midwest Modern Language Association*. Cincinnati, OH. November 10, 2012.

Libretti, Tim.

- "Beyond the Discourse of Jobs and Towards an Optimally Creative Economy that Meets Human Need: Reading *The Wire* as Working-Class Cultural and Economic Discourse," presented at *Fighting Forward: A Labor and Working Class Summit*

and Annual Conference of the Working Class Studies Association, Madison, Wisconsin, June 12-15, 2013.

- “Working-Class Literary Studies and the Re-definition of the American Self in Charles Chesnutt’s Fiction: Beyond the Discourse of ‘Fairness’ Toward a Post-Commodity Culture,” presented at *Fighting Forward: A Labor and Working Class Summit and Annual Conference of the Working Class Studies Association*, Madison, Wisconsin, June 12-15, 2013.
- “Rethinking the Boundaries of Class and Nationality,” presented at the *Council for American Studies Education Conference: Migration, Immigration, and Integration: Marking Cultural Shifts*, Art Institute of Chicago, Feb, 22, 2013.
- “Feeling Class: The Affective Dynamics of Political Economy and Class Struggle in Guy Endore’s *The Werewolf of Paris* and Other U.S. Radical Working-Class Literature,” presented at the NEIU Third Annual Faculty Research and Creative Activities Symposium, November 16, 2012.
- “The Monstrous Horror of Politics and the Politics of Horror: The Affective Dynamics of Political Economy and Class Struggle in Guy Endore’s *The Werewolf of Paris*,” presented at the Annual Conference of the Midwest Popular Culture Association and Midwest American Culture Association, Columbus, Ohio, October 12-14, 2012.

Over, Kristen Lee.

- “Gendered Bodies in *Bisclavret* and *Silence*,” presented at The Annual Meeting for the Medieval Academy of the Pacific. University of San Diego, San Diego, CA, March 21-23, 2013.

Poll, Ryan.

- “*Moby-Dick*, Oil’s Ontology, and the Coming Resource Crisis.” Midwest Political Science Association. Chicago, IL, April 2013.
- “What does it Mean to Learn with *Integrity*?” invited lecture at NEIU, March 13, 2013.
- “History from Below: Zombie Fictions and Zombie Capitalism.” NEIU Third Annual Faculty Research and Creative Activities Symposium.” NEIU, November 16, 2012.
- Organized and chaired the panel “Monsters in Modernity” for the Conference of the Midwest Popular Culture Association/American Culture Association. Columbus, OH, October 2012.
- “Can the Human Speak? *World War Z* and Zombie Capitalism.” Midwest Popular Culture Association. Columbus, OH, October 2012.
- “Localism in a Capitalist Society.” *Extension 720 with Milt Rosenberg*. WGN Radio (Chicago, IL), July, 25, 2012.

Scherman, Timothy.

- Roundtable panelist on “What’s the Author Got to Do With It?” organized by the Editors of Poe Studies: History, Theory, Interpretation. American Literature Association Conference. Boston, MA, May 24, 2013.

Sorenson, Philip.

- “Rats in the Labyrinths: Constraint and Freedom in the Creative Writing Classroom.” Critical Pedagogy and the Creative Writing Workshop Conference. Manhattanville College, June 20-21, 2013. (With Olivia Cronk)

6. Service

Byard, Vicki.

- Vice Chair, Local School Council, Solomon Elementary School
- Team member of the “Assessment in Action” project, funded by a grant Mary Thill received from the Association of College and Research Libraries.

Davros, Michael.

- Member of the Lincolnwood District School District #74 Board of Education

Dean, Larry.

- Poet-in-Residence, Chicago Public Schools, January-June 2013
- Organizer of and performer in the NEIU English Department Benefit at the Horseshoe, Chicago, IL, March 30, 2013.

Erian, Alicia.

- Worked with Kimberly Shotick at Ronald Williams Library on an NEH grant for a program entitled *Let’s Talk About it: Muslim Journeys*. The library was one of 125 libraries to receive the grant, which means that Professor Erian will be facilitating the discussion of five works of Muslim literature over the course of the 2013-2014 academic year.
- Invited speaker at the launch party for *Seeds*.

Libretti, Tim.

- Editorial Board Member for the journal *JAC*.
- Peer Reviewer for the journal *MELUS* (Multi-ethnic Literature of the United States)
- Taught a seminar titled “The ‘Race’ of the Harlem Renaissance from Right to Left” as part of the Newberry Teachers’ Consortium, October 30, 2012.

Over, Kristen.

- Evaluator for *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 the Pacific (2012-2013).

Schroeder, Christopher.

- Volunteer for Literacy Volunteers of Western Cook County
- Assessed manuscripts for NCTE, Utah State University Press, and the Journal of CCCC.

B. Student Achievements

The English Department would like to congratulate **Michelle Cross** who was one of 15 students internationally (8 nationally) to receive the \$10,000 New Generation Ali Global Citizenship Scholarship from the Muhammad Ali Center for her on-going research on Asian and Global Teaching Strategies.

In addition to Michelle's achievement, the English Department would also like to honor and acknowledge student achievements in the categories below:

Students accepted to Graduate School

- Stephen Monk (undergrad) was accepted into Ph.D. programs at Louisiana State University and the University of New Orleans.
- Ariel Weygandt (MA student) was accepted into the Ph.D. program at Texas Christian University.
- Rebecca Wiltberger was accepted into the Ph.D. program at the University of Kentucky (in addition to four other programs).
- Daniel Woody (undergrad) was accepted with full funding to the MFA program at the University of Arkansas-Fayetteville.

Student Publications

- Dotson, Sean. "So Your Spaceship is Exploding," *Polaris: An Undergrad Journal of Arts and Literature* (2013/2014).

Student Conference Presentations

- Jon Antol, "What We Become: Consumption, Commodity, and the Living in the Land of Living Dead," presented at the Conference of the Midwest Popular Culture Association and Midwest American Culture Association, Columbus, OH, October 12-14, 2013.
- Nanci Calamari, "Runaway Girl! Karen Janney's Crowd-Sourcing Authorship in Don DeLillo's *Mao II*," presented at Beyond the Margins: A Graduate Student Conference, Depaul University, Chicago, IL, March 17-18, 2013. (Also presented at the Student Research and Creative Activities Symposium, NEIU, April 19, 2013.
- Michelle Cross, "The Neighbor, A Meditation on Loneliness within a Crowd," presented at the Student Research and Creative Activities Symposium, NEIU, April 19, 2013.
- Rachel Deahl, "A Letter to My Boy." Student Research and Creative Activities Symposium, NEIU, April 19, 2013.
- Sean Dotson, "IKEA, Ideology, and the Formation of the Postmodern Subject," presented at the Student Research and Creative Activities Symposium, NEIU, April 19, 2013.
- Katherine Dzielawa and Vanessa Ruiz presented at the Conference of the Illinois Association of Teacher Education, Bloomington, IL, October 19, 2013.
- Daniel Fiddler, "Putting the Pieces Back Together." Student Research and Creative Activities Symposium, NEIU, April 19, 2013.

- Zachery Franks, “The Undead Jihad: Vampires as Terrorists,” presented at the Conference of the Midwest Popular Culture Association and Midwest American Culture Association, Columbus, OH, October 12-14, 2013.
- Zachery Franks, “The Kent/J’onzz Study: What Superman and Martian Manhunter Can Teach us About the Racial and Bodily Other,” presented at Beyond the Margins: A Graduate Student Conference, Depaul University, Chicago, IL, March 17-18, 2013.
- Jonathan Gronli, “Channeling Resonance: Originality Through Intertextuality, Performance, and Play,” presented at the Student Research and Creative Activities Symposium, NEIU, April 19, 2013.
- Megan Guerin, “Trauma Theory and Contemporary Middle East War Narratives,” presented at the Student Research and Creative Activities Symposium, NEIU, April 19, 2013.
- Mark Gunter, “Assonance/Sonar: Towards a Poetics of Echolocation.” Student Research and Creative Activities Symposium, NEIU, April 19, 2013.
- Abigail Harris and Rebecca Wiltberger, “Reading Elizabeth Oakes-Smith: Two Ways to Approach a Neglected Text,” presented at the Student Research and Creative Activities Symposium, NEIU, April 19, 2013.
- Abigail Harris, “Here and There: Redefining Nature in American Ecofiction from Emerson to Yamashita” "Global Ecologies" Graduate Student Conference, Northeastern Illinois University, Nov. 2012.
- Abigail Harris, “Villainous Heroes: American Fallibility in Post-9/11 (Super)Hero Narratives,” presented at Beyond the Margins: Graduate Student Conference, DePaul University, March 17-18, 2013.
- Christine Heckman, “Ricktatorship! The Superhero Status of Human-ness of the Common Man in AMC’s *The Walking Dead*,” presented at Beyond the Margins: Graduate Student Conference, DePaul University, March 17-18, 2013.
- Sumaiya Maniya, “Hijab Feminisms,” presented at the Student Research and Creative Activities Symposium, NEIU, April 19, 2013.
- Linda Monacelli, “Practicing Ekphrastic Poetry with Shiva, Lord of the Dance.” Student Research and Creative Activities Symposium, NEIU, April 19, 2013.
- Isaias Rogel and Diego Loza, “F**cked by Television: An Experimental Film on Identity,” presented at the Student Research and Creative Activities Symposium, NEIU, April 19, 2013.
- Joan Shapiro Beigh, "Conflicting models of Citizenship and Belonging in Constance Fenimore Woolson's Civil War story, 'Crowder's Cove: A Story of the War,'" 2012 Society for the Study of American Women Writers conference. Denver, CO. October 13, 2012.
- Joan Shapiro Beigh "Constance Fenimore Woolson's Roiling Mess of Pottage: Layers of sectional identity and gendered conflict in the Civil War story that all but disappeared, 'Crowder's Cove: A Story of the War.'" Tenth Biennial Conference of the Constance Fenimore Woolson Society Meeting Jointly with the Rebecca Harding Davis Society. Columbus, GA. Feb. 23, 2013.
- Rebecca Wiltberger, “Getting to the Heart of the Matter: Imagination, Empathy, and Ecological Writing”, NEIU English Dept English Graduate Conference on Global Ecologies and Global Fiction, Nov 2012.

- Rebecca Wiltberger, "You Can't Stand Alone--Joss Whedon's *Avengers*, *Astonishing X-Men*, and the Flawed Superhero", Beyond the Margings, DePaul Graduate Conference, Hosted by the College of Media and Communications, May 2013 (She was the organizer of the panel- "Superheroes after Postmodernism: What the 21st Century Superhero Says about the American Myth")
- Daniel Woody, "If Death Were One of Us: A Radical Metonymy of Death, in Conversation with the Tradition's Personification of the Same," presented at the Student Research and Creative Activities Symposium, NEIU, April 19, 2013.

Alumni Achievements

- Rebecca Sarwate was elected to the position of President of the Illinois Woman's Press Association.
- Elisa Karbin was accepted into the Ph.D. program in Creative Writing at the University of Wisconsin-Milwaukee.

ENGLISH DEPARTMENT

Professional Development Series

Appendix I:

*From the Northeastern Illinois University
English Department*

Interdisciplinary University Seminars for Teachers, Spring 2013

The English Department at NEIU is offering a series of exciting interdisciplinary seminars to feed the intellectual hunger of teachers of English and other disciplines who seek professional development. Taught by NEIU English Department Faculty, these seminars are designed for teachers who want to explore new avenues in literary and cultural study as well as imagine new approaches to traditional literatures. The seminars are designed to spur intellectual growth by offering ways to re-invigorate classrooms in ways relevant to our contemporary world by creating content that engages students in the meaningfulness of literary and cultural studies.

These three-hour non-credit seminars earn teachers three CPDU credits. Our seminars take place on weekdays. Morning seminars provide light breakfast and lunch, and afternoon seminars provide lunch. Seminars are held on the NEIU campus. If a group of faculty would like alternate times, we are willing to work with you.

We are also available to teach seminars at your institution, to replicate these seminars should a group of faculty want to arrange an alternative date, or to develop seminars on topics in which your department might want instruction. Feel free to talk with us. We

are very open to working with departments to meet your professional development needs.

The Spring 2013 schedule is below. For more information, including registration information, please contact Tim Libretti, English Department Chair, at t-libretti@neiu.edu; or access the registration website through the English Department page: <http://neiu.edu/~edepartm/> or directly: http://neiu.edu/~edepartm/university_seminars.html.

Seminar tuitions are as follows:

Individual registration: \$110.00 per seminar

Group tuition (for departments, schools, or Districts): \$500.00 for five seats; \$900.00 for 10 seats; \$1500 for 20 seats.

Friday, February 15, 9:30 am-12:30 pm

Differences within Difference: Teaching Cultural Difference Beyond Racial Representatives

Taught by Professor Tim Libretti

Often efforts to honor diversity in the literature classroom or curriculum tend to treat individual literary works as somehow representative of the particular racial or ethnic identity group of the author. Such a tendency, often the result of limitations of space and time in the curricular or class context, obscures differences of gender, sexuality, and class within these racial identity groups, resulting in a misleading and homogenized representation of that group. In this seminar, focusing on short stories such as Alice Walker's "Everyday Use," Hisaye Yamamoto's "The Seventeen Syllables," and Leslie Marmon Silko's "Yellow Woman," among others, we will explore ways of teaching racial and ethnic literatures and issues of cultural difference that destabilize homogeneous constructions of racial and ethnic identities by focusing on the differences within rather than between racial and ethnic identities, arriving at a more complex conceptualizing of both aesthetic practice and literary identities.

Friday, March 1, 11:30 am-2:30 pm

Confluent Tides of Swarm: Contemporary Poetry's "Woman-Voice"

Taught by Olivia Cronk, MFA

Many readers of contemporary poetry are overwhelmed by the mass of texts with which to engage: the poetry world, contrary to alarmist rants, is more vibrant than ever. Small presses abound and thrive, schools and tastes evolve, and sub-groups continue to bifurcate and freshly emerge. Women's poetry, sometimes a nasty conceptual ghetto, is an exciting point on the graph. What does women's poetry look like in the midst of this poetry overload? How does it relate to Emily Dickinson, Mina Loy, Lorine Niendecker, and others? What do today's women poets reveal about our culture, feminism, group

narrative, and poetics? What is poetry's "woman-voice"? This seminar will essay through a swarm of contemporary women poets, noting connections and possibilities.

Friday, March 15, 9:30 am-12:30 pm

Globalizing Gatsby? Teaching Globalization in the High School Classroom

Taught by Dr. Ryan Poll

In the past two decades, “globalization” has entered myriad discussions and discourses ranging from economic policies to corporate advertising. But what does it mean to re-think the high school classroom in relation to globalization? In this seminar, we will discuss competing theories of globalization that can be introduced to high school students, and together, we will study how canonical American literature becomes transformed when studied in conjunction with theories of globalization. In particular, we will analyze how F. Scott Fitzgerald’s *The Great Gatsby*—a novel that has been analyzed in high school and college classrooms to the point of seeming exhaustion—becomes a new book when analyzed in relation to globalization studies. The seminar will conclude by discussing texts from multiple media (including film, music, and photography) that can be used in the classroom to catalyze students to think about the uneven and unequal social relations that constitute globalization.

Friday, April 19, 9:30 am-12:30 pm

Issues in Teaching Developmental Writing

Taught by Professor Marcia Buell

Developmental writers occupy a contested space in high school, college, and university settings in that they come to schools unprepared in academic literacies, but are often adept in other literate practices outside of classroom settings. Standardized assessments often point to severe deficits in grammatical and textual structure, but research shows that strict attention to formulaic writing and grammatical errors are ineffective in helping developmental writers find an academic voice. This seminar will address questions of defining developmental writers, assessing their needs and abilities, and designing class activities and assignments that can allow developmental writers to participate more fully in academic communities. Seminar time will be split between discussing issues in a few supplied readings and in creating and analyzing writing tasks to be used in developmental writing classes or classes mixed with developmental and more academically adept writers. .

Friday, May 3, 9:30 am-12:30 pm

Interrogating Asian American Literature

Taught by Professor Tim Libretti

The sociological category “Asian America” encompasses a population of incredibly diverse national origins, including peoples of Chinese, Japanese, Filipino, Laotian, and Indian descent, to name only a few. What does it mean to transpose this sociological category into a literary category that supposedly works to define a cohesive corpus of

literary production? Focusing on short works by Carlos Bulosan, Hisaye Yamamoto, Amy Tan, N.V.M. Gonzalez, we will explore in this seminar the utility and meaning of the category “Asian American” and ways of approaching this literature pedagogically in ways that insist on specific historical and cultural contextualizations.

Seminars offered last Fall 2012

Friday, October 19, 9:30 am-12:30 pm

Environmental Refugees, the Graphic Novel, and Hurricane Katrina

Taught by Dr. Ryan Poll

A recent United Nations report estimates that by mid-century, there will be more than 150 million “environmental refugees.” In this seminar, we will theorize and historicize the term “environmental refugees” and ask what it means to read literature and analyze culture by means of this pressing category. More specifically, we will position the victims of Hurricane Katrina as environmental refugees and consider how graphic novels experiment with new forms to make legible and complicate the victims of ecological catastrophes.

Friday, November 2, 9:30 am-12:30 pm

What’s In a Name: Mistaking Comedy, History, and Tragedy in Shakespeare’s Plays

Taught by Professor Bradley Greenburg

How does genre work? Why should we care about genre? How can we use it in our teaching? This session on dramatic genre in the work of Shakespeare will explore how the conceptual use of genre can open avenues of understanding in the ways Shakespeare structures his plays. By contending that for the most part genre is commonly either misunderstood or ignored in Shakespeare’s work, Professor Greenburg will offer readings of a number of plays that demonstrate how what appears to be a simple mode of categorization is actually a dynamic principle in the drama.

Friday, November 9, 9:30 am-12:30 pm

A Brief, Wondrous History of US Latina/o Literature

Taught by Professor Emily García

Inspired and informed by Junot Díaz’s award-winning novel *The Brief, Wondrous Life of Oscar Wao* (2007), this seminar offers an introduction to the history of US Latina/o literature through a contemporary multicultural lens. Díaz’s novel thinks of history inventively, bringing together sociopolitical events with personal revelation and urging readers to see the truth in telling. This approach to narration and to personal and

cultural change is central to US Latina/o literature. The seminar will trace its appearance in Latina/o writing from the early national period to the twenty-first century. Readings (about 35 pps total) will include a chapter from Díaz, samples of early Latina/o writers from the sixteenth- through nineteenth-centuries, and excerpts from critics on Latina/o literature.

Friday, November 16, 12:30-3:30 pm

Science Fiction and Fantasy in the High School Classroom

Taught by Professor Thomas Hoberg

Good science fiction is a blend of social commentary and compelling writing artistry. And, to the surprise of some, so is Fantasy. Witness the spate of televised excursions into the world of werewolves and vampires in recent months. On the scientific side, a new subgenre christened :cyberpunk, looke to a future world in which computers play a large, and increasingly disquieting role (CF the "Matrix" series). The ideas expressed are sure to excite interest, and the caliber of writing can hold its own against the best of contemporary "mainstream" fiction.

Friday, November 30, 9:30 am-12:30 pm

Social Class in the Classroom: Class and the “American” Self in U.S. Literature and Culture

Taught by Professor Tim Libretti

In his book *Working-Class Majority: America’s Best Kept Secret*, Michael Zweig argues that, despite the language we use to talk about class and identity and despite our avoidance as a culture of class issues, most Americans are in fact part of the working class. This seminar works with this premise and suggests that given that a chief objective of the humanities is to comprehend the human condition, in order to understand ourselves individually and collectively we must explore how class shapes human experience and by extension, as a key part of that experience, cultural production. Where do we see working-class identity represented in U.S. literature? How do class dynamics in literary study condition the way working-class literatures and lives have been valued in U.S. literary and cultural studies? Reading some short stories, poetry, and literary essays, we will explore in this seminar some examples of working-class literature and ways they can be used in the classroom to help students grapple with often unacknowledged dimensions of their own experience and the larger American experience and also to reflect on new ways of writing and valuing the stories they themselves and others tell.

ENGLISH DEPARTMENT

Assessment Report 2012-2013

Submitted by Tim Libretti

Program Goals and Assessment

Some years ago the English department drafted and approved a set of goals and outcomes for all majors. We have continued to revisit and revise them over time. They now read as follows:

Goal 1: (Oral and Written Expression): Students will demonstrate the ability to express ideas effectively in both oral and written forms.

Outcomes

- a) Students will demonstrate an understanding of writing as a rhetorical process and have multiple strategies at their disposal to engage in this process.
- b) Students will be able to write in ways most commonly asked for in the academic and professional worlds.
- c) Students will be able to express complex ideas about literature and rhetoric *orally* in ways that demonstrate clear understanding of the concepts involved. They will be able to communicate these ideas successfully in conversation with both experts in these fields and fellow students (majors and non-majors) in a vocabulary appropriate for each.

Goal 2: (Critical Thinking): Students will demonstrate the ability to think critically about literature.

Outcomes:

- a) Students will demonstrate an understanding of figurative language.
- b) Students will demonstrate an understanding of the way meaning changes with time, audience and circumstance.

Goal 3: (Content): Students will demonstrate a broad familiarity with many major and some minor works from British and American literatures from their beginnings to the present day.

Outcomes:

- a) Students will be able to situate British and American authors and works in their appropriate historical period and to identify them with the literary genres or movements with which they are associated.
- b) Students will be able to demonstrate an understanding of the constructed relationship between genre and periodization and to assess critically the ideological underpinnings of literary historiography and canon formation. They will understand the evaluative criteria behind the relegation of texts to the status of “major” or “minor” and the ideological stakes involved in defining ages by particular genres at the expense of others.

Goal 4: (Historicity): Students will demonstrate an understanding of the relations between literature, themselves, and the world.

Outcomes:

- a) Students will show an awareness of what writers in our culture and others have valued and continue to value in literature.
- b) Students will demonstrate an ability to articulate the relevance of literature and criticism to their own lives.

At the point of our last review, we had not devised a way of actively assessing whether or not our students were meeting these goals, and to what varying degrees. At that point we were collecting graduation portfolios of student work, but little was being done with them. Moreover, while these were outcomes we believed all students of English should demonstrate, we had not at that point articulated these goals and outcomes with those required of our Secondary Education/English majors.

Early in the present review period, a new assessment system was devised to respond to these multiple challenges—at least in part out of necessity, since our NCATE review in 2012 would require results of our assessment of all outcomes for our Secondary Education/English majors.

1. HOW: Collection, Organization of Data

To combat the problem of chasing down individual students for copies of their work (not to mention the space required to store those copies), the department decided to require students to buy Livetext software, and upload assignments to their accounts for our review. Given the relatively low cost of textbooks in English courses, “sticker shock” (the software costs \$100 or more) was a serious problem, given the fact that the purpose of this investment had little to do with their individual grades or any individual course. It has taken department faculty, too, some time to adjust to the culture of assessment; the fact that we are only now (Fall of 2010) getting significant student data for analysis attests to this difficulty.

2. WHAT: The Five Assignments

Faculty discussion ensued over what kind of assignments would allow us to assess both our Liberal Arts students’ progress toward department outcomes and our Secondary Education/English students’ progress toward those outcomes dictated by NCTE. By Fall of 2009, the department had agreed on three of these assignments, and some students began purchasing software and submitting work. Now only a year later, we have what we believe is a complete set of five assignments, complete with descriptions for students and rubrics that outline our expectations for student work. As of Fall of 2010, all graduating seniors are required to submit a portfolio of their best examples of the five assignments along with a “reflective” essay explaining their choices and what they see as the keys to their improvement.

The five assignments are detailed on the following pages along with the outcomes and standards measured by them and rubrics which describe the criteria used to measure student progress.

1. *Evidence of Literary Historical Knowledge*

This document in your portfolio is meant to demonstrate your understanding of the particular characteristics of literary periods in British and American literature. Eventually, you should upload a document--a short essay, the answer to an appropriate exam question (scanned or copied)--for each survey class you take (ENGL 218, 219, 221 or 222).

For Liberal Arts Majors, this assignment measures the following outcomes:

- Students will be able to situate British and American authors and works in their appropriate historical period and to identify them with the literary genres or movements with which they are associated.

For Secondary Education/English Majors, this assignment measures the following NCTE/NCATE standards/outcomes:

- 3.5.1 Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature

Rubric for Mastery of Literary Historical/Generic Characteristics

	Target (4 pts)	Acceptable (3 pts)	Developing (2 pts)	Unacceptable
Level of Mastery	The writing demonstrates an ability to identify features of an individual literary work which link that work to a larger period, genre, or movement. Additionally, the writing associates the literary work with other exemplary works of the period, perhaps even identifying not just what the individual work holds in common with other works of the period but also where it differs. Further, in demonstrating this knowledge of period, movement, or genre, the writing is able to distinguish the period, movement, or genre from earlier, and perhaps even later, developments in literary history. The most masterful demonstration of knowledge in this regard will also be able to coordinate the emergence of periods, movements, or genres with larger social and historical evolutions.	The writing demonstrates an ability to identify features of an individual literary work which link that work to a larger period, genre, or movement. Additionally, the writing associates the literary work with other exemplary works of the period, perhaps even identifying not just what the individual work holds in common with other works of the period but also where it differs. Further, in demonstrating this knowledge of period, movement, or genre, the writing is able to distinguish the period, movement, or genre from earlier, and perhaps even later, developments in literary history.	The writing demonstrates an ability to identify features of an individual literary work which link that work to a larger period, genre, or movement. Additionally, the writing associates the literary work with other exemplary works of the period, perhaps even identifying not just what the individual work holds in common with other works of the period but also where it differs.	The writing identifies (or not) key features of an individual work but is unable to understand those features as definitive of a larger literary period, movement, or genre.

2. *Example of Literary Analysis*

This document in your portfolio should provide your BEST example of literary analysis, preferably focused on a single literary work. Your essay should be between three and five pages in length. Whatever particular method of analysis is used (formalist, psychoanalytic, historical, post-structural), there should be clear evidence of method in your essay.

For Liberal Arts Majors, this assignment measures the following outcomes:

- Students will demonstrate an understanding of writing as a rhetorical process and have multiple strategies at their disposal to engage in this process.
- Students will demonstrate the ability to think critically about literature.

For Secondary Education/English Majors, this assignment measures the following NCTE/NCATE standards/outcomes:

- 3.4.1 Use a variety of writing strategies to generate meaning and clarify understanding and draw upon that knowledge and skill in their teaching;
- 3.5.4 Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for a range of works of literary theory and criticism and an understanding of their effect on reading and interpretive approaches.

Rubric

	Exemplary (4 pts)	Proficient (3 pts)	Partially Proficient (2 pts)	Incomplete (1 pt)
Argument (1, 33%)	The paper has a well-developed thesis that clearly articulates the question, controversy, or issue raised in the literary work which the paper will explore and analyze, providing enough introduction to the work to orient the reader effectively and to demonstrate how the question, issue, or controversy emerges in the work. The thesis is developed with a sense that the objective of a literary analysis is to illuminate a piece of literature, not to quarrel with it or make an argument about the world outside of the text. Additionally, the developed thesis specifically and precisely indicates the paper's perspective on how the work resolves or otherwise represents the question, issue, or	The paper has a well-developed thesis that clearly articulates the question, controversy, or issue raised in the literary work which the paper will explore and analyze, providing enough introduction to the work to orient the reader effectively and to demonstrate how the question, issue, or controversy emerges in the work. The thesis is developed with a sense that the objective of a literary analysis is to illuminate a piece of literature, not to quarrel with it or make an argument about the world outside of the text. Additionally, the developed thesis specifically and precisely indicates the paper's perspective on how the work resolves or otherwise represents the question, issue, or	The paper presents a thesis that articulates the question, controversy, or issue raised in the literary work which the paper will explore and analyze, making some effort to provide enough introduction to the work to orient the reader effectively and to demonstrate how the question, issue, or controversy emerges in the work. The thesis is developed with a sense that the objective of a literary analysis is to illuminate a piece of literature, not to quarrel with it or make an argument about the world outside of the text. Additionally, the developed thesis indicates the author's understanding of the need to indicate the paper's perspective on how the work resolves or otherwise represents the question,	The paper does not develop an analytical thesis addressing the text as a literary work and shows little awareness of how to go about developing an argument about a literary work. The paper does not grapple with the concrete language of the work in evidencing points and cannot with any significant, or even minimal, consistency analyze or understand the literary dimensions of language. Presenting very little or nothing in the way of argument, the paper may summarize parts of the work or repeat its themes. There is little or no sense of literary critical method or analysis.

Rubric

	Exemplary (4 pts)	Proficient (3 pts)	Partially Proficient (2 pts)	Incomplete (1 pt)
	controversy. The most masterful paper will also underscore or provide some rigorous sense of its method in approaching the literary work and give some sense of where its analysis fits into or how it negotiates larger critical conversations.	controversy.	issue, or controversy, even if the author does not execute this aspect with sufficient specificity or precision.	
Structure (1, 33%)	Each paragraph develops a discrete point of the overall argument or analysis and is able effectively to evidence these points through textual interpretation. The paper clearly demonstrates how its points are derived from the concrete language of the work and is able to decipher and precisely grasp the way literary language operates in its various and layered figurative dimensions.	Each paragraph develops a discrete point of the overall argument or analysis and is able effectively to evidence these points through textual interpretation. The paper clearly demonstrates how its points are derived from the concrete language of the work and is able to decipher and precisely grasp the way literary language operates in its various and layered figurative dimensions.	Each paragraph develops a discrete point of the overall argument or analysis and makes the effort to evidence these points through textual interpretation. The paper understands the gesture of demonstrating how its points are derived from the concrete language of the work, though it might at times over-generalize the text. The paper shows some ability to decipher and grasp the way literary language operates differently from other discourses.	Paragraphs here are undeveloped, sometimes single sentences. Sentences may bear little or no relation to each other.
Mechanics (1, 33%)	The critical vocabulary is sophisticated and compelling, and the writing is mechanically and stylistically sound.	Critical vocabulary reflects a solid understanding of concepts, and the few mechanical errors present do not impede the reader's comprehension or concentration on the main argument.	The analysis is often basically sound, if lacking freshness and sharpness, and the writing is for the most part mechanically and stylistically sound.	The paper is plagued by numerous mechanical errors which impede continuous reading.

3. *Analysis of a Non-Literary Text*

This document in your portfolio will provide evidence of your ability to analyze and interpret "texts" beyond the literary--advertising, film, music or other media--that register much of the information we receive from our contemporary world.

For Liberal Arts Majors, this assignment measures the following outcomes:

- Students will demonstrate the ability to think critically about literature.

For Secondary Education/English Majors, this assignment measures the following NCTE/NCATE standards/outcomes:

- 3.2.1 Use their understanding of the influence of language and visual images on thinking and composing in their own work and in their teaching

- 3.6.1 Understand media’s influence on culture and people’s actions and communication, reflecting that knowledge not only in their own work but also in their teaching;
- 3.6.2 Use a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts

		Rubric			
		Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pt)
Element 1 (1, 100%)	This paper demonstrates an awareness and comprehension of the textual nature of the world at large and the literary or rhetorical dimensions of all language practices. It demonstrates this awareness and comprehension in its ability to apply the methods and techniques of literary criticism or rhetorical analysis in its discussion of the non-literary text to unpack various and less explicit levels of meaning. The paper is able to reflect analytically on the often unrecognized impact the non-literary texts we encounter every day have on us.	The accomplished paper demonstrates an awareness and comprehension of the textual nature of the world at large and the literary or rhetorical dimensions of all language practices. It demonstrates this awareness and comprehension in its ability to apply the methods and techniques of literary criticism or rhetorical analysis in its discussion of the non-literary text to unpack various and less explicit levels of meaning.	The developing paper demonstrates an awareness and of the textual nature of the world at large and the literary or rhetorical dimensions of all language practices. It recognizes and attempts to demonstrate the applicability of the methods and techniques of literary criticism or rhetorical analysis in a discussion of the non-literary text to unpack various and less explicit levels of meaning, though it might not be entirely compelling in executing the analysis.	This paper does not yet grasp the textual nature of the world at large and tends to offer tidbits of insight or opinions on non-literary texts without applying the techniques of literary criticism or rhetorical analysis or without being able grasp the literary/rhetorical dimensions of non-literary discourses.	

4. *Critical Assessment of Literary Research/Theory*

This assignment should demonstrate your ability to critically assess what others have written about literature and/or theory. Ideally, it should involve your identification of the thesis of a piece of criticism, its main points of argument, and an argument assessing the writer's uses of evidence without mere repetition, over-extensive quotation, or improper paraphrase.

For Liberal Arts Majors, this assignment measures the following outcomes:

- Students will be able to write in ways most commonly asked for in the academic and professional worlds.
- Students will demonstrate an understanding of writing as a rhetorical process and have multiple strategies at their disposal to engage in this process.

- Students will demonstrate the ability to think critically about literature.

For Secondary Education/English Majors, this assignment measures the following NCTE/NCATE standards/outcomes:

- 3.5.4 Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for a range of works of literary theory and criticism and an understanding of their effect on reading and interpretive approaches.

		Rubric			
		Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pt)
Element 1 (1, 100%)	The writing demonstrates an ability to summarize analytically a piece of criticism or theory, identifying and highlighting the thesis, approach, main points, and uses of evidence without merely repeating or giving a blow by blow run-down of the argument. In addition to summarizing the argument, the writing also demonstrates an ability to evaluate how compelling the argument is.	The writing demonstrates an ability to summarize analytically a piece of criticism or theory, identifying and highlighting the thesis, approach, main points, and uses of evidence. In addition to summarizing the argument, the writing also demonstrates some ability to evaluate how compelling the argument is, although the writing may be more adept at summary than critique.	The writing is able to grasp the main thesis or approach of the critical or theoretical work, though it may be more repetitive than a digested critical summary. The critique shows a limited ability to assess the piece.	The writing shows little ability to comprehend or critique the critical or theoretical piece and may more or less frequently lapse into improper paraphrase.	

5. *Assignment Demonstrating Awareness of Diverse Perspectives*

In this assignment, students should submit evidence that they can critically assess the diverse perspectives of authors and audiences from differing cultures, genders and races.

For Liberal Arts Majors, this assignment measures the following outcomes:

- Students will demonstrate the ability to think critically about literature.
- Students will demonstrate an understanding of the way meaning changes with time, audience and circumstance.
- Students will show an awareness of what writers in our culture and others have valued and continue to value in literature.

For Secondary Education/English Majors, this assignment measures the following NCTE/NCATE standards/outcomes:

- 3.1.4 Know and respect diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles and show attention to accommodating such diversity in their teaching;
- 3.5.1 Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for works representing a broad historical and

contemporary spectrum of United States, British, and world, including non-Western, literature;

- 3.5.2 Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for works from a wide variety of genres and cultures, works by female authors, and works by authors of color

Rubric

	Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pt)
Element 1 (1, 100%)	The writing demonstrates an understanding of the ways in which different cultural, historical, and experiential contexts impact textual production and presents an analysis of a text with sensitivity to the cultural specificity of its production and the cultural origins of its form. The writing also demonstrates an awareness of the way a work’s literary value must be assessed with an understanding of the work’s cultural specificity and of the cultural and historical contexts that condition the purpose, audience, possible intent, and form of the work.	The writing demonstrates a solid understanding of the ways in which different cultural, historical, and experiential contexts impact textual production and presents an analysis of a text with sensitivity to the cultural specificity of its production and the cultural origins of its form. The assignment also shows an ability to grapple with “diversity” on the level of theme or content as well as form, though that part of the argument might still be developed more fully.	The writing shows a basic grasp of how to apply the concept of cultural difference to literary works and a sense that different literary forms might have culture-specific origins and that properly comprehending the work entails comprehending the culture from which it derived.	At this stage, the writing shows little to no ability to understand diversity or cultural difference on a formal or thematic level.

Review of Assessment Program

As faculty have become more engaged in assessment efforts, discussion has already begun regarding parts of our Goals and Outcomes that must be clarified or changed. At the time of writing this report, the results of our first assessment (a baseline) of all assignments for both majors are being distributed and will be discussed by the department, and at that point, a revision of goals may necessitate adjustments to the five assignments or their rubrics.

I. RESULTS for Liberal Arts English Majors:

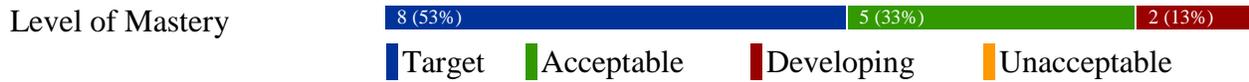
Literary Analysis

	Exemplary (4 pts)	Proficient (3 pts)	Partially Proficient (2 pts)	Incomplete (1 pts)	Mean	Mode	Stdev
Argument	6	6	3	0	3.20	4	0.75
Structure	6	6	2	0	3.29	4	0.70
Mechanics	6	5	2	1	3.14	4	0.91



Literary History

	Target (4 pts)	Acceptable (3 pts)	Developing (2 pts)	Unacceptable (0 pts)	Mean	Mode	Stdev
Level of Mastery	<u>8</u>	<u>5</u>	<u>2</u>	0	3.40	4	0.71



Critical Assessment of Research/Theory

	Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pts)	Mean	Mode	Stdev
Element 1	<u>7</u>	<u>8</u>	<u>1</u>	<u>1</u>	3.24	3	0.81



Analysis of Non-Literary Text

	Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pts)	Mean	Mode	Stdev
Element 1	<u>3</u>	<u>6</u>	<u>2</u>	<u>1</u>	2.92	3	0.86



Analysis of Diverse Literature

	Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pts)	Mean	Mode	Stdev
Element 1	<u>1</u>	<u>7</u>	<u>1</u>	<u>1</u>	2.80	3	0.75



II. RESULTS for Secondary Education/English Majors:

Literary Analysis

	Exemplary (4 pts)	Proficient (3 pts)	Partially Proficient (2 pts)	Incomplete (1 pts)	Mean	Mode	Stdev
Argument	<u>3</u>	<u>2</u>	<u>2</u>	<u>1</u>	2.88	4	1.05
Structure	<u>4</u>	<u>3</u>	<u>1</u>	0	3.38	4	0.70

Mechanics 3 4 1 0 3.25 3 0.66



Literary History

Target **Acceptable** **Developing** **Unacceptable** Mean Mode Stdev
 (4 pts) (3 pts) (2 pts) (0 pts)

Level of Mastery 2 2 3 0 2.86 2 0.83



Critical Assessment of Research/Theory

Mastery **Accomplished** **Developing** **Beginning** Mean Mode Stdev
 (4 pts) (3 pts) (2 pts) (1 pts)

Element 1 2 1 2 0 3.00 2 0.89



Analysis of Non-Literary Text

Mastery **Accomplished** **Developing** **Beginning** Mean Mode Stdev
 (4 pts) (3 pts) (2 pts) (1 pts)

Element 1 2 1 3 0 2.83 2 0.90



Analysis of Diverse Literature

Mastery **Accomplished** **Developing** **Beginning** Mean Mode Stdev
 (4 pts) (3 pts) (2 pts) (1 pts)

Element 1 1 0 3 0 2.50 2 0.87



ENGLISH LANGUAGE PROGRAM

Annual Report 2012-2013

Submitted by John Armour

Executive Summary

The mission of the English Language Program (ELP) is to provide incoming freshman and international students with the opportunity to develop capabilities in the four main language skill areas that include reading, writing, listening, and speaking. The goal for our students is to attain sufficient levels of proficiency in these areas to enable success in their current academic and future professional pursuits. In addition to our role in supplying developmental coursework, the Minor in Interdisciplinary English Studies is included as a part of the ELP.

Our students come from a variety of language backgrounds: native speakers of English, those who have immigrated to the US recently or are international students and have a fairly short exposure to the English language, and “generation 1.5” students who may have been born in the US or immigrated early enough to have spent most of their school years here but have varying degrees of proficiency in English and may regularly speak a language other than English in their life away from the classroom. With these demographics in mind the Program’s developmental courses are structured to provide courses for both native-/near-native speakers of English as well as classes with a clear focus toward English as a Second Language (ESL). In some courses, especially reading, there is a substantial overlap between these two populations. Ultimately, our focus is on bringing our students to a point where they can compete effectively in college level writing, general education and major coursework. As such, the Program makes a substantial contribution to the University’s mission to “prepare a diverse community of students for leadership and service in our region and in a dynamic multicultural world.”

Leadership of the ELP changed three times during the last twelve months. Marit Vamarasi, a TESL faculty member, took on the coordinator role in January 2012 and remained in place until August. Teddy Bofman, also from TESL, became the Coordinator of ELP in the fall semester of 2012 and remained in that role through December. In January, John Armour assumed the coordinator role and remains in the position today.

We had no faculty retirements or resignations this year and we added one non-tenure track faculty member who is shared with Non-Traditional Degree Programs and was grant funded. In addition, we hired a large number of adjunct instructors to cover our

typical wave of developmental students in the fall. These were all released at the end of the semester as our ELP 099 section offering dropped from fifteen sections in the fall semester to only four in the spring. Finally, as requested in last year's report, the ELP administrative assistant position was restored from half- to full-time.

The English Language Program's first-ever internal program review was completed during the 2011-2012 school year and was followed by the selection of an outside reviewer and the completion of the external review in September of this year. Selected results of the external review will be discussed in the Assessment section.

One of last year's long-term goals saw a great deal of progress. Revamping ELP's placement testing is underway. In December, the suite of assessments in the Accuplacer software package, supplied by The College Board, was selected as the placement tool for the future. Piloting of the software began in January with 73 students taking the writing and 25 students taking the reading tests so that the automated scores could be compared to our current manual placement scores. Piloting will continue this summer and in the fall semester to provide the data needed for setting final cut scores. The package is expected to be implemented for Math, English and Reading placements in January 2014, at which time it will become the single placement testing vehicle for all students entering NEIU after Spring 2014.

Enrollments for the year were high. In Fall 2012, 809 students enrolled in our eight language (native-speaking and ESL) developmental classes which was up significantly from Fall 2011. Spring 2013 had 362 students and was essentially flat compared with the year prior. Courses are offered at El Centro and CCICS as well as the main campus. One instructor tutors at El Centro and CCICS and another tutors and provides supplemental instruction on the main campus. In addition to our regular academic courses and tutoring, ELP instructors were also active in teaching workshops in the Summer Transition Program and the Korean Summer Institute.

I. Assessment

See report below.

II. Program Plan

A. Long Term Goals

Tentative 5-Year Plan

1) 2013

- a) Implement and institutionalize the new placement exam (Accuplacer) and revised placement criteria for reading and writing courses in collaboration with the English department and Testing Services.
- b) In response to recommendation #v from the external review, one instructor will pilot a combined reading/writing course in Fall 2013.

- c) Individual instructors will pilot new methods to bring high-impact teaching practices to our courses. The results from these will play into 2014's curriculum modifications.
- 2) 2014
- a) The English Language Program will hire at least one new tenure-track faculty member.
 - b) 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.
 - c) 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.
 - d) Implement revised measures of students' evaluation of the Program.
 - e) Additional measures of ELP student persistence, retention and success will be created and tracked using Institutional Research data resources.
- 3) 2015
- a) An annual professional development experience for the instructors will be instituted.
 - b) Course-level and program-level assessments will be examined, revised, and, in some cases created to provide better metrics of our effectiveness.
 - c) 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.
- 4) 2016
- a) The English Language Program will hire one faculty member specializing in working with Learning Disabled students.
 - b) All Developmental/ESL courses will be reviewed for modifications to better accommodate our Learning Disabled students.
- 5) 2017

- a) 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 no tenure-track faculty members, the academic integrity of the Program could be called into question. The lack of more tenure line faculty members also prevents the ELP from getting the respect from the rest of the University that it deserves.

2. Equipment

The ELP space in LWH 2046 and 2106 was completely renovated at the beginning of this year and provides a much better space for instructors to work and to interact with their students. The only current equipment needs are the replacement of the old computers in the common space in LWH 2046 (shared by adjunct instructors) and the replacement of some faculty members' old and slow desktop computers.

ENGLISH LANGUAGE PROGRAM

Assessment Report 2012-2013

Submitted by John Armour

A. External Review

In September, an external review of the ELP was conducted by Dr. Eric J. Paulson of Texas State University working with ELP and CAS faculty and various members of the University administration. The results of the external review were very much in line with the results of the internal review created the year before. The summary recommendations from the review are the following.

- i. Envision the purpose of the program collaboratively, with stakeholders from across campus, and re-name/re-brand the program so that it reflects that vision.
- ii. A more useful placement test for reading than the current one is needed.

- iii. A pre/post evaluation model can help assess students' growth in individual subject areas, both within individual classes and across a sequence of classes.
- iv. Evaluating students' levels of motivation and learning strategies will provide evidence of students' development in social/psychological aspects of learning.
- v. Consider curricular changes that include integrated reading and writing, contextualized reading courses, and learning frameworks approaches.
- vi. Revise course sequencing so there is more than one level for writing and reading coursework.
- vii. Use NEIU's Institutional Research office to track ELP students throughout their stay at NEIU to inform benchmark measures of GPA, retention, and graduation.
- viii. Program Goals and Learning Outcomes need to be re-examined and revised for clarity, appropriateness, and to reflect any changes in the purpose of the program and course offerings.
- ix. Increase faculty involvement in the ELP through affiliations within the college and across colleges.
- x. Continue current, and institute new, faculty professional development specific to ELP needs and changes.

In addition to the summary results above, a recurring comment within the report and in conversations during the review relates to the need for “more faculty and especially tenure-track faculty. . . . Especially now that the ELP is in an academic department, the coordinator’s duties and compensation should be consistent with that of coordinators in other academic programs.”

B. Student Evaluation of the Program

One of the assessment methods that has been in place for several years is an exit survey that students complete at the end of their course work in the Program—that is, at the end of ELP 099 (Developmental Writing) or at the end of the ESL writing workshop sequence, ESL 120 (English Language Workshop III). The questions asked in that survey are shown in Figure 1 and the survey results for the Fall 2012 and Spring 2013 semesters are shown in Figure 2 on the next page. These data indicate a high level of student satisfaction with the ELP.

Student Exit Survey Questions

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 – 61 are not included on the report.

Figure 1 - Student Satisfaction Survey for those Exiting the Program

2012 - 2013

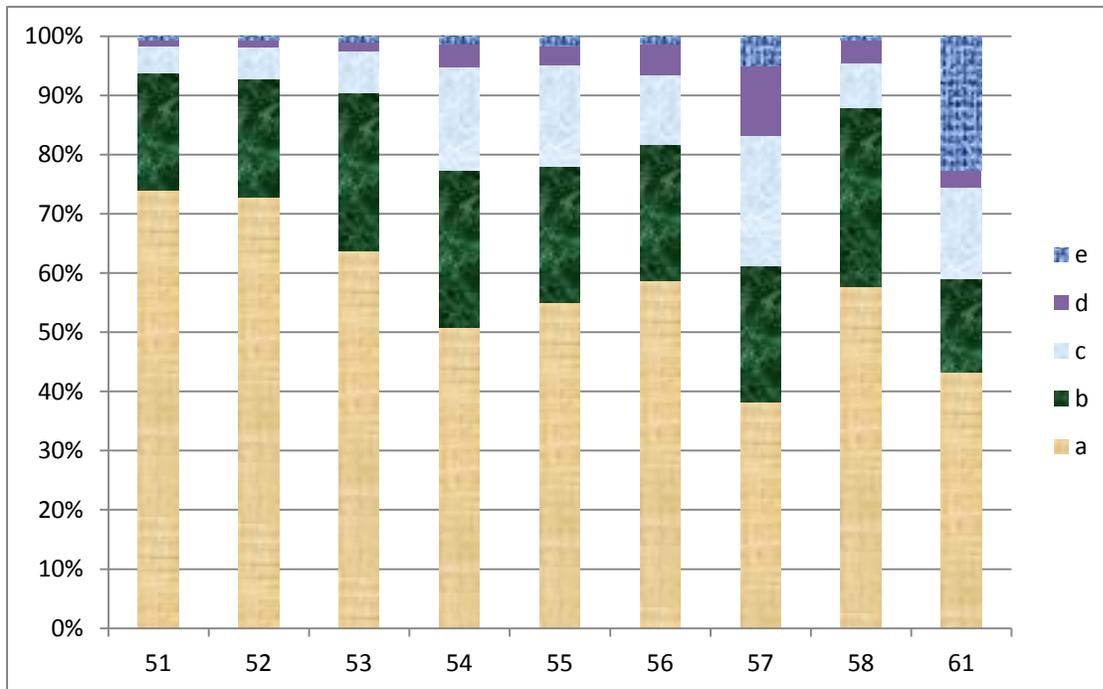


Figure 2 – Student Satisfaction Survey Results by Question

C. Initial Analyses of Institutional Research Data

As a direct result of recommendation #vii in the external review, ELP has begun to take an in-depth look at the data available through Institutional Research in order to increase our understanding of our students' needs and performance. An extract of student data for the last 10 years, which focused on the developmental/ESL writing, reading and English 101 classes was made and the analysis of that data is providing some interesting insights into our student population.

Figure 3 below shows the trend of our incoming students in terms of ACT scores grouped by their initial writing course placement. Over the last 10 years, the ACT scores for each course level have remained relatively stable, and as one would expect, those students placing directly into English 101 are higher than those placing into our ELP 099 and ESL 120 courses. ELP 099 and ESL 120 students, in turn, have higher scores than those placing into the lowest skilled classes, ESL 112 and ESL 114.

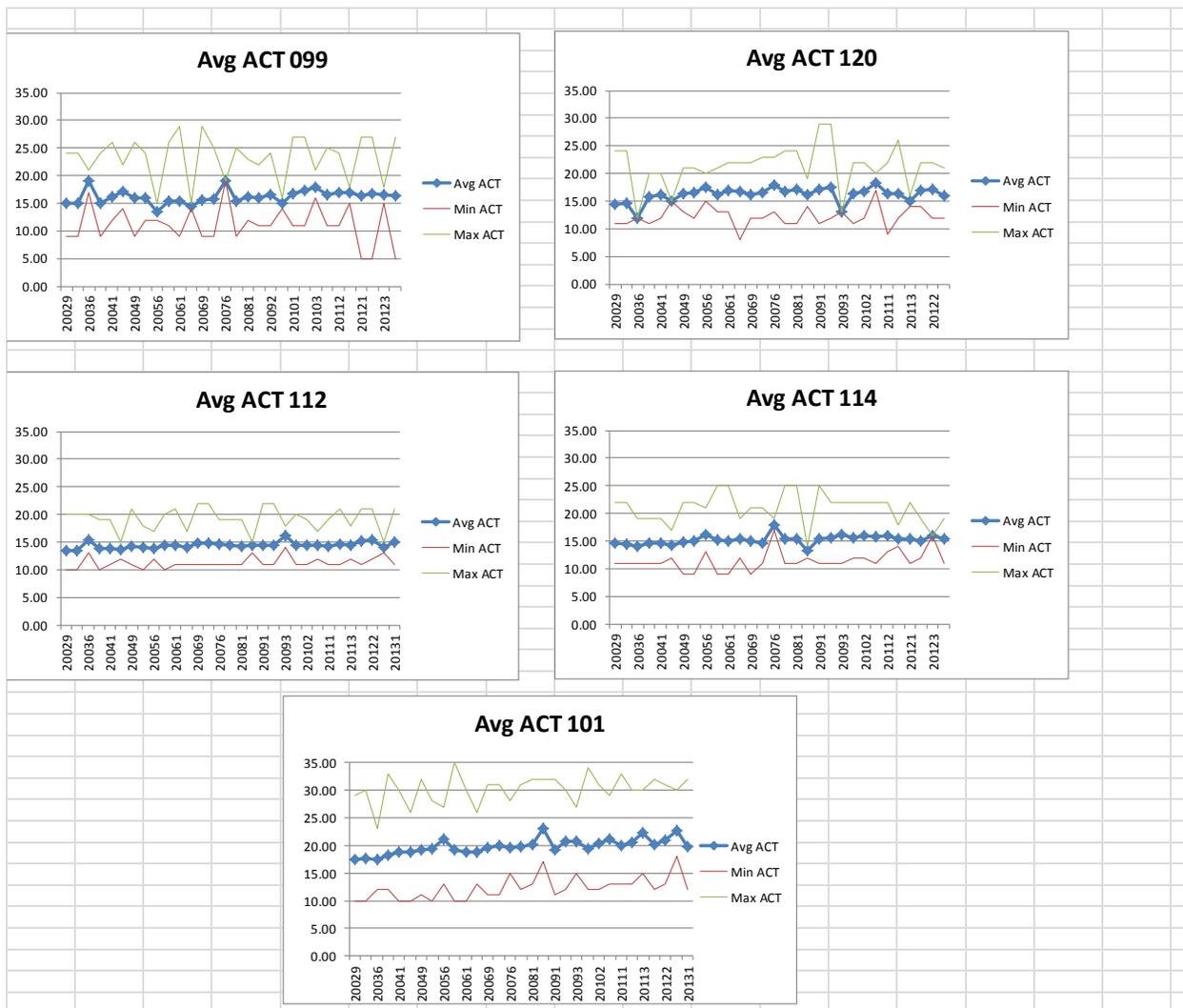


Figure 3 - Trend of Average ACT Scores by Program Entry Point

One indicator of the impact that ELP is making in preparing our students for college-level coursework is shown in Figure 4. Looking at the final grades that our students achieve in English 101, grouped by their entry point in the writing portion of ELP, versus those students who were placed directly into English 101, the graphs show that our students are finishing less than 1/2 of a grade point behind their initially higher-placed counterparts despite their incoming language skill deficiencies. These data also raise a question about recommendation #vi from the external review. Clearly those students having multiple semesters before reaching English 101 (students entering at either ESL 112 or ESL 114) are not showing greater success than those entering at the ELP 099 and ESL 120 level.

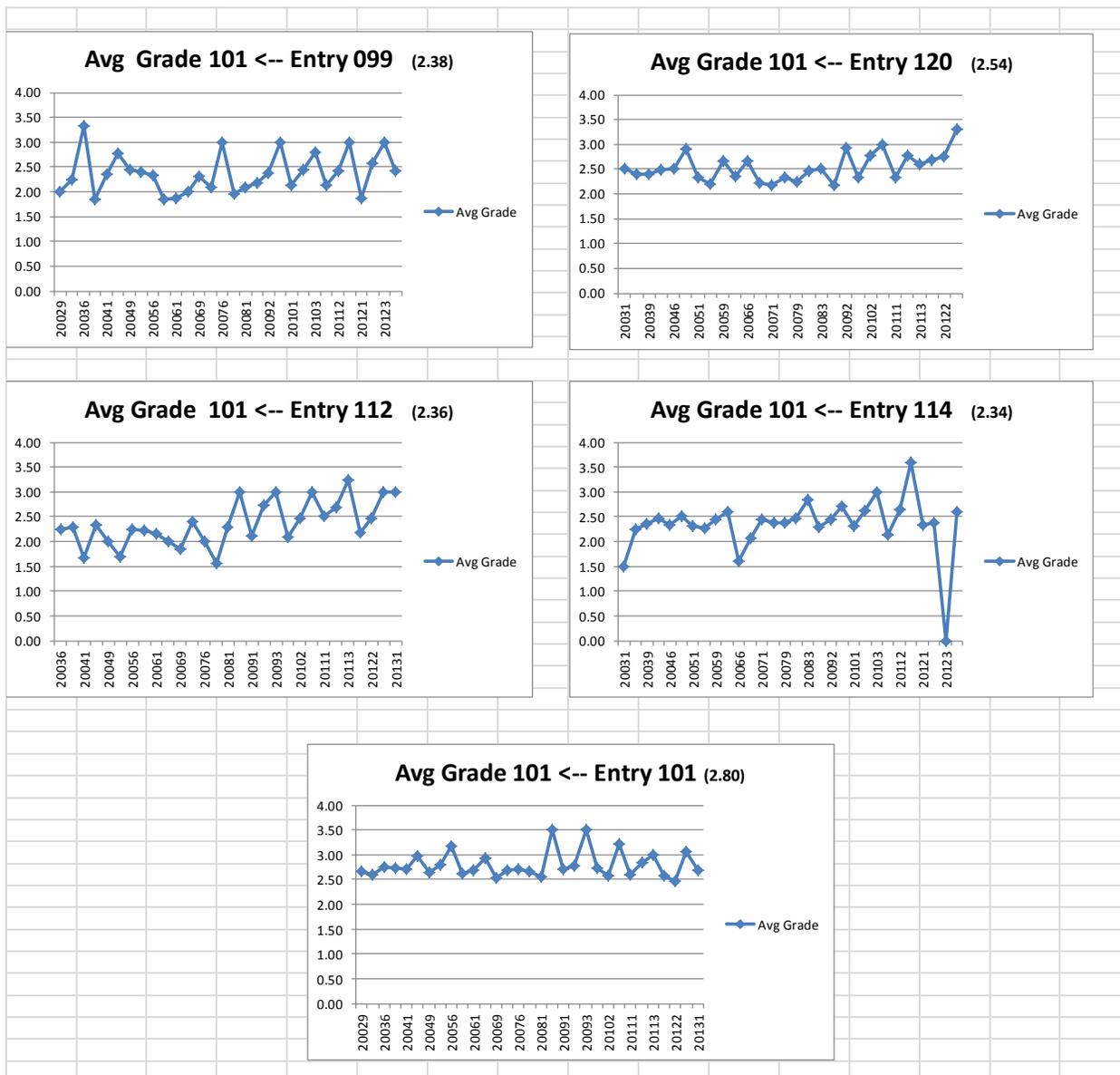


Figure 4 – Trend of Average Final Grades in English 101 Shown by Program Entry Point

ASSESSMENT PLAN FOR THE ENGLISH LANGUAGE PROGRAM

Based upon the external program review, several new areas of course and student success assessment are needed.

Over the next 3 years the following steps are proposed:

- 1) 2013
 - a) 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.
 - b) Modify the currently used exit survey that measures student satisfaction with their courses in the Program. While this provides some data on the Program, only students exiting the writing portion of the Program take the survey. We need more information on satisfaction throughout the sequence of courses and across subject areas.
 - c) Develop, and begin to put in place, a plan for analyzing the vocabulary data we have already collected.
- 2) 2014
 - a) Obtain information from Institutional Research, other programs and other departments (including, but not limited to, the English Department) to determine how former ELP students do in their academic classes. Such tracking of student success would be central to efforts to improve the Program.
- 3) 2015
 - a) Develop a final project or similar program-exit assessment that students take in their ultimate ELP course.

GEOGRAPHY AND ENVIRONMENTAL STUDIES

Annual Report 2012-2013

Submitted by Mike Wenz

Executive Summary

The Geography & Environmental Studies department continued to grow through a year of transitions in 2012-13, reaching a total of 171 students in our four combined programs, up from 147 a year earlier. This growth came alongside significant change in the faculty, and we look forward to the opportunities and challenges this will bring in the future.

We congratulate Dr. Erick Howenstine on his one-year appointment as Presidential Fellow during 2012-13, where he served alongside President Hahs and learned the ins and outs of the administration while building a GIS system for use at NEIU. We look forward to Erick's return to the department. Dr. Michael Wenz served as acting chair for the year; Dr. Melinda Merrick led the graduate program and Dr. Abhijit Banerjee served as coordinator.

We are proud to welcome Dr. Caleb Gallemore to the faculty beginning in Fall 2013. Caleb joins us from Ohio State University and will work primarily alongside Mindy on the Environmental side of the department. Abhijit chaired this successful search committee.

We also bid farewell to three valued members of the faculty. Dr. Banerjee and Dr. Monika Mihir will be leaving the department, and we wish them well in their new endeavors. Full time Instructor David Jones is taking a leave for a year, we also wish him well. And Full Time Instructor Dr. Charles Schmidt retired, and will continue to teach as adjunct. We are grateful for their contributions and thankful for the strength of the curriculum they leave in place. Our biggest growth areas were in the Environmental Studies undergraduate major and the GIS certificate program, and Abhijit and Monika were central in developing these programs. They leave behind big shoes to fill, and we are excited to carry their work forward.

The department had many notable events this past year. We hosted Dr. Laura Polido, an internationally renowned scholar from the University of Southern California, for her

talk entitled “Taking it to the streets: Race, Radical Tourism, and Insurgent Knowledge.” Drew Thomas joined our faculty as an adjunct and taught a course on food sustainability. Libby Hill led twelve students on a trip to Belize, where they met the founder of the Belize Zoo, explored Mayan villages and ziplined through rain forests. Our faculty members remain as advisors to the Green Cycle group, the Green Fee committee, the Birds and Window Collisions project, and the Earth Day festivities.

I. Assessment

Comprehensive assessment was difficult this year, given the high level of faculty turnover, but our overall program assessment is strong. We continue to see growth in student demand and are confident that we are offering a program that meets the educational and job training needs of our students, but as we look forward, filling the gaps created by faculty loss is critical in ensuring that we maintain our high standards moving forward.

II. Program Plan

A. Long term goals

In the long term, the department seeks to reestablish our staffing levels to where they belong with the replacement of a GIS expert to lead the GIS certificate program, and to recruit an additional GIS expert to ensure we can provide excellence in both Raster and Vector GIS. We look forward to maintaining and upgrading our technology to maintain currency in both software and hardware as well.

The environmental studies program continues to grow and gain popularity, and we view this as a high demand area for future students. We look forward to growing our program and our faculty in this exciting area.

B. Projected needs

The most critical and pressing need facing our department is a faculty member who can maintain responsibility for the GIS program. This popular and highly successful program is central to long run department strategy, and proper staffing is critical.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances:

Vining, J., and **Melinda S. Merrick**. “Environmental Epiphanies: Theoretical Foundations and Practical Applications.” In *The Oxford Handbook of Environmental and Conservation Psychology*, Edited by Susan D. Clayton, 485-508. New York: Oxford University Press, 2012.

2. Articles and Abstracts, Local Exhibitions or Performances

Hill, Libby. "The Ruby-Throated Hummingbird." The Evanston Round Table, August 16, 2012.

Hill, Libby. "Introducing the American Robin." The Evanston Round Table, November 8, 2012.

Hill, Libby. "The Sandhill Crane." The Evanston Round Table, February 8, 2013.

Howenstine, Erick. "Adrift and Focused in Academia: The Chair's Role," in The Department Chair Summer 2012. 23 JUL 2012 DOI: 10.1002/dch.20047 pp 8-10

3. Conference Presentations, Group Shows

Howenstine, Erick., "Geographic Information System for Northeastern Illinois University," Paper presented at the Northeastern Illinois University Third Annual Faculty Research & Creative Activities Symposium, Chicago, Illinois, November 16, 2012.

Merrick, Melinda S., "Developing Environmental Education Content through Instructional Techniques: A Case Study of the NEIU Solar Photovoltaic Array Project." Paper presented at the Northeastern Illinois University Third Annual Faculty Research & Creative Activities Symposium, Chicago, Illinois, November 16, 2012.

Merrick, Melinda S., "Journeying and Journaling: Environmental Epiphanies in the Context of Travel Writing." Paper presented at the 19th International Symposium on Society and Resource Management, Estes Park Center, Colorado, June 4-8, 2013.

B. Student Achievements

Presentations, conference papers, symposiums, publications

Harney, Christina, "Influences of Recycling at Vertical Endeavors in Warrenville, IL." Paper presented at the Northeastern Illinois University 21st Annual Student Research & Creative Activities Symposium, April 19, 2013.

Schrowang, Kyle, "Efficacy of Environmental Education Materials at the NEIU Solar Panel Array Information Kiosk." Paper presented at the Northeastern Illinois University 21st Annual Student Research & Creative Activities Symposium, April 19, 2013.

Roberts, Nina E, "Aspen Mortality and Defoliation of the Santa Fe National Forest in New Mexico," Paper presented at the Northeastern Illinois University 21st Annual Student Research & Creative Activities Symposium, April 19, 2013.

Prestage, Tess Abigail, “Parabens: What do people know?” Paper presented at the Northeastern Illinois University 21st Annual Student Research & Creative Activities Symposium, April 19, 2013.

Kuellhorn, Michelle Marie, “Spread of the Emerald Ash Borer in the State of Illinois: GIS Analysis.” Paper presented at the Northeastern Illinois University 21st Annual Student Research & Creative Activities Symposium, April 19, 2013.

DiBianca, Paisley, “Japanese Train Stations.” Paper presented at the Society of Women Geographers, Chicago, IL, February 2013.

DiBianca, Paisley, “A comparative GIS Analysis of Tokyo Metro Train Stations and Chicago Transit Authority Train Stations.” Paper presented at the Hawaii International Conference on Arts and Humanities, Honolulu, HI, January 2013 and presented at URISA Chicagoland, Des Plaines, IL, December 2012.

DiBianca, Paisley, “Tokyo Summer 2012: Research, Life, Travel, and Tips.” Paper presented at the Geographic Society of Chicago Travelogue, December 2012.

HISTORY

Annual Report 2012-2013

Submitted by Michael W. Tuck

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. The Department also participates in diverse college and university committees/programs including:

- El Centro
- Women's Studies
- 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.

With nearly 400 majors, minors, and graduate students our enrollments remain good, especially in light of the overall decline at the university. More impressive are the quality of our students. In the Spring 2013 semester we had 43 majors (out of about 300) who made the Dean's list. We are also proud of our MA students who have been conducting research, and we have more of them writing theses (which is optional for our

program) than at any time in over 15 years. This helps contribute to a vibrant intellectual environment in and out of our classes.

We were happy to welcome a new faculty member during the year, Professor Joshua Salzmann (PhD UIC 2008), who immediately made contributions in a number of areas. His specialties in the history of Chicago and environmental history have made him popular among students, and have allowed him to make connections across the university and the Chicago area.

We also lost two respected faculty members during the year. In July of 2012 one of our senior Europeanist faculty, Professor Susan Rosa, lost her battle with cancer. She was a strong force in the department for undergraduate instruction and rigor in our graduate program. At the end of the year we also lost Robin Bates, a very promising young scholar who had been hired as an instructor to help cover some of European history. One positive note from the loss of Professor Rosa was the department coming together to help found the Susan E. Rosa Memorial Award for Graduate Studies, to be awarded this coming year for the first time.

Both tenured/tenure track faculty and instructors have made impressive contributions to the field of History, including Professors Joan Marie Johnson and Francesca Morgan who are the founding directors of the Newberry Seminar on Women and Gender. Also at the Newberry this fall will be a new seminar co-sponsored by the department, and co-founded by another faculty member, Joshua Salzmann. Professor Salzmann will be the director of a new seminar on the history of American capitalism starting in Fall 2013.

Professor Joan Johnson received a University Instructor Excellence Award for the year 2012. Her publication record is indeed impressive, and she has distinguished herself in the classroom at all levels.

For the last several years, the department has maintained an informative and vibrant website that features a newsletter highlighting student accomplishments, faculty profiles, and essential contact information, just as it draws attention to upcoming academic events. The website has become an increasingly significant forum for updating class schedules and announcing new courses. We anticipate this will be even more so with the new NEIU website coming online this year. We have also established a department Facebook page, and we are using it for announcements as well as updates about our department activities.

Professor Mateo Farzaneh has done great work in Phi Alpha Theta (PAT), the history honor society. He has developed PAT into the primary forum for department events, and as a great way to attract and reward students. PAT this past year sponsored a talk by Professor Joshua Salzmann, organized a career and graduate school seminar for majors, and also sponsored the annual reception. The reception in particular has been a great way to recognize the honor society inductees, announce the scholarship recipient, and recognize other department achievements. With the social aspects and food and drink, it's also a pleasant time for students, faculty, emeriti and others to come together.

History faculty have also been active in developing new and innovative courses for our programs. These include Rene Alvarez, whose primary appointment is in the College of Education. Professor Alvarez has been teaching a course for us in Mexican-American history, and for this coming year he is working on a new course in Illinois history. He has been working with myself and Professors Leo Bacino and Joshua Salzman to create the course which will serve both history majors and history/secondary education students. Professor Christina Bueno has also been developing new courses in Latin American history which move beyond national histories to topical subjects such as Food in Latin America, and which also contributes to the NEIU project on food.

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

A. Long term goals

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, History has taken a significant step in making our offerings more thoroughly *cross-cultural* and *interdisciplinary*. We have also recently added Professor Salzman who studies and teaches about Chicago, making our offerings both global and local.

Our long term goals are, as they are around the university, to work to market our programs more effectively and attract and retain more students. We need to find ways to reach prospective students. Our new Facebook page should help. We also plan to work through alumni networks more effectively than we have in the past.

B. Projected Needs

The consistently large enrollments in the department— which ranks in the top 5 in the college among programs which have Majors, Minors *and* Graduate Students—underscores the fact that History needs to close huge gaps in its curricular offerings. The department should be filling vacancies in European history that date back five years and more. The loss of two positions in this essential field of study several years ago already translated to a drastically circumscribed program of course offerings as well as

severe limits on History’s ability to serve our own students as well as other key constituencies. The loss of two other faculty in European history this year amounts to a curricular crisis. In terms of strategic planning and policy, History should thus be building 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. Both the numbers and the narrative that follow speak to the programmatic needs of the department as well as the objectives of the university toward “learning in the city, leading in the world.” We further argue that it is impossible to lead in the world unless one knows something about that world.

As the following table shows, we are severely understaffed compared to comparable institutions.

Institution and enrollment	# of T/TT faculty in history	# in European history
NEIU—11,000	10	2
Eastern IL U.—12,000	20	7
Western IL U.—13,000	15	6
U. Texas- PA—17,000	17	NA
CUNY Lehman—10,500	14	4
SIU-Edwardsville—13,000	16	5

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Farzaneh, Mateo. “Fiqdan-i shinakht-i Akhund Khurasani va naqsh-i vaqii-yi ou dar inqilab-i mashrutiyyat:gumshudih-i dar safahat-i tarikh,” *Sharq* (Iran, 2012).

Salzmann, Joshua

- “The Creative Destruction of the Chicago River Harbor: Spatial and Environmental Dimensions of Industrial Capitalism, 1881-1909,” *Enterprise and Society: The International Journal of Business History* 13, no. 2 (2012): 235-275.
- “The Hepburn Act,” in *The Oxford Encyclopedia of American Political and Legal History* eds. Donald Critchlow et. al. (New York: Oxford University Press, 2012).

Schmeller, Mark. "Arguments over Public Credit Spawned New Ideas about Politics," in *Major Problems in the Era of the American Revolution*, Richard D. Brown and Benjamin Carp, eds. (Cengage, 3rd. ed., 2012).

Steinwedel, Charles

- “Kutlu-Mukhammed Batyr-Gireevich Tevkelev (1850-?) and Family,” in Stephen M. Norris and Willard Sunderland, eds., *Russia's People of Empire: Life Stories from Eurasia, 1500 to the Present*, (Bloomington: Indiana University Press, July 2012), 188-197.
- “Preface” to “Part I: Governing Mobility,” in John Randolph and Eugene Avrutin, eds, *Russia in Motion: Cultures of Human Mobility since 1850*, (Urbana: University of Illinois Press, 2012), 19-24.

2. Conference Presentations, Group Shows

Eisenberg, Andrew. "Fall of the Northern Wei - Collapse of a Sino-Altaic Regime," Worlds in Motion Conference, Institute of Advanced Studies, Princeton University, May 29-June 1, 2013.

Farzaneh, Mateo

- “Between Piety and Self Interest: Struggle between Akhund Khurasani and Shaykh Fazlullah Nuri,” Biennial Conference of the International Society of Iranian Studies, Istanbul, Turkey, August 2012.
- “Teaching the Good, the Bad and the Ugly of Iranian History and Its Long Term Benefits” Danesh Institute’s annual conference, St. Xavier University, Chicago, November 2012.

Hoel, Nikolas O.

- “The Purpose of Pilgrimage in Carolingian Europe and Tang China: A Comparative Approach,” World History Association Annual Meeting, Albuquerque, New Mexico, June 2012.
- “Holy Travel of Latin and Greek Saints in the Seventh through Ninth Century: A Comparative Study,” Medieval Academy of America Annual Meeting, Knoxville, Tennessee, April 2013.

Johnson, Joan Marie

- “Bereaved Mother, Insane Widow, or Educational Visionary?: Josephine Newcomb and the Founding of Newcomb College.” Presented to Gender Matters Conference, Chicago, April 2013.
- “Memorializing a Child, Founding a College, Funding a Campus, Educating Women: Jane Stanford and Josephine Newcomb.” Presented to Organization of Educational Historians, Chicago, Oct. 2012.
- Chair of panel, “History of Sexualities,” Gender Matters Conference, Chicago, IL, April 2013.

Miller, Patrick. “Extending the Boundaries of Civil Rights Studies: Social Movements in the American Century.” Paper presented at the biennial conference of the Collegium on African American Research, Atlanta, GA, March 2013.

Steinwedel, Charles. Discussant for Panel entitled, “Caucasian Encounters and Border Crossings from the 18th to the 20th centuries.” Association for Slavic, East European, and Eurasian Studies Annual Convention, New Orleans, LA, November 16, 2012.

3. Funded grants

Eisenberg, Andrew. Hanban Research Scholar in Residence Grant, Y10,000/mo. and lodging at Peking University. Effective September 5, 2013 - December 5, 2013.

Johnson, Joan Marie. Travel-to-Collection Grant, Sophia Smith Collection, Smith College, Northampton, MA, 2012.

4. Service

Farzaneh, Mateo

- “When Idiocy is Taken Seriously: the Case of Muslim Reaction to an Obtuse Film,” at the Pedroso Center, September 2012.
- “Media’s Portrayal of the Islamic World: A Fact vs. Fiction Fight,” at the 14th annual NEIU Interfaith Conference.
- “Unveiled,” participated as a commentator during the post-play discussion.
- “The Muslim World and Its Many Shades of Gray,” Lake Street Church, Evanston, IL.

Johnson, Joan Marie

- Southern Association for Women Historians: Executive Council Member, 2011-2013.
- Reviewer of manuscripts for University of Georgia Press and *Journal of Women’s History*.
- Co-director, Newberry Library Seminar on Women and Gender, Chicago, IL.
- Chicago Area Women’s History Council, “Documenting Women’s Activism and Leadership in the Chicago Area, 1945 – 2000,” Academic Advisory Committee, 2012-present.
- “Following the Money: Women Philanthropists and the American Woman Suffrage Movement.” Presented to Faculty Research and Creative Activities Symposium, Northeastern Illinois University, Chicago, Nov., 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 University of Illinois Press, University of Arkansas Press.

- Article manuscript review for *The International Journal of the History of Sport*.
- Panel Organization, "The Long Civil Rights Movement and the Wide Civil Rights Movement," Collegium for African American Research, Atlanta, GA, March 2013
- Interviews: On race relations (1948) London Olympics for an article on NBCSports.com, (July 2012); on Jason Collins and Gays in Sport for an article in the *Chicago Tribune* (May 4, 2013).

Salzmann, Joshua

- Co-founder and director, Newberry Library Seminar on the history of American Capitalism, Chicago, IL.
- Panel co-moderator, "Student Research Presentations on Ethics, Water, and the Environment," Nexus 2013: International Water Nexus Summit, Northeastern Illinois University, Chicago, IL.
- "Bionic Ballplayers: Risk, Profit, and the Body as Commodity," Northeastern Illinois University Phi Alpha Theta chapter keynote, Chicago, IL April, 2013.

Schiffman, Zachary. Book review: Marc Bizer, **Homer and the Politics of Authority in Renaissance France**, H-France (Society for French Historical Studies web reviews), November 2012.

Steinwedel, Charles

- Article Manuscript Review for *Slavic Review*.
- Article Manuscript Review for *Ab Imperio*.

B. Student Achievements

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

Arenberg, Marc. (MA student in History) presented a paper entitled "An 'Unkempt Army' of Hobos: Gendered Discourse in the IWW Spokane Free speech Fight, 1909-1910," at 3 graduate-student conferences in 2012-2013: Northern Illinois University, October 26, 2012; Loyola University, November 3, 2012; University of Illinois at Urbana-Champaign (Gender and Women's Studies), February 28-March 1, 2013. The paper originated from a research paper he did in Professor Francesca Morgan's spring 2012 graduate seminar (Hist 443).

Smith, Pamela (MA student in History) article entitled "Loose County Court Bundles: A Graduate Student's Research Experience," published in *National Association of Government Archives and Records Administrators* 29, no. 2 (2013): 1, 7-10. About her research interning at the National Archives in Washington DC for MA credit at NEIU (Hist 496).

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

Kryczka, Nick, (MA, NEIU History 2010) accepted to Ph.D. program in History at the University of Chicago. Received the top award in tuition plus substantial stipend support.

Smith, Pamela (MA student in History) awarded a full-time graduate fellowship from the Smithsonian Institution for Summer 2014.

White, Nicholas, (BA, NEIU History 2012) accepted into the Masters in Public Administration Program at the University of North Carolina.

JUSTICE STUDIES

Annual Report 2012-2013

Submitted by Cris Toffolo

Executive Summary

Student Success

The Justice Studies department (JUST) is the third largest department in the College of Arts and Sciences (CAS) with 530 declared majors, and 33 minors (of which 13 are Social Justice and 20 are Criminology). These students are served by eight TP faculty, three full time instructors, 17 part-time instructors, and two administrative staff.

JUST also functions as the administrative home for the interdisciplinary, Child Advocacy Studies (CAST) minor, that we run in conjunction with Psychology, Sociology and Social Work. Currently we have 32 CAST minors (and we have graduated six since the program started three years ago).

During 2012 (the last year for which there are complete records), we graduated 111 JUST majors, which is equal to 11.5 percent of all undergraduate CAS students matriculating this year. The overwhelming majority of our majors are transfer students, who come to NEIU after having completed an associate's degree elsewhere. Therefore when discussing time to degree the most relevant statistic is the one for transfer students, which is 3.1 years and this is slightly better than the CAS average of 3.4 years.

Within this overall picture of success, there are some unique highlights. Thirteen majors received the Justice Studies Scholars Award which honors those majors who have "maintained at least a 3.8 GPA and demonstrated strong potential for continued scholarly work that will advance the field." Seven students received the Social Justice Award for "exemplary service in the area of social and human Justice." For instance, Earnest Dismukes was honored for work he is doing with Chicago Community Peacemakers, one of Chicago's newer organizations that is working to help survivors and try to prevent street violence among youth, and Prema Malhotra (the only student this year to receive both awards) did her internship with Adoption Learning Partners. Normally this organization only accepts graduate students. In that position she helped this domestic adoption agency prepare to work on international adoptions, an area in which she already has acquired significant expertise.

We are also proud of Berhane Hailemichael, Ebony Kennebrew, Amanda Nieves and Erica Friscioni who presented research they had done in Deborah Bernstein's Social Justice and the Environment class on a panel at the annual conference of the Peace and

Justice Studies Association (PJSA) at Tufts university in Boston. Theresa Cheriachangel, another JUST major mentored by T.Y. Okosun, presented a paper at the Justice Studies Association (JSA) annual conference at Arcadia University in May, while our alum, Kayla Martensen (UIC Ph.D. student also mentored by T.Y.) who is now JSA's Communications Director also presented a paper at the same conference. Two other alumni, Keith Atterberry and Michelle Cardiel, for whom Dragan Milovanovic is a continuing mentor, are each pursuing a Ph.D. at the Department of Criminology, Law and Justice, University of Illinois at Chicago. And for Keith, Dragan also serves on his Ph.D. Dissertation Committee at UIC.

Academic Excellence and Innovation

Again this year our exit survey revealed that graduating majors have a very positive perception of all aspects of our program. Over 95 percent are "satisfied" or "very satisfied" with the content of JUST courses, and 98 percent have a similarly positive view of the quality of the instruction they received. When asked what aspects of the program were most helpful common responses were: "the whole program," and "the teachers are well experienced and unique."

This year we hired the first dedicated CAST TP faculty member. Dr. Rachael Birmingham (who has recently completed her doctorate from Auburn University in Auburn, Alabama) will join the JUST faculty in August and is expected to further develop this fast growing minor, the first of its kind in Illinois.

To ensure that students continue to find our programs valuable, the JUST faculty constantly update the curriculum and their pedagogy. This year Dr. Maria De La Torre developed a new course on the philosophy and practice of oral history. And work began last year on two other courses is now nearing completion: this includes Rolanda West's proposed course on Prisoner Reentry Systems which will teach our majors how to help ex-offenders reenter their communities after serving time in prison, and Deberah Bernstein's Social Justice and Mental Health. The latter has already attracted serious interest from a funder who hopes to provide scholarship funds for students who work in this area. Finally, Nancy Matthews, Maria De La Torre, Deberah Bernstein and Cris Toffolo participated in training offered by the Cambodian Association of Illinois at their museum to lay the foundation for integrating information about the Cambodian genocide into their teaching next year.

Innovation in pedagogy this year included three additional faculty (De La Torre, Matthews, and Natcone) who were trained to teach on line. Cris Toffolo successfully offered her first on-line course twice this year, and Dragan Milovanovic expanded his online offerings. In addition, our whole faculty was trained on Desire2Learn so they are ready to teach using this new Learning Management System in the fall. In response to student demand for more hands-on classes this year Kingsley Clark worked with Ed Voci to successfully revive our Tenants Rights Clinic, a class that had been dormant for over a decade. They took students to the eviction court, had the opportunity to talk directly with judges and other court officials, and interviewed tenants at various housing projects and apartments to learn, firsthand, about their situations and how to impart basic information about the law to those facing eviction.

In the interest of making our program more accessible to African American students, this spring Maurice McFarlin participated in FYE training so that next fall he can offer the university's first FYE course at the CCICS campus. This will be done using an informal cohort model that will link the FYE elective JUST course with the first required course for a JUST major.

For the past several years T.Y. Okosun has been developing his expertise in conflict resolution, a growing field with important implications for many different occupations. In addition to completing a doctoral dissertation at Nova Southeastern University in this area, entitled *When Two Elephants Fight: A Historical-Critical Examination of the 2010-2011 Presidential Election Conflict in Cote d'Ivoire, its Implication to Governance, Power, and Social Justice*, he is now teaching an undergraduate course in Conflict Transformation, and he has done the work to develop a master's in this field which our department could offer in the future.

Urban Leadership

Last fall our department, working with NEIU's Amnesty International Club and the Justice Studies Club (advised by Toffolo and Okosun respectively) hosted two major regional conferences. On November 9th the Midwest Coalition of Human Rights (MCHR) held its annual meeting here that focused on ending the use of solitary confinement in U.S. prisons and detention centers. MCHR is a network of about 40 universities and organizations that research and work to promote human rights. The morning session, which was taped for future training purposes, provided information about the devastating physical, emotional and mental effects of solitary confinement (which is considered a form of torture). Then in the afternoon participants broke into groups to strategize how to end this horrible practice in juvenile and immigration detention facilities as well as at Guantanamo, and other prisons.

The next day we hosted Amnesty International's 2012 Midwest Regional Meeting attended by over 125 people from a seven-state region. For this event, which focused on how to use new technologies to improve human rights, NEIU's Amnesty International Club not only did an excellent job of running the opening plenary, but they also led a very successful workshop on how to plan a fund raising event on your campus.

The explosive, continuing growth of the Nation's prison population is well-known but less well recognized is that one of the consequences of this fact is that about one in five of Illinois' prisoners leave prison with no post-release assistance to restore family ties, or to secure safe housing and employment. Thanks to the initiative of Rolanda West, on October 11th the department sponsored "Re-Examining Reentry: A Discussion of the Politics and Pitfalls of Prisoner Reentry" for Chicago area educators, researchers, activists and practitioners. The speakers included Representative Danny Davis, Sandee Kastrul, Executive Director of I.C. Stars, Joe Schmitt, Founder of FIST, and Rafi Peterson, Founder and President of Project Restore Industries. They discussed how to promote empowerment and the confidence to reintegrate into the community and to move forward with greater self-reliance toward a more meaningful future.

Another area where our department has taken the lead is on the issue of gangs. Twice in the past year, Maurice McFarlin has been interviewed on this topic by WBEZ, and this June Rolanda West got our department involved in hosting a delegation of social workers and youth workers from Denmark who had come to Chicago to study local work “Gang Intervention and Exit Strategies Training.” Several of our students worked with West to prepare for this visit, along the way preparing background materials for the group. The visit was so successful that Rolanda has been invited next year to give a further presentation in Denmark.

This work on reentry and gangs is related to our production of *Stateville Speaks*, a prison newsletter which is distributed to about 3,200 people in Illinois including inmates and their families, state legislators, and prison officials. Very capably edited by JUST alum Gayle Tulipano, the paper’s consistent quality has resulted in a growing readership, which has been made possible by an increase in donor funding every year.

Our department is also recognized for our expertise on the issue of affordable housing (which is a topic that is covered in the Tenants Rights Clinic mentioned above and in Audrey Natcone’s Hunger and Homelessness class). Last fall we cosponsored a public talk by Max Rameau a housing activist. Then this June, Patricia Hill was interviewed on *Chicago Tonight* with JR Fleming on the Anti-Eviction Campaign, a movement that works to place homeless people in abandoned homes in Chicago. This followed the release of a nine-page cover story in the *New York Times Magazine* in which another one of our instructors, Ed Voci, was interviewed.

This year we became aware that a certain percentage of NEIU students are coming to school hungry, or are forced to make the impossible choice between buying textbooks and eating. In response last fall Shelley Bannister, Audrey Natcone, Nancy Matthews and Cris Toffolo got involved with the initiative to have NEIU start a food bank. Subsequently Cris was tapped by the CAS dean to be part of the team that was planning our college’s innovation summits. When Cris brought up the food issue it quickly was adopted as the theme for the next two summits which were held in March and April around the general topic of “Public Universities & Social Issues: Re-imagining Food.” These summits were very well attended, including by people from the local community, and now 42 people have volunteered to continue to work on various issues related to food, with the plan to have a third summit next November to integrate the issue of food across the curriculum starting in spring 2014, which hopefully will coincide with the opening of NEIU’s food bank.

Our department again this year co-sponsored numerous events with other departments and Student Affairs. In September we helped to bring Javier Sicilia and the Caravan for Peace with Justice and Dignity to campus. Sicilia is a Mexican writer who founded this organization to end the war of drugs after his son’s murder by drug traffickers. In October we took the lead in sponsoring an exhibition and talk by Apna Ghar for Domestic Violence Awareness Month, and we brought author Randall Amster to NEIU to talk about his new book on Anarchism. Shelley Bannister, Nancy Matthews, T.Y. Okosun and Deberah Bernstein, participated as moderators, discussants and facilitators in a number of the annual conferences which NEIU holds throughout the year.

Then in the spring we took the lead in bringing Matt Meyer to speak about his new book, *We Have Not Been Moved: Resisting Racism & Militarism in 21st Century America*. We also helped to co-sponsor a talk by the Latino Union about “The Work that Makes All Work Possible: Chicago’s Domestic Worker Rights Movement.” For national “Enough is Enough Week” we sponsored the film *Bowling for Columbine*, and Adam Messinger gave a very well attended talk on April 1st on the topic of “Intimate Partner Violence: It Takes Many Forms.” At about the same time Gilo Kwesi Logan spoke on “Israel/Palestine through Ebony Eyes” to a group of over 120 people about his recent trip to this region. Also during the spring Nancy Matthews and Cris Toffolo gave several workshops as part of the TRIO sponsored “Way to Justice & Peace” program.

Exemplary Faculty and Staff

In addition to the public lectures given by our faculty, noted above, and the various publications and conference talks listed at the end of this report, it should also be mentioned here that several JUST faculty were honored this year for their excellence. Shelley Bannister again this year was awarded a Faculty Excellence Award for her service to the academic community, and Deberah Bernstein received a Student Choice Award from NEIU’s Honors Society for her teaching. The Advisory Committee on Faculty Awards gave Adam Messinger a \$5,000 Summer 2013 Research Project Stipends to collect data on same-sex intimate partner violence. This follows a \$500 grant he received in the spring to attend a three-day grant writing workshop at UIC.

This year Cris Toffolo continued to lead the Justice Studies Association and the Peace and Justice Studies Association, a bi-national professional association in our field. She also gave a keynote talk to a national gathering of the Presbyterian Church as they conduct a once in a generation review of that church’s peace witness. Loretta Capeheart was invited by various groups at the University of Vermont to give a public lecture entitled “Shut Up and Teach! Using the Courts to Suppress Free Speech,” and Shelley Bannister wrote, produced, and starred in “My So-Called Life Sentence: Courtroom Drama set to Comedy,” a play drawn from her work as a lawyer. It uses humor to take a very serious look at the injustices that take place daily in our legal system, particularly those related to how race and gender impact courtroom outcomes.

This spring June Terpstra used her academic leave to do original research on restorative and transformative justice programs in indigenous communities in the USA, and in mainstream organizations in the United Kingdom and the European Union. While in Belgium she gave a talk to the European Forum for Restorative Justice, and she also delivered a guest lecture for the Community Justice Program in Bedfordshire, England. Already she has begun to publish on her findings.

Fiscal Strength

Again this year two gifts were given to NEIU in the name of a member of our department, and once again Cynthia Kobel, of the Montgomery Family Foundation, increased her support for *Stateville Speaks*. In addition, the paper held its first fundraiser to generate additional funds to support its expanding readership and to continue to provide a creative way for students to learn about prison reform issues. In June Cris Toffolo and Deberah Bernstein, as mentioned above, met with a funder who is

interested in providing scholarships to support her new class on social justice and mental health.

I. Assessment

In addition to surveying our graduating seniors about their views of the program, for the first time this year we also did a comprehensive evaluation of portfolios which we collected from students enrolled in JUST 345 in summer and fall 2012 and spring 2013. Faculty divided up the roughly 40 papers and scored them to assess how well our students understand the issue of justice and what constitutes an injustice. We also reviewed these papers to see whether students were able to formulate suggestions about how to end injustices. While we came away fairly satisfied that we are doing a good job in these areas, our lively discussions soon moved onto other issues and as a result we made a decision to do more to introduce the topic of professionalization in our introductory course and to provide more instruction about, and stricter enforcement of, correct bibliographic citation practices. We also decided to do more to reinforce professional expectations around interview protocols into both JUST 345 and 350.

II. Program Plan

A. Long term goals

At the request of the administration this spring we resubmitted our plan to run our full major at the new El Centro campus. We now are awaiting their final decision.

We continue to desire to find a way to meet our majors' demand to be able to remain at NEIU for a master's degree. We continue to hope the administration will give us permission to move forward with the plan we prepared last year to establish a practically oriented, interdisciplinary master's program in conflict transformation. Twenty-one of the 74 graduating seniors who completed our exist survey this year said that they would remain at NEIU to do an MA in Conflict Transformation if one was offered. Not only do we believe the demand from our current students is strong enough to support such a program, but given that no other academic institution in our area is offering such a degree we also believe we could attract additional students as well. As noted above, a further step toward preparing ourselves for such a future is the recent research undertaken this spring by June Terpstra, into the theory and practice of restorative and transformative justice, both of which are part of conflict transformation comprehensively understood.

B. Projected Needs

For Faculty: As noted in the plan we submitted this spring to the administration about offering our full undergraduate major at El Centro, we need two additional TP lines (one new line to begin the program, followed by a second line within a year).

Similarly, our proposal to start a master's program requires two additional TP lines, staggered across a several year period.

Finally, it is likely that in the next five years at least one TP faculty and one full time instructor will retire, necessitating the need to replace these faculty.

For Equipment: Should our above request for new TPs line be granted, we will need equipped offices and computers for those faculty.

For Other Resources: For the interdisciplinary CAST program that is housed in JUST, and which now has a designated faculty, we need it to have its own budget line created, to bring it fully in line with other interdisciplinary programs and to adequately fund this project which we anticipate can quickly expand to include a summer certificate program and, hopefully, a master's program eventually.

We also 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 17 part-time instructors!). Third, we need a meeting/work room.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances

Bannister, Shelley. (2013). My So-Called Life Sentence: Courtroom Drama set to Comedy, the Den Theatre, Chicago, April, 6, 13, 20 and 27.

2. Articles and Abstracts, Local Exhibitions or Performances, and Journalistic Pieces

Capeheart, Loretta. 2012. "Northeastern Illinois University's New Chapter Hits the Ground Running." *Illinois Academe*, Illinois Association of University Professors: Chicago, IL. Fall, p. 7.

De La Torre, Maria. (2013). "Buried voices: Mexican migrants' views on the question of illegality." *Contemporary Justice Review*, 16, 2.

Matthews, Nancy A. (2013). "Learning the Truth and Stating the Facts": US State Department Claims-Making and the Construction of "Human Rights." *Societies Without Borders* 7:2, 132-164.

_____. M. Armato, L. Fuller and E. Meiners. (2013). "Pedagogical Engagements: Feminist Resistance to the Militarization of Education." *Review of Education, Pedagogy and Cultural Studies* 35:2, 103 – 126. (DOI 10.1080/10714413.2013.778668)

Messinger, Adam M, with P.A. Schewe and H. Risser, H. (Jan. 2013). "Safe from the Start: Evaluating Interventions." *Journal of Child and Adolescent Trauma*.
_____. (Oct. 2012). "Teaching Content Analysis through Harry Potter."
Teaching Sociology, 40(4), 360-367.
_____. T. Nieri, P. Villar, P., & M. A. Luengo. (Sept. 2012). "Acculturation Stress and Bullying Among Immigrant Youths in Spain." *Journal of School Violence*, 9(4), 306-322.
_____. Adam. V.I. Rickert, V.I., D.A. Fry, H. Lessel, H., & L.L. Davidson, (Sept. 2012). "Revisiting the Role of Communication in Adolescent Intimate Partner Violence." *Journal of Interpersonal Violence*, 27(14), 2851-2866.

Milovanovic, Dragan. (2013), "Postmodernism and Thinking Quantum Holographically," (Online, May 22), *Journal of Critical Criminology*.

Terpstra, June. 2013. "Indigenous Models of Justice: Moving Beyond Tragedies." Restorative Justice Online.
<http://www.restorativejustice.org/RJOB/indigenous-models-of-justice-moving-beyond-tragedies-1/view>.
_____. 2012. "Views from Venezuela: The Elite University vs.the Revolutionary University. A comparison of two universities in Venezuela."
<http://www.opednews.com/articles/Views-from-Venezuela--The-by-June-Terpstra-120628-174.html>
_____. 2012. "Views from Venezuela: The San Juan Festival in Curiepe, Venezuela. A report from the religious festivals of resistance in Venezuela." <http://www.opednews.com/articles/Views-from-Venezuela--Th-by-June-Terpstra-120625-694.html>
_____. 2012. "Views from Venezuela: From Left to Right."
<http://www.opednews.com/articles/Views-from-Venezuela--Fro-by-June-Terpstra-120623-738.html>
_____. "Training Killers in the Classroom: The Militarization of public schools in the USA." <http://www.opednews.com/articles/Training-Killers-in-the-Cl-by-June-Terpstra-120619-796.html>

3. Conference Presentations, Group Shows, and Public Lectures

Bannister, Shelley. (2012) "Learning While Laughing: How humor works for me in the classroom." Audrey Reynolds Distinguished Teaching Award Lecture, Northeastern Illinois University, September 13.

Capeheart, Loretta. 2012. "Shut Up and Teach! Using the Courts to Suppress Free Speech, Academic Freedom, and Shared Governance." Sponsored by United Academics AAUP/AFT, the UVM Women's & Gender Studies Program, the Will Miller Social Justice Lecture Series, UVM International Socialists, and UVM Students for Peace & Global Justice/Students Stand Up. University of Vermont: Burlington VT. October 22nd.

- De La Torre, Maria.** (2013). "The community of us and them: Defining racial belonging, marking distinctions, and maintaining inequality." *Justice Studies Association Annual Meeting*, Arcadia University, Glendale, Pennsylvania, May 30-June 1.
- _____. (2013). "A flexible color line?: Racial mixture discourse and blackness in Mexican migrants' narratives." *Midwest Sociological Society Annual Meeting*, Chicago, March 27-30.
- _____. (2012). "No Law Breakers but Moral Actors: Mexican Migrants' Critique of Immigration Discourse." *Migration, Identity and Place: An interdisciplinary conference in celebration of NEIU's Latino and Latin American Studies Program and its new LLAS major*, Chicago, September 27.
- _____. (2013). *Foro p r o – Reforma Migratoria: ¿Porque Debemos Defender y Promover los 10 Puntos de Nuestra Agenda? (Forum – pro Immigration Reform: Why Should We Defend and Promote the 10 Points of Our Agenda?)*, organized by Casa Aztlan and United Front for Immigrants. Chicago, February 14.
- Messinger, A.M.** Nov. 2012. "Extending Johnson's Intimate Partner Violence Typology: Lessons from an Adolescent Sample." *American Society of Criminology Annual Conference*, regular session paper (session: Adolescent and Dating Violence).
- Milovanovic, Dragan** (2012) "Quantum Postmodern Criminology: An Alternative Ontology." Annual Meeting of the American Society of Criminology, November, 2012, Chicago, IL.
- Okosun, T.Y. & Martensen, Kayla.** (2013). "Mothers in Prison and the Children They Leave Behind: From Nightmare to Community Healing." 15th Annual Conference of the Justice Studies Association (JSA), Arcadia University, Glendale, PA, May 30-June 1.
- _____. & Kibiswa, Naupess. (2013). "Genocide in the Democratic Republic of Congo." AFAM 2nd Annual Symposium. Northeastern Illinois University, Chicago, IL, October.
- Terpstra, June.** 2013. Research presentation at the European Forum for Restorative Justice, Louvain, Belgium, April.
- _____. 2013. Guest lecture for Community Justice Program in Bedfordshire, England, April.
- Toffolo, Cris.** (2013). "... to end all wars...?" **Guest Lecture, Global Studies Department, Wilfrid Laurier University, Waterloo Ontario, Canada, March 7.**
- _____. (2013). "**Introduction to Peace Studies,**" **Keynote talk given at the New Approaches to Peacemaking and Nonviolence Convocation**

organized by the Presbyterian Peacemaking Program, Presbyterian Church (U.S.A.), Montréal Conference Center NC, January 19.

_____. (2012). **“Just Peace, or Environmental Justice Too?” paper given as part of the panel on Peace and Justice Ethics at the Annual Bi-national Conference of the Peace and Justice Studies Association, Tufts University, Boston, October 17.**

_____. & Joanie Connors. (2012) “Developing Peace & Justice Ethics: Should Interpersonal Justice, Animal Welfare, Sustainability and Environmental Protection be Included? Presentation as part of the Peace & Justice Ethics Panel at the Annual Bi-national Conference of the Peace and Justice Studies Association, Tufts University, Boston, October 18.

4. Funded grants

Terpstra, June. (Spring, 2013). Academic Leave to do research on restorative and transformative justice on the Navaho Reservation, in Great Britain and in Belgium on the EU.

Tulipano, Gayle. (JUST alum & Student Editor of *Stateville Speaks*) received a \$20,000 grant from Cynthia Kobel of the Montgomery Foundation to sustain the publication through the coming academic year.

5. Service

Academic Organizations – Officer/Committee Assignments

Messinger, Adam. Contracted peer reviewer for National Institute of Justice (U.S. Dept. of Justice) for grant solicitation on childhood exposure to violence (May-June 2013)

_____. Reviewer for Georgetown University’s Maternal & Child Health Library website *Dating Violence Among Adolescents: Resource Brief* (April 2013)

_____. Peer reviewer for *Child Care in Practice* (Dec. 2012)

_____. Peer reviewer for *Radical Pedagogy* (Nov. 2012)

Toffolo, Board Co-Chair, Peace and Justice Studies Association (PJSA), the North American Affiliate of the International Peace Research Association (IPRA).

_____. Planning Committee for the Annual North American Conference of the Peace and Justice Studies Association (PJSA), to be held at Wilfred Laurier University in Waterloo, Canada, October 18-19, 2013.

_____. Publications Committee for the Annual North American Conference of the Peace and Justice Studies Association (PJSA).

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*.

_____. *Contemporary Justice Review (CJR)*

_____. *International Research Journal of Arts and Humanities (IRJAH)*.

Toffolo, Cris. *Peace and Change: A Journal of Peace Research*.

Community Service

Matthews, Nancy A. Board Member, Chicago Abortion Fund.

_____. Board Member, the national Take Back the Night Foundation.

Messinger, Adam. In coordination with the Center on Halsted's Anti-Violence Project, developing a multi-session same-sex intimate partner violence prevention program, to eventually be run at the Center on Halsted. (11/2012 - Current).

West, Rolanda. Alternative Education Research Institute (a program focusing on education with formerly incarcerated men and women), Board of Directors.

B. Student Achievements

Cheriachangel, Theresa. (June 2013). "The Sex Offender Notification System: Community Healing or Injury", paper presented at the 15th Annual Conference of the Justice Studies Association (JSA), Arcadia University, Glenside, PA.

Friscioni, Erica. (October 2012). "Major Corporations Damaging Effects on the Environment," paper delivered as part of the panel on Global Corporate Responsibility and the Assault on the Environment, 11th Annual Conference of the Peace and Justice Studies Association, Tufts University, Boston.

Hailemichael, Berhane. (October 2012) "Environmental Damage Caused by War in East Africa," paper delivered as part of the panel on Global Corporate Responsibility and the Assault on the Environment, 11th Annual Conference of the Peace and Justice Studies Association, Tufts University, Boston.

Kennebrew, Ebony. (October 2012) "Groundwater Contamination," paper delivered as part of the panel on Global Corporate Responsibility and the Assault on the Environment, 11th Annual Conference of the Peace and Justice Studies Association, Tufts University, Boston.

Nieves, Amanda. (October 2012). "Animal Welfare," paper delivered as part of the panel on Global Corporate Responsibility and the Assault on the Environment, 11th Annual Conference of the Peace and Justice Studies Association, Tufts University, Boston.

C. Alumni News

Collins, Dawn (graduated 2010) completed a Master's in Inner City Studies (Aug. 2012).

Cox, Frances (graduated 2009) is now at UC Berkeley in the City and Regional Planning MCP Graduate Program.

Diaz, Jason (graduated 2012) entered John Marshall law school in January 2013, and this summer is interning with attorneys at Chicago Volunteer Legal Services, who represent the less fortunate with the terrible situation that is mortgage foreclosures.

Kaminski, Crystal (graduated 2013) started a Master's in Industrial and Organization Psychology, Adler School of Professional Psychology.

Lucas, Andrea (graduated 2012) was accepted into the MSW program at Carthage University through Loyola University.

Martensen, Kayla (graduated 2011), completed her master's at UIC in criminal justice in Spring 2013 and this fall will be back at NEIU to teach JUST 319: Latino/as & the Criminal Justice System for our program.

Morales, Robert (graduated 2009) is currently in the master's program for Criminology, Justice and Law at the UIC.

Reeves, Bryant (graduated 2003) completed his Master's in Forensic Psychology at the Illinois School of Professional Psychology (Argosy University) in 2011.

Yousif, Semeli Tanya (graduated 2011) completed the paralegal master's program at Loyola University in May 2013, and is now employed in her field.

LATINO AND LATIN AMERICAN STUDIES

Annual Report 2012-2013

Submitted by Christina Gómez

Executive Summary

The Latino and Latin American Studies (LLAS) Program launched the LLAS major beginning Fall 2012, and continues to offer the LLAS minor to all students in the University. The LLAS major supports NEIU's mission to prepare a diverse community of students for leadership and service in our region and in a dynamic multicultural world. The Latino population currently consists of approximately 52 million people in the United States, or about 1 in 6 Americans; by 2050 the U.S. Census estimates that the Latino population will make up at least 30 percent of the total U.S. population. 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 fields 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.

Dr. Christina Gómez (Sociology) continues serving as the LLAS Coordinator and will continue to serve through Spring 2014. Under her direction she focused on the following areas:

- Working 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
- Advising LLAS students academically and professionally.
- Formulating on-going communication with Dean of College of Arts & Sciences and President regarding LLAS initiatives and needs.

Program

- In collaboration with International Programs, LLAS with the Sociology Department organized student trip to Cuba. Fifteen students enrolled in two summer I courses (LLAS 345 – Race, Class and Latino Identity and Soc 310 – Social Movements) taught by Drs. **Christina Gómez** and **Brett Stockdill**. The class spent two weeks traveling in Cuba while attending lectures and meeting Cuban scholars and government officials.
- Four new courses received University approval:
 - LLAS 290 – Research Methods in Latino and Latin American Studies
 - LLAS 391 – Internship in Latino Studies
 - LLAS 392 – Internship in Latin American Studies
 - LLAS 393 – Independent Study in Latino and Latin American Studies
- Created LLAS Leadership Award for students who have made exemplary contributions to a student organization and have helped the organization grow through their participation. LLAS minors Juan Morales and Alyssa Villegas are the first recipients of this award.
- During Summer 2012 two LLAS 101 classes were taught as part of the Summer Transition Program. Three sessions will be taught Summer 2013.

Internally, LLAS promoted the collaboration of faculty and students in all of its events and activities. The LLAS Advisory Board met each semester 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 Office Administrator.

NEIU 2013 Student Choice Awards went to **Gabriel Cortez**, **Frank Gaytan** and **Christina Gomez**.

I. Assessment

With the approval of the LLAS major beginning Fall 2012 assessment of the program will be an ongoing activity. This academic year there were four LLAS minors who completed their studies at NEIU:

Four minors graduated

- Paul Abad (Magna Cum Laude)
- Abraham Esparza
- Alex Paterakos-Figueroa (Cum Laude)
- Patricia Perez

Four majors on the Spring 2013 Dean's List (with 4.0 gpa)

- Teresa Flores
- Chelsea Herman
- Juan Maldonado
- Carlos Ruiz

During the academic year 2012-2013

of Minors = 27

of Majors = 11

of LLAS Courses Offered = 13 courses/231 students enrolled

of Cross-listed Courses Offered = 51 courses/1045 students enrolled

This year there were four LLAS minors who completed their studies at NEIU. Last year there were seven graduates and in the previous year there were five. We've seen an increase in the number of LLAS minors. Currently, there are twenty-seven minors. Last year we had twenty-two minors and the previous year we had twenty-three.

This year LLAS course enrollment was 231 students in thirteen classes compared to 196 students in enrolled in eleven LLAS classes last year (2011-2012). Enrollment in cross-listed courses remained in proportion to the number of cross-listed offerings: fifty-one classes with 1045 students (2012-2013) versus forty-six classes with 925 students enrolled (2011-2012).

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-seven instructors with home departments in fifteen disciplines (Anthropology, Art, Communications, Media and Theatre, Educational Inquiry and Curriculum Studies, Educational Leadership and Development, English, Geography and Environmental Studies, History, Justice Studies, Philosophy, 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 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

Listed below are LLAS faculty members. Additional accomplishments can be found listed in the annual reports for the faculty members' home departments.

Rene Luis Alvarez, Educational Inquiry and Curriculum Studies

Wilfredo Alvarez, Communication, Media and Theatre

Brandon Bisbey, World Languages and Cultures

Christina Bueno, History

Loretta Capeheart, Justice Studies

Gabriel Cortez, Educational Leadership and Development

Maria De La Torre, Justice Studies

Emily Garcia, English

Suzanne Gaskins (Emerita), Psychology

Frank Gaytán, Social Work

George Gerdow, History

Ana Gil Garcia, Educational Leadership and Development

Christina Gómez, Sociology

Dennis Grammenos, Geography and Environmental Studies

Bradley Greenburg, English

Richard Grossman, History

Jon Hageman, Anthropology

David Leaman, Political Science

Tim Libretti, English

Jose Lopez

Erica Meiners, Educational Inquiry and Curriculum Studies

Ana Nieves, Art

Victor Ortiz, Latino and Latin American Studies

Marta Quinones

Paul Schroeder-Rodriguez, World Languages and Cultures

Brett Stockdill, Sociology

Joaquin Villegas, Teacher Education

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances

Rizzo-Vast, Patricio. *Ser Libre*, Chicago: Studio Mosaic, 2013

2. Book Chapters, Regional Exhibitions or Performances

Bueno, Christina. "Lacandonese," in *Native Peoples of the World: An Encyclopedia*, ed. Steven L. Danver (Mesa Verde Publishing/M.E. Sharpe Editorial, 2012).

Bueno, Christina. “Benito Juárez,” in *Native Peoples of the World: An Encyclopedia*, ed. Steven L. Danver (Mesa Verde Publishing/M.E. Sharpe Editorial, 2012).

Gaskins, Suzanne. Pretend Play as Culturally Constructed Activity. In M. Taylor (Ed.). *Oxford handbook of the development of imagination* (pp. 224-247). Oxford: Oxford University Press, 2013.

3. Articles and Abstracts, Local Exhibitions or Performances

Bisbey, Brandon. “Hacia una literatura de disidencia sexual en México con dos Bildungsromane bisexuales: Púrpura de Ana García Bergua y Fruta verde de Enrique Serna,” *Revista Valenciana* 10 (2012): 35-59.

Bueno, Christina. Book Review. Funerals, Festivals, and Cultural Politics in Porfirian Mexico, by Matthew D. Esposito (Albuquerque: University of New Mexico Press, 2010). *Hispanic American Historical Review*, 93:2 (February 2013).

Gómez, Christina. “Too close to the work/There is nothing now,” with D. Diaz-Strong, M. Luna-Duarte, E. Meiners, in *Humanizing Research*, edited by D. Paris and M.T. Winn, Sage Publications, (February,2013).

4. Conference Presentations, Group Shows

Bisbey, Brandon. “Humor, homofobia y la integración gay a la modernidad mexicana” (Paper presented at the XVIII Congreso de Literatura Mexicana Contemporánea, University of Texas-El Paso, March 7-9, 2013).

Bueno, Christina. “ Indigenous and National Patrimonies in Porfirian Mexico,” Latin American Studies Association International Congress, Washington, D.C., May 2013.

Bueno, Christina. “Archaeology and Authenticity in Porfirian Mexico,” Rocky Mountain Council on Latin American Studies, Santa Fe, New Mexico, April, 2013.

Bueno, Christina. “Controlling the Past: Archaeological Legislation in Porfirian Mexico,” Midwest Latin America History Conference, Loyola University, Chicago, Illinois, January 2013.

Bueno, Christina. México en el Siglo XXI: Aproximaciones interdisciplinarias, teóricas, y pedagógicas en la investigación y enseñanza superior de los estudios mexicanos, Latin American Studies Association International Congress, Washington, D.C., May 2013.

Gómez, Christina. “Undocumented Latino Youth,” *Migration, Identity and Place Conference*, Northeastern Illinois University, Chicago, IL. September 27, 2012.

Gómez, Christina. “Latino Identity in the U.S,” Dia de Español, The Ancona School, Chicago, IL. May 17, 2013.

Hageman, Jon B., Kelsey O. Nordine, and David J. Goldstein. "A Mesoamerican Online Ethnobotanical Database." Paper presented at the 36th annual Midwest Mesoamericanist Meeting, Chicago, Illinois, March 15-16, 2013.

Hageman, Jon B., Kelsey O. Nordine, and David J. Goldstein. "Creating a Digital Archaeobotanical Reference Guide." Paper presented at the 78th meeting of the Society for American Archaeology, Honolulu, Hawaii, April 3-7, 2013.

Leaman, David E. 2013. Human Security Emergent? Post-Authoritarian and Post Neoliberal Discourse and Public Policy in Latin America. Paper presented at international symposium, Building a Human Security Network between the United States and Japan, Part II, 18 May, University of Tokyo – Komaba.

5. Grants

Bueno, Christina. 2012 Best Article in 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.

Hageman, Jon B., "Completing the Mesoamerican Online Ethnobotanical Database (MOED)," National Science Foundation (NSF) Archaeology-Senior Research Grant, BCS-1321469, \$50,638.

6. Service

Bueno, Christina. Reviewer/referee: *The Americas*

Gómez, Christina

- Reviewer, *Sociological Forum*
- Visiting Professor of Latin American, Latino and Caribbean Studies Program, Dartmouth College, Hanover, NH, Summer 2012
- 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 2012
- Reviewer of Senior Portfolios for Pedro Albizu Campos High School, Spring 2013
- Organizer of Sessions for Midwest Sociological Society Meetings, March 2013.

LINGUISTICS

Annual Report 2012-2013

Submitted by Richard W. Hallett

Executive Summary

The Linguistics Department continues to have one of the largest graduate programs in the College of Arts and Sciences (CAS). Moreover, the MA in Linguistics still serves as a bridge to various Ph.D. programs in Linguistics across the nation. During the 2012-2013 academic year, three recent MA graduates in Linguistics were accepted into Ph.D. programs: one in the Linguistics Ph.D. Program at Georgetown University, one in the Ph.D. Program at the University of Michigan, and one in the Ph.D. Program at the University of Colorado. (See Section III.B.2. below.) The Department is also quite proud that three of its MA alumni completed their doctorates from the University of South Florida, the University of Illinois-Urbana/Champaign, and the University of California at Los Angeles. (See Section III.C. below.) The current graduate students in the MA Program are quite engaged in research. During the 2012-2013 academic year they gave presentations at international conferences (in Italy and England) and at domestic conferences (in Illinois, Indiana, South Carolina, and Texas). (See Section III.B.1. below.) In short, the Department's graduate program excels in scholarship.

The Linguistics minor and MA provide coursework leading to 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 three sections of LING-109, First Year Experience: Language and Diversity in Chicago, per year. LING-120 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.

I. Assessment

In the 2012-2013 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. The Department will undergo an external review in the coming academic year.

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. We project growth in our enrollment as linguistic issues and concepts become ever more important and relevant to our students' lives. Accordingly, the Linguistics faculty members will maintain devoting time and energy to research and its application to teaching. The Department hopes to foster our existing community partnerships and create new opportunities for internships and service learning for our undergraduate and graduate students. Currently, Linguistics is discussing the development of new interdisciplinary minors with other programs – one with English and World Languages and Cultures, another with the College of Business, and another with the College of Education, all of which require a syntactician/semanticist and a phonologist. These minors will address the needs of NEIU students to enter the workforce as teaching or business professionals with knowledge of and skills in the role of language and culture in the workforce.

B. Projected needs

1. Faculty

With only three full-time tenured faculty members, the Linguistics Department is understaffed.

There is programmatic need for at least two new hires. First, the Department needs a new tenure-track faculty member who focuses on syntax and semantics, specifically on the interplay and interdependency across different levels of grammatical structure. This new focus on interrelatedness has implications for many other parts of the field such as language acquisition, psycholinguistics, and artificial intelligence. Second, the Department needs to hire a tenure-track assistant professor who focuses on phonetics and phonology, especially as these areas apply to speech synthesis, speech recognition, and speech pathology. The added feature of the first proposed hire for the syntax-semantics position is the potential for teaming up with Computer Science to consider new cross-listed offerings in the area of computational linguistics. There is a niche in the job market for individuals who have training in both the structure of language (syntax and semantics in particular) and have programming skills/knowledge. The second hire would allow for the Department to create a position (possibly interdisciplinary) in speech pathology, a specific area of employment that has one of the largest growth potentials in the marketplace.

2. Equipment

The Linguistics Department still suffers from a lack of space. In addition to requesting at least one more office near the tenured 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, the newly founded Linguistics student club, 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 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- and merit-based criteria.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances

Hallett, J., & Hallett, R.W. (2013). Political identity gone viral: Crossnational H1N1 cartoons. In Hasnain, S.I., Bagga-Gupta, S., Mohan, S. (Eds.) *Alternative voices: (Re)searching language, culture, identity.* (120-151). Newcastle upon Tyne: Cambridge Scholars.

2. Articles and Abstracts, Local Exhibitions or Performances

Gebhardt, L. (2012). A constraint on prepositions sequences in English complex predicates. *Lingua* (<http://dx.doi.org/10.1016/j.lingua2012.-8.004>).

Hallett, J. (2013). Constructing “Remorse”: The preparation of social discourses for public consumption. *Text and Talk* 33(2): 189-212.

Hallett, R.W. (2013). L2 lexical acquisition via foreigner talk. *Indian Linguistics* 73 (1-4): 69-80.

Book Reviews and Notices

Hallett, J. (2013). *Dreams and realities: Developing countries and the English language* (British Council 2011). *Journal of Multilingual and Multicultural Development*, DOI:10.1080/01434632.2013.803762. (Invited)

Hallett, R.W. (2012). *Style-shifting in public: New perspectives on stylistic variation.* (Hernández-Campoy & Cutillas-Espinosa, Eds.) *eLanguage* (<http://elanguage.net/blogs/booknotices/>, posted 9/11/12).

Hallett, R.W. (2012). *Second language acquisition abroad: The LDS missionary experience.* (Hansen, Ed.) *eLanguage* (<http://elanguage.net/blogs/booknotices/?p=2284>, posted 9/9/12).

Hallett, R.W. (2012). *Varieties of English 2: The Americas and the Caribbean*. (Schneider, Ed.) *Linguist List* 23: 3263, (<http://linguistlist.org/issues/23/23-3263.html>, posted 8/1/12).

3. Conference Presentations

Refereed International Conference Presentations

Boyle, J.P. (2013). The instrumentals prefixes of Siouan. Thirty-third Annual Siouan and Caddoan Languages Conference. Fort Yates, ND (June 13-15).

Boyle, J.P., & Gebhardt, L. (2013). Definiteness and specificity: A typological study of Siouan. Thirty-third Annual Siouan and Caddoan Languages Conference. Fort Yates, ND (June 13-15).

Gebhardt, L. (2013). Syntax and semantics of Crow determiners. Thirty-third Annual Siouan and Caddoan Languages Conference. Fort Yates, ND (June 13-15).

Hallett, J. (2013). Contexts and consequences for student AAE use in the classroom. International Society for Language Studies (ISLS) Conference. San Juan. Puerto Rico, (June 13-15).

Hallett, J. (2013). One good turn deserves another: Discourse strategies in the urban classroom. International Association for Dialogue Analysis (IADA) Conference, University of Texas at Austin, Austin, TX (March 22-24).

Hallett, J. (2012). Perspectives on dialect variation in the urban classroom. New Ways of Analyzing Variation (NWAY) 41 Conference, Bloomington, IN (October 25-28).

Hallett, R.W. (2013). “With this phrasebook you’ll preserve your dirty ears, unknown future and all your teeth”: Learning Indian languages and cultures through phrasebooks. International Society for Language Studies (ISLS) Conference. San Juan, Puerto Rico (June 13-15).

Hallett, R.W. (2013). “A glorious heritage”: The social construction of two UNESCO World Heritage Sites in India. Tourism and the Shifting Values of Cultural Heritage: Visiting Pasts, Developing Futures Conference. Taipei, Taiwan (April 5-9).

Hoffman, Y., & **Kaplan-Weinger, J.** (2012). Exploring intergenerational transmission of resilience and identity in the narratives of Holocaust survivors and their descendants. Twelfth Biennial Lessons and Legacies Conference on the Holocaust. Evanston, IL (November 2).

Kaplan-Weinger, J., & Russe, S. (2012). Facing illness: Caregiver roles, responses, and needs. Comics and Medicine: Navigating the Margins. Toronto, Canada (July 24).

Mahootian, S., & Cole, D. (2012). Breaking borders: Language and taboo in the work of Guillermo Gomez Peña. First International Taboo Conference (TaCo). Forli, Italy (October 25-27).

Mahootian, S. (2013). Linguistic norms and literacy: the multilingual issue. Thirteenth International Symposium on Social Communication. Santiago de Cuba, Cuba (January 21-25).

Refereed National Conference Presentations

Hallett, J. (2012). Classroom language variation and teacher attitudes and aptitudes. The American Dialect Society/ 54th Annual Midwest Modern Language Association Convention, Cincinnati, OH (November 8-11).

Russe, S., & **Kaplan-Weinger, J. (2013).** Language, CULTURE, and bioethics: Using narrative methods to update the patient-provider connection. American Association for Applied Linguistics (AAAL) Conference. Dallas, TX (March 16-19).

Refereed Regional Conference Presentations

Hallett, J. (2012). Imagined borders in the classroom: Teacher and student perspectives. Linguistic Association of the Southwest (LASSO) Conference. Fort Wayne, IN (October 11-13).

Hallett, R.W., & De Felice, D. (2012). “The place you thought you knew”: Analyzing Mexican tourism discourse. Linguistic Association of the Southwest (LASSO) Conference. Fort Wayne, IN (October 11-13).

Refereed Local Presentations

Gebhardt, L. (2012). The origin of language: Grammar and words, words, words. Northeastern Illinois University Third Annual Faculty Research and Creative Activities Symposium. Chicago, IL (November 16).

Konopka, K. (2012). Community cartography project. Northeastern Illinois University Third Annual Faculty Research and Creative Activities Symposium. Chicago, IL (November 16).

Invited Presentations

Boyle, J.P. (2012). Valency and the Hidatsa dative. Grammatik und Verarbeitung verbaler Argumente/Grammar and Processing of Verbal Arguments, Max Planck Institute for Evolutionary Anthropology, University of Leipzig, Leipzig, Germany (September 7).

Hallett, J. (2012). African American English in urban education: A multimethodological approach to understanding classroom discourse strategies.”

Department of Linguistics Seminar Series, University of Illinois, Urbana-Champaign, IL (November 15).

Hallett, R.W. (2013). Parodying heritage tourism. Encounters with Popular Pasts: Meanings and Myths at the Interface between Heritage and Popular Culture Workshop. Collaborative for Cultural Heritage Management and Policy (CHAMP), University of Illinois, Urbana-Champaign, IL (May 24).

Hallett, R.W. (2012). What foreign language teachers should know about SLA (and vice versa). School of Education, Dominican University, River Forest, IL (September 19).

4. Funded grants

Boyle, J.P. (2013). St. Labre Indian School & St. Charles Mission School (Billings, MT): Apsáalooke Language Curriculum Project (a Native American Language Preservation and Maintenance Grant). (\$65,000)

Hallett, R.W. (2013). The (socio)linguistic identity construction of a Chicago Top Chef. NEIU College of Arts and Sciences Faculty-Student Research Grant. (\$4100)

B. Student Achievements

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

Abdullah, Samir (2013). Discourse, narrative, and identity analysis of a convert to Islam. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Acamovic, Danijela, & Demas, Stephanie A. (2012). Lady Gaga as a sexual media icon. Taboo Conference (TaCo), Forlì, Italy (October 25-27).

Acamovic, Danijela, Demas, Stephanie A., and Arkis, Ilbra (2013). Discourse analysis of immigrant identity: A first generational look through interpretation of family stories. I-mean 3, Identity and Language Conference, Bristol, England (April 18-20).

Alansary, Emad (2013). Self and Others through religious discourses. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Alansary, Emad (2013). Causatives in Chiwere. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Alqazlan, Bandar (2013). Turn-taking and the implications of cross-talk in the 2012 presidential debates. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Alshangity, Ali (2013). Humor in a comedy movie. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

- Ardelean, Daria** (2013). Childhood bilingualism: A case study. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).
- Bacon, Seth** (2013). The applicative instrumentatives in Chiwere. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).
- Bader, Alex** (2013). An imam in Paris: Reconsidering the Other. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).
- Beyer, Ashley Elizabeth** (2013). A concise sociolinguistic analysis of the relevance of Spanglish in current American society. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).
- Chariton, Jesse D.** (2013). Social action and identity construction in the early years of Freemasonry: James Anderson's *Constitutions of 1723*. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).
- Dinu, Alla Bukatovych** (2013). Genitive case in Russian complex Russian DPs. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).
- Dinu, Alla Bukatovych** (2013). Can the arbitrary assignment of a noun to be masculine or feminine in one's native language bias a person's mental representation of the world? NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).
- Dowd, David** (2013). Speech community of modern U.S. veterans: Research analysis of address forms. Southeast Conference on Linguistics 80 (SECOL LXXX), Spartanburg, SC (April 4-6).
- Dowd, David** (2013). Research analysis: Speaking as a modern military veteran. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).
- Dowd, David** (2013). Mood and modality in Chiwere. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).
- El Haimer, Amal** (2013). Disorder and conflict in the identity of prospective immigrant in *Sea Drinkers*. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).
- García, Emilia** (2013). Vowel length in Chiwere. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).
- Gordon, Zachary** (2013). Possessive constructions in Modern Hebrew. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Gordon, Zachary (2013). The syntax of Chiwere clause connectives. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Hernandez, Carmen (2013). Identity construction of Pedro Meyer: A discourse analysis of street photography and documentary photography essays. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Hillier, Andy (2013). The expression of identity in personal advertisements of homosexual inmates. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Holtz, Rachel. (2013). Discourse community initiation in the Center for Academic Writing: A case study of peer tutoring. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Imseeh, Isabel (2013). The freedom to talk politics in public: A community embraces social media. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Jaén, Melissa (2013). Language, boybands, and the construction of female identity on the Internet. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Jamrozik, Diana (2013). Overlaps and interruptions in American Sign Language discourse. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Kmetz, Amanda (2013). The role of psycholinguistics in advertising. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Long, Kaitlin (2013). Chiwere relative clause structure: A question of internal or external headedness. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Lubesnik, Nikki (2012). Tourist identity construction in two cities: Chicago and Madrid. Linguistic Association of the Southwest (LASSO) Conference, Fort Wayne, IN (October 13).

Magistrale, Morgan (2013). Subordination in Chiwere. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

McCauley, Monica Marie (2013). Dual 3rd person or indefinite plural? The [-ñe] suffix of Chiwere. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

McCauley, Monica Marie (2013). How to tree the French se pronominal clitic. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Moaton, Tania D. (2013). Modality in Chiwere. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Molina, Courtney L. (2013). Chiwere nominal structure. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Murphy, Jenny (2013). Intergenerational interaction and identity in Madeleine L'Engle's *A Ring of Endless Light*. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Nguyen, Jayson H. (2013). Unselective binding in Vietnamese: Evidence against covert movement. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Pardee, Heather (2012). **From barbarism to universality**: Language and identity in Early Modern France. (**Coski**) *eLanguage* (<http://elanguage.net/blogs/booknotices/?p=2402>, posted 12/18/12).

Pardee, Heather (2013). Breaking the rules: Taboo and euphemism in the high art community. Dialogue in Multilingual, Multimodal, and Multicompetent Communities of Practice Workshop, Austin, TX (March 22-24).

Pardee, Heather (2013). Discourse functions of sentence connectives in Chiwere. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Pecoraro, Dina, **Brown**, Kristina, & **Urquiza**, Samantha (2013). Instrumental prefixes in Chiwere. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Rajkovich, Sonja D. (2013). The benefactive, malefactive, and possessive [gi-] in Chiwere. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Revaz, Vanessa (2013). Language development in a 9-year-old child with complex needs. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Ronin, Irene (2013). Compounding in Chiwere. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Salerno, Christy (2013). Muddy identity: Mud run websites promote a new elite subcategory of runners. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Salerno, Christy (2013). Initiation by mud: Mud run websites challenge runners' identities. Fourth International Sport and Society Conference, Chicago, IL (June 13-15).

Sipes, Peter T. (2013). Ho de: Does Ancient Greek have a switch reference system? NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Smith, Karen (2013). Motion verbs and vertitivity in Chiwere. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Takahashi, Nana (2013). The pragmatics and distribution of gender particles in Chiwere. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Tello, Lizeth (2013). Language attitudes in the US. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Torres, Jonnia (2013). Motivation for little *n*, possessors, and nominal compounding in Mandan's DP structure. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Torres, Regina (2012). The animal rights movement and tourism: A CDA approach. Linguistic Association of the Southwest (LASSO) Conference, Fort Wayne, IN (October 13).

Wells, Matthew D. (2013). Children's outlook toward English variation. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Williams, Ryan (2013). Chiwere positional verbs: Auxiliary, article, or both? NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Worrick, Amber, & Juarez, Diana (2012.) The sociolinguistics of Eastern and Western food-based travel shows. Linguistic Association of the Southwest (LASSO) Conference, Fort Wayne, IN (October 13). [See also Alumni News below.]

Wuellner, Claire (2013). A sociolinguistic analysis of "aegyo" in Korean speech. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Yu, Chon (2013). Korean goose mothers' identities. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

Yu, Chon (2013). Reduplication in Chiwere. NEIU Twenty-first Annual Student Research and Creative Activities Symposium, Chicago, IL (April 19).

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

Mohammed Al Shakhori (MA, Linguistics 2013) was accepted to the Ph.D. program in linguistics at Georgetown University.

Ariana Bancu-Palazzolo (MA, Linguistics 2012) was accepted to the Ph.D. program in linguistics at the University of Michigan.

Jonnia Torres (MA, Linguistics 2013) was accepted to the Ph.D. program in linguistics at the University of Colorado.

C. Alumni News

Bancu-Palazzolo, Ariana (MA, Linguistics 2012) presented a paper entitled “Strategies for gender agreement in Romanian-English code-switching” at the Linguistic Association of the Southwest (LASSO) Conference in October 2012.

Cunningham, Jacqueline (MA, Linguistics 2009) is co-chair of the Department of English Language Learning/World Languages at Harold Washington College in Chicago.

DeFelice, Dustin (MA, Linguistics 2005) co-presented a paper at the Linguistic Association of the Southwest (LASSO) conference in October 2012.

Demas, Stephanie (MA, Linguistics 2012) co-presented a paper titled “Lady Gaga as a Sexual Media Icon” at the Taboo Conference (TaCo) in Forlì, Italy in October 2012. She also reviewed *Translator in History* for Linguist List.

Dietzen, Roberta (MA, Linguistics 1999) self-published a book, *Gypsy Street Music*, which is available in the Kindle format through Amazon.

Hallett, Jill (MA, Linguistics 2006) received her Ph.D. in Linguistics from the University of Illinois-Urbana/Champaign in December 2012. She is an instructor at the Illinois Institute of Technology and Northeastern Illinois University.

Hepburn, Margaret (MA, Linguistics 2013) is a Senior Application Trainer for LexisNexis in the Business of Law/Legal division, where she educates law firm professionals (lawyers, legal assistants, secretaries, marketing/business development professionals) on the purpose and functionality of workflow products.

Hualpa, Laila (MA, Linguistics 2005) successfully defended her dissertation, “The Presidential News Conference: Press-State Relations in Action” at the University of California at Los Angeles in September 2012 and now holds a Ph.D. in linguistics.

Juarez, Diana (MA, Linguistics 2012) co-presented a paper at the Linguistic Association of the Southwest (LASSO) in October 2012. She is the director of the Niles Township Schools English Language Learner (ELL) Parent Center.

Okrasinski, James (MA, Linguistics 2012) presented a paper entitled “The ‘Disneyfication’ of the French Quarter: Stop blaming the mouse” at the Linguistic Association of the Southwest (LASSO) in October 2012.

Russe, Sarah (MA, Linguistics 2009) is a graduate student in the Bioethics Program at Loyola University – Chicago.

Shappeck, Marco (MA, Linguistics 2003), an assistant professor of teacher education at the University of North Texas-Dallas, co-presented a paper entitled “Innovative values of the adverb –ya in Judeo Spanish, Basque Spanish and Quichua Spanish” at the Linguistic Association of the Southwest (LASSO) conference in Fort Wayne, Indiana in October 2012.

Turner, Ian (MA, Linguistics 2011) is an adjunct professor at Trinity International University and an adjunct faculty member at Triton College.

Webb, Elizabeth Y. (MA, Linguistics 2010) is an English as a foreign language (EFL) instructor at Yasar University in Izmir, Turkey.

Whelan, Winifred O. (MA, Linguistics 2009) published a review of Delia Chiaro’s (2010) *Translation, Humor and the Media: Translation and Humour Volume 2* for Linguist List (<http://linguistlist.org/issues/24/24-270.html>, accessed 1/16/13).

MATHEMATICS

Annual Report 2012-2013

Submitted by Paul O'Hara

Executive Summary

Student Success

Once again the Dept. of Mathematics is proud of our student achievements and successes. This year we have had four students accepted into graduate school at top universities for further studies in the mathematical sciences, three at the Ph.D. level. They will attend Northwestern University, the University of Michigan, Ann Arbor, McGill University in Montreal and the Illinois Institute of Technology. Furthermore, our undergraduate research program is growing in status and we are very happy that eight of our students have been granted summer internships in prestigious research institutions such as Harvard School of Public Health, University of Arizona, North Carolina State University, Center for Disease Modeling (Canada). Much of this success is due to the hard work of Prof. Anuj Mubayi, who in addition, coauthored and published two research articles with five of our students. Also, under the supervision of Prof. Gwanyama, five of our students have submitted correct solutions to the College Mathematics Journal problem solving section and have been duly recognized. Details are given below.

Overall during the academic year 2012- 13 we graduated 37 majors and 11 with a Master degree. Also during the Fall and Spring semesters, the department provided 99 courses at the 100-level (2631 students) , 21 sections at the 200-level (354 students), 30 sections at the 300-level (523 students), 10 sections at 400- (graduate) level (114 students), which gives a grand total of 160 sections serving 3622 students.

All of this attests to the Academic Excellence of our program.

Academic Excellence and Innovations

Last year in recognition of our academic excellence and innovation, the department was awarded two of the five new academic initiatives sponsored by CAS.

One was awarded to Prof. Anuj Mubayi to develop an inter-disciplinary 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. We are happy to note that this minor has now become firmly established in the department, with eight students undertaking research work with Prof.

Mubayi in connection with this program. Also Dr. Joe Hibdon has been hired to help expand the program. He will join the faculty in Fall 2013.

As an offshoot of this minor, Prof. Mubayi and Prof. Filus organized workshops from December 14-16, 2012 and May 3-5, 2013 respectively on the topic of Mathematical and Statistical Modeling with Applications in Epidemiology & Finance. Both were very successful with over twenty students participating in each workshop. Among the presenters were Dr. Pawel Bartoszczuk and Dr. Zbigniew Krysiak (Warsaw School of Economics), Dr. Sherry Towers (Purdue University), Eric Westhus (Saint Louis University), Dr. Christopher Ryan (University of Chicago), Dr. Daniel Romero (Northwestern University), Dr. Brajendra Singh (University of Notre Dame), Dr. Rasheed Nadeem (Rosalind Franklin University of Medicine and Science), Dr. Christina Ciecierski, Dr. Joseph Hibdon (NEIU), and Dr. Anuj Mubayi (NEIU).

In addition, to reflect the growing interest in applied mathematics and its applications, Prof. Mubayi has helped to develop three other modeling courses for other programs: Modeling in Cognitive Science (with Prof. Linda Rueckert in Psychology), Modeling and Simulation in Complex Systems, Mathematical Modeling and Computing for Teachers (with Prof. Cofer).

The other academic initiative award was granted to Prof. Tanya Cofer and Prof. Sarah Cordell 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 revision has now been completed and the first cohort of students was accepted into the program in Fall 2012. Also a new faculty member Dr. Kate Bird has been hired to help with this program.

In this regard, Prof. Cofer together with Prof. Cordell have worked to design and implement new program courses and to train faculty to work with the program, which included the design and implementation of recruitment strategies (through area professional development conferences for teachers and through NEIU's student teacher supervisory program). They have also worked directly with the College of Education to design and develop a graduate-level mathematics methods course that will be part of the program (ELED 403).

Apart from these, other initiatives too have been taken to help improve the quality of our program. Math 251 has been redeveloped as a five credit hour course to better prepare the students in mathematical methods and proofs. This course sets the foundation for all future work in the major.

Profs. Anuj, Cordell, and Gidea have applied for a 2013 NIH Minority Access to Research Center (MARC) grant (co-investigator; PI NEIU faculty). This grant will provide mentoring and opportunities to underrepresented students in the sciences, to conduct research with NEIU faculty

Finally, much planning has been done with Mr. Tom Blackburn to improve the student success rate in developmental mathematics courses. Beginning in July 2013,

ACCUPLACER will be piloted for Math 090, Math 091 and Math 092 to see if it will improve the success rates. A separate report for this program is attached.

Exemplary Faculty

Building on the work done in previous years, faculty members have continued to expand and excel in their research and publication activities. They have also been very successful in acquiring grants.

Prof. Marian Gidea's reputation continues to grow after his productive year at the Institute for Advanced Studies in Princeton in 2011-2012. This year he has been invited to give nine presentations, which included six colloquia/seminars at prestigious institutions, such as the University of Chicago, the Institute of Advanced Studies in Princeton, and Universite Pierre et Marie Curie. He was co-organizer of a mini-workshop on the Application of Dynamical Systems at the SIAM 2013 Conference in Snowbird (UT).

Prof. Mubayi has had an outstanding year in terms of research publications. He has had six papers accepted for publication, with three already in print, two of which were coauthored with students. He has six adjunct appointments in connection with his research work including an appointment as a research scientist to the Preventative Research Center in Berkley. He organized three workshops, two at Northeastern and one at Arizona State University, Tempe. He also has been an excellent research mentor to the students.

Prof. Cofer is the Site Coordinator for the NSF-Funded **Preparing to Teach Algebra** grant (MSU and Purdue) which aims to identify mathematics education students' opportunities to learn about algebra and teaching algebra. NEIU is one of 4 case study sites. She also continues to be the NEIU coordinator for the Chicago Teachers Partnership Program (CTPP) a federally-funded 5 year grant awarded to NEIU, UIC, National Louis University and Loyola University. CTPP's overarching goal is to increase the capacity of the four universities to build and continuously improve teacher preparation and induction programs that not only are coherent, consistent, and aligned but also meet CPS needs and can be rigorously and effectively evaluated. This year, they have piloted the new Math for Teachers courses (Math 149/150), moved a specialized math course for transfer students through governance (Math 151), redesigned Bio 199 (Bio 110), and instituted a new literacy gen-ed course (Engl 205). Ongoing curricular activities include faculty professional development in support of new courses and implementation of common assessments. The program also provides support to students working to pass the Test of Academic Proficiency.

Prof. Gwanyama participated in the *Preparing to Teach Algebra* project (coordinated by Prof. Cofer). He constructed a study guide for the M.S. in Mathematics Comprehensive final Examination. He also operates a tutorial/problem solving program for graduate students in the M.S in Mathematics program preparing for their M.S. comprehensive final examinations.

Prof. O'Hara spent two weeks at the Politecnico di Torino (Italy) doing collaborative research on Brownian Motion which should lead to a publication later this year. He also stepped down as Chair of Dept. of Mathematics at the end of June, after having completed six years in the position. The new Chair will be Prof. Lidia Filus.

And last but not least, Prof. Cordell is the Principle Investigator in the project *How identity contributes to mathematical success: Exploring how underrepresented undergraduate mathematics majors negotiate their identities in their mathematical trajectories*, sponsored by the Student Center for Science Engagement and U.S. Department of Education. Also, she was awarded an NEIU *Student Choice Award*, Spring 2013 for her outstanding teaching and service.

To summarize, during the 2012-2013 academic year, the faculty members have been the recipients of five new grants (1 for Cofer, 1 for Cordell, 3 for Gidea, 1 for Mubayi), in addition to the two that we already have. Overall, they have published or submitted for publication one edited volume (Gidea), twenty four journal articles (Cofer 1, Cordell 2, Filus 4, Gidea 5, Gwanyama 1, Mubayi 6, O'Hara 3, Zeng 2). There are three books in preparation (Cofer, O'Hara, Zeng). Also, five faculty members presented invited and/or contributed talks to a total of twenty five national and international conferences (Cordell 4, Filus 1, Gidea 9, Mubayi 9, Zeng 2). Two faculty members arranged four workshops (Gidea 1, Mubayi 3). 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. Anuj Mubayi is a recognized leader in the field of Epidemiology and Mathematical Biology and as part of that recognition he holds adjunct appointments in MCMSC, The Arizona State University, Tempe; the Dept. of Mathematics, The University of Texas-Arlington; Dept. of Epidemiology & Biostatistics, Case Western Reserve University, Cleveland; Associate Research Scientist, Prevention Research Center, Berkeley; REU Program Faculty, Mathematical and Theoretical Biology Institute; and Adjunct Professor, Department of Mathematics, Clemson University, South Carolina. He has also organized two academic symposia. The first took place during the Society of Mathematical Biology's (SMB) Annual Meeting in Tempe, Arizona (June 9-13, 2012) and the other will occur during the Society for Industrial and Applied Mathematics' (SIAM) Annual Meeting in San Diego, California (July 8-12, 2013).

Prof. Filus is currently serving on the Editorial Board of the *Universal Journal of Mathematics and Mathematical Sciences* and on the Editorial Board of the *Scientific Research of the Institute of Mathematics and Computer Science*, Czestochowa University of Technology. She has reviewed for *IEEE Transactions on Reliability* and *Applied Mathematics and Information Sciences*. She was a member of the International Scientific Committee which organized the *5th International Conference on Risk Analysis (ICRA 5)* which took place on May 29-June 1, 2013, Tomar, Portugal. She chaired two conference sessions at this congress. She was the faculty sponsor of Dr. Jolanta Blaszczuk (from Czestochowa University of Technology, Poland) and Dr. Zbigniew Pozorski (from Poznan University of Technology, Poland) during their University

Research and Scholarly Activities in Fall 2012. She is also the President of the Chicago Chapter of Kosciuszko Foundation and member of its National Advisory Council. She is President of the Council of Educators in Polonia.

Prof. Polyashuk served as a member of the editorial board of the *International Journal of Multicriteria Decision Making*, and also refereed a paper for the same journal.

Prof. O'Hara serves on the board of the International Association of Relativistic Dynamics and also as a referee for PLOS ONE an international peer reviewed online journal. He has been chair of the department for the past six years.

Enhanced Operations

The department received a letter from Prof. Anastasia Breliaš on behalf of the College of Education thanking it for its “considerable efforts” in helping them achieve “national recognition by NCATE/NCTM”(see Appendix).

Dr. Jolanta Blaszczyk, Head of the Applied Mathematics Unit at Czestochowa University of Technology, Poland (NEIU partner) and Dr. Zbigniew Pozorski from the Institute of Structural Engineering at Poznan University of Technology, Poland, visited our department from September 4 -14, 2012. Their research is focused on the applications of sandwich panels in civil engineering. They were interested in cooperation with our dept. and with the Student Center for Science Engagement (SCSE). Joe Hibdon, SCSE worked with Math Club on organizing their presentations/seminars.

Dr. Zbigniew Krysiak and Dr. Pawel Bartoszczyk from Warsaw School of Economics (NEIU partner) visited NEIU during the Fall and cooperated with the College of Business and our department. Both were presenters and members of the organizing committee of the First Workshop on Mathematical & Statistical Modeling with Applications in Epidemiology & Finance, which took place at NEIU from December 14-16, 2012. Dr. Krysiak, who specializes in financial engineering, also presented at Math Club, and visited Prof. Gidea's Financial Mathematics course (Math 473 E), where he gave a few lectures. Several students expressed their interest to do their M.S. projects under Dr. Krysiak's direction. Marian and Prof. Zbigniew co-taught the Financial Math course in Summer I, 2013.

Dr. Paul Gruenewald (friend of Prof. Mubayi), from Prevention Research Center, Berkeley, CA was a guest visitor to our department. He met with some of our students. He is a well known social scientist who has served on many National Institute of Health boards.

Prof. Cordell has served as a member of the Psychology Department's First Year Experience Career Panel, Fall 2012. She is a member of Title III Grant Program Advisory Group from Fall 2012-present. She also developed and taught a workshops in mathematics during Summer 2013.

Prof. Gwanyama reviewed the College Level Examination Program (CLEP) in Mathematics courses for the Department of Mathematics that was approved by the

Department of Mathematics at the meeting of 10/14/2012. He also developed and proposed a combined 5-year B.A/M.S program in Mathematics [Secondary Education Concentration] and a comprehensive revision of M.S in Mathematics [Secondary Education Concentration] that was then approved by the Department of Mathematics and CAS-CAAC.

This year, Prof. Wrinkle served as The Associate Dean to the Graduate College, while also continuing to be the Assessment Coordinator for the Department.

Prof. Filus is the Faculty Advisor for McNair Scholars Program. She also completed training for the Human Research Curriculum in Social and Behavioral Research.

A Facebook page has been developed by Prof. Cordell, Prof. Anuj Mubayi and Ann Sleeva from our math office. This page is linked to other university pages, including the department's website.

Finally, 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

As noted last year, the math department faculty have been doing informal assessments across our courses and programs, through observations of student aptitudes, retention levels and discussions with colleagues. In the course of this year the department assessed Math 251, Math 275, and Math 473E.

Math 251 was the discussion of major review and assessment in the 2011-2012 report, where it was noted that it should constitute a bridge course between introductory math courses and upper division courses. This was further discussed and developed during the Fall 2012 semester. In particular, faculty members were concerned with the low enrollment in this course, especially since it serves both as a WIP course for the mathematics program and as a foundation for all upper division courses. As a remedy to this situation, it was decided to change Math 251 into a 5 credit course and also have it as a prerequisite for all upper division courses. These changes were implemented for the Spring 2013 semester in accordance with the assessment proposal for last year.

It had been noticed that Math 275 has a high rate of student withdrawals. In reviewing why this may be so, it became clear that many students taking this class had only passed Math 092 and were ill- prepared for a 200 level course. Changing the prerequisites to Math 173 should help to correct this situation. Also, it was found that the text was too difficult for our and a new one has been chosen for next year.

Math 473E Financial Mathematics was taught for the first time as a hybrid course. The students found the course to be very interesting, as it resonated well with the local job opportunities in the financial sector. It also helped students with an interest in actuarial careers. The combination of classroom courses and online lectures went very well, as it

engaged the students as active learners. There is room for improvement in terms of the technology that has been used.

II. Program Plan

A. Long term goals

Our Assessment Plan which last year was in nascent form has been further developed this year. Prof. Wrinkle, the assessment coordinator for math, met with the advisors to put together a more formal plan for the undergraduate math major and to develop some strategies for understanding what our students are learning. By mapping the required coursework in the major to the program goals developed by the department (see Appendix), we have learned several things. Overall, our majors in both tracks have the opportunity to achieve each of the defined goals. Indeed, while matching course-specific learning outcomes to program goals, possible next steps became apparent and two particular questions immediately arose:

First, the program goals for the undergraduate degree do not seem to address applications of mathematical knowledge to other scholarly disciplines or to areas of mathematics other than the one being studied. Yet the notion of applying mathematical knowledge appeared in many, many syllabi as an essential learning outcome for a course. It would seem that the faculty members view the application of knowledge to other scholarly areas as a valuable experience and skill for our majors to develop. In the curriculum map, this application of knowledge was forced into Program Goal 2: Develop effective strategies for solving mathematical problems and be able to apply these strategies in practical situations. Should we, therefore, revise this goal to expand applications to those outlined in many of our learning outcomes?

Second, while communication of mathematical ideas (specifically, Goal 4, Communicate mathematics effectively, to a variety of audiences, and in a variety of settings, both orally and in writing,) is a program goal, yet according to the learning outcomes of our courses, students only engage in activities relating to this program goal in two courses: 251 and 339. Math 251 is a required course for both tracks, but Math 339 is an elective for the secondary education track and a choice from two electives in the applied track. Moreover, Math 251 is also our WIP course, and so the communication skills developed might apply only to writing. However, it is almost certain that our majors are actually developing mathematical communication skills in other courses, particularly courses in which student presentations are part of the class, and yet the learning outcomes on many syllabi don't reflect this activity. Therefore, we must ask which courses, besides 251, address Goal 4 and how should we revise the learning outcomes to reflect this activity?

We are confident that the above analysis answers the question of whether our majors are being given the opportunity to achieve the goals set for our undergraduate program. The next question is: how well are the students achieving the program goals the faculty has set for them, in terms of achieving the learning outcomes set for them in each of their courses? Addressing this question will be our next step in developing an ongoing, effective plan for understanding student learning in the math department.

B. Projected needs

1. Faculty: A new tenured line position in statistics.
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 issue devoted to the conference on Hamiltonian Systems and Celestial Mechanics HAMSYS 2010, honoring E.A. Lacomba 65th birthday, (co-editor A. Delshams, E. Perez-Chavela), DCDS-A, Vol. 33., 2013.

2. Published Articles

Cofer, Tanya: Discrete Mathematics: A Course in Problem Solving for 21st Century Middle School Teachers. MAA Notes, Number 80 (with T, DeBellis, V.A., Liebars, C., Rosenstein, J.G., Saunders, B., and Wirth, M.) (2013). Mathematical Association of America, 1529 18th Street NW, Washington, DC 20036.

Filus, Lidia: *A Method for Multivariate Probability Distributions Construction via Parameter Dependence* (with J. Filus), special issue Multivariate Probability Distributions with Applications, *Communications in Statistics - Theory and Methods*, Volume 42, Issue 4, 716-721, 2013.

---- *Multivariate “Pseudodistributions” as Natural Extensions of the Multivariate Normal Density Pattern – Theory* (with J. Filus), *American Institute of Physics Conference Proceedings 1479, Numerical Analysis and Applied Mathematics*, 1417-1420, 2012.

----- *Multivariate “Pseudodistributions” Pattern – Applications* (with J. Filus), *American Institute of Physics Conference Proceedings 1479, Numerical Analysis and Applied Mathematics*, 1421-1423, 2012.

Gidea, Marian: *Transition map and shadowing lemma for normally hyperbolic invariant manifolds* (co-authors A. Delshams and P. Roldan), *Discrete and Continuous Dynamical Systems - A*, Vol 33., 2013.

----- *Diffusion along transition chains of invariant tori and Aubry-Mather sets* (co-author C. Robinson), *Ergodic Theory and Dynamical Systems*, DOI: 10.1017/S0143385712000363, published online, 2012.

----- *A Brief Account on Lagrange's Algebraic Identity* (co-author C. Niculescu), The Mathematical Intelligencer, Vol. 34., 2012.

Gwanyama, Philip : Solved Problem 958 (related to: *Sylvester's sequence and the infinite Egyptian fraction decomposition of 1*) suggested in MAA-The College Mathematics Journal. (Acknowledgement is published in MAA-The College Mathematics Journal vol. 43, no.4; p. 341, 2012.

Munayi, Anuj: *The role of adaptations in two-strain competition for sylvatic Trypanosoma cruzi transmission* (co-author C. Kribs-zaleta). Journal of Biological Dynamics, 2012 Mar; 6(2): 813-35.

----- *Climate change and influenza: the likelihood of early and severe influenza seasons following warmer than average winters* (co-authors (includes five students), Towers S, Chowell G, Hameed R, Jastrebski M, Khan M, Meeks J, Mubayi A, Harris G). PLOS Currents Influenza. 2013 Jan 28.

O'Hara, Paul : *Constants of the motion, universal time and the Hamilton-Jacobi function in general relativity*. J. of Phys.(conf), Vol 437, (012007), 2013.

3. Conference Presentations

Cordell, Sarah: 2012, North American Chapter of the International Group for the Psychology of Mathematics Education (PME_NA_2012 Conference in Kalamazoo, Michigan November 1-4. Presented research.

----- 2013, American Educational Research Association April 27-May 1, 2013 to present research

Filus, Lidia: 2012, *Multivariate "pseudo-distributions" as natural extension of the bivariate normal density pattern-Theory* (with J. Filus). 10th International Conference on Numerical Analysis and Applied Mathematics Conference, Kos, Greece, ICNAAM 2012, September 19-25 (invited presentation).

----- 2013, 5th International Conference on Risk Analysis (ICCRA 5) from May 29-June 1, Tomar, Portugal (three papers presented by co-authors).

Gidea, Marian: 2013, *Geometric and Topological Structures in Hamiltonian Dynamics*, SIAM Conference on Application of Dynamical Systems, Snowbird.

----- 2013, *Perturbations of geodesic flows by recurrent dynamics*, Workshop on Dynamical Systems and Related Topics, University of Maryland.

----- 2013, *Global Diffusion on a Tight Three-Sphere*, First International Conference on Dynamics of Differential Equations, Main, Atlanta.

Mubayi, Anuj: 2012 AIMS 9th Conference on Dynamical Systems, Differential Equations and Applications, Orlando, FL July 1-5. Presented to special session on *Modeling and Dynamics of Infectious Diseases*.

----- 2012, ICERN, Blackwell-Tapia conference in Brown University November.

----- 2012, *Problems in Mathematical Epidemiology* at British Columbia Centre for Disease Control conference in Vancouver, BC Dec 5-7.

----- 2013, Disease Dynamics, Vancouver, British Columbia, Canada, giving research presentation in the conference, January 17-20.

----- 2013, SCSE multidisciplinary research symposium. *The Marriage of Interdisciplinary Research It Takes Two to Tango*. NEIU March 8.

----- 2013, IMA Annual Program Year Workshop Stochastic Modeling of Biological Processes. May 13-17.

----- 2013, Fifth International Conference on risk analysis conference in Tomar, Portugal at the Polytechnic Institute, giving two research presentations, May 28-June 1.

Polyashuk, Marina: 2012, INFORMS Annual Meeting, Phoenix, AZ , November 14-17, invited speaker.

Zeng, Zhonggang: 2012, SIAM Annual Meeting (AN12), Minneapolis, MN, July 9-13, 2012, present an invited lecture

----- 2012, (with Gidea, Mubayi, Filus, Krysiak). NEIU Faculty Symposium Nov. 16.

4. Funded grants

Cofer, Tanya (Co-Coordinator): Chicago Teacher Partnership Project grant, a \$15 million federal grant collaboration with UIC, Loyola and National Louis University.

Cordell, Sarah: 2011-2016, Faculty Coordinator for Emerging Scholars Program (ESP) Mathematics Workshops, Enhancing Career Opportunities in Biomedical and Environmental Health Sciences at an Urban Hispanic Serving Institution: An HSI STEM and Articulation Initiative, U.S. Department of Education, \$4,345,618, 2011-2016

----- 2013, Principle Investigator, *How identity contributes to mathematical success: Exploring how underrepresented undergraduate mathematics majors negotiate their identities in their mathematical trajectories*, \$3,900, Student Center for Science Engagement and U.S. Department of Education, 2013.

Gidea, Marian: 2012-2015, National Science Foundation, PI, "Instability of Dynamical Systems", (\$138,000).

-----2011-2014, National Cancer Institute - NIH, Co-PI, ``NU-NEIGHBORS: A social science partnership to reduce cancer disparities", (1.2 million).

-----2013 Mathematics of Climate Research Network (MCRN) mini-grant (\$1,200)

Mubayi, Anuj: 2013, NIH Minority Access to Research Center (MARC) grant (co-investigator; PI NEIU faculty). Provides mentoring and opportunities to underrepresented students in the sciences, to conduct research with Northeastern Illinois University (NEIU) faculty

-----2013 The Advisory Committee on Faculty Awards has completed its work. The following Research Community Proposals for 2013 have been approved: "Implications of diagnostic/program monitoring test selection on Lymphatic Filariasis elimination in Papua New Guinea: An application of Mathematical Models" - Anuj Mubayi, Mathematics and Marian Gidea, Mathematics - Award: \$5,000.00

5. Service

Cofer, Tanya: Site Coordinator for the NSF-Funded **Preparing to Teach Algebra** grant (MSU and Purdue) which aims to identify mathematics education students' opportunities to learn about algebra and teaching algebra. NEIU is one of 4 case study sites.

Cordell, Sarah: Minority Access to Research Careers (MARC) Undergraduate Student Training in Academic Research (U-STAR) National Research Service Award (NRSA) Institutional Research Training Grant funds, Fall 2012-present.

Developed and taught Test of Academic Proficiency (TAP) mathematics workshops, Summer 2013.

O'Hara, Paul: Standing Committee Member International Association of Relativistic Dynamics.

Mubayi, Anuj: SCSE students' faculty advisor for day symposium at USDA, Peoria

B. Student Achievements

1. Papers and publications

Bani R., Hameed R., Szymanowski S., Greenwood P., Kribs-Zaleta C., Mubayi, A. Influence of Environmental Factors on College Alcohol Drinking Patterns (accepted in 2013, Mathematical Biosciences and Engineering; students

Towers S, Chowell G, Hameed R, Jastrebski M, Khan M, Meeks J, Mubayi A, Harris G. Climate change and influenza: the likelihood of early and severe influenza seasons following warmer than average winters. PLOS Currents Influenza. 2013 Jan 28.

Minhhien Pham (Undergraduate Student) solved Problem 960 suggested in MAA-The College Mathematics Journal, (Acknowledgement is published in MAA-The College Mathematics Journal vol. 43, no.4; September 2012, on p. 343.)

Patrick Quaid (Graduate Student) solved Problem 961 suggested in MAA-The College Mathematics Journal (Acknowledgement is published in MAA-The College Mathematics Journal vol. 43, no.5; November 2012, on p. 413.)

Ben Tolsky (Graduate Student) solved using a different approach Problem 961 suggested in MAA-The College Mathematics Journal (Acknowledgement is published in MAA-The College Mathematics Journal vol. 43, no.5; November 2012, on p. 413.)

Yingpeng Que (Undergraduate Student) solved Problem 963 suggested in MAA-The College Mathematics Journal (Acknowledgement is published in MAA-The College Mathematics Journal vol. 43, no.5; November 2012, on p. 416.)

Christian Han (Graduate Student) solved and submitted Problem 995 suggested in MAA-The College Mathematics Journal Vol. 44, No 1, Jan. 2013.

Students working on research (Topic):

- Ridouan Bani (Modeling Transmission Dynamics of Lymphatic Filariasis)
- Rasheed Hameed (Modeling Methamphetamine Abuse in California)
- Maryam Khan (Spatial Analysis of Crime Patterns in Chicago)
- Shana Kachaochana (Narcotics Arrests and their Relationship with Socio-Economic Conditions in Chicago)
- Germaine Suiza (Impact of Climatic Factors on Leishmaniasis Incidence)
- George Alexiades (Modeling health risk factors in surgical patients with chronic sleep apnea)
- Jared Scott (Estimating parameters of mathematical model capturing role of reservoir hosts of Leishmaniasis)
- Emmanuel Raguay (Estimating parameters of mathematical model capturing role of reservoir hosts of Leishmaniasis) College Students in Learning Developmental Mathematics, Department of Mathematics, Summer 2012-Spring 2013.
- Sanchez, Alejandro, Pranjic, Daniel, & Stilling, Peter (Funded Research Project). How identity contributes to mathematical success: Exploring how underrepresented undergraduate mathematics majors negotiate their identities in their mathematical trajectories. Department of Mathematics, Summer 2013-present.
- Kachaochana, Shanna, Khan, Maryam, Echevarria, Ruben, Allen, Nic, Roman, Eduardo, & Aman, Laura (Mathematics Enrichment Workshop Program). An evaluation of the effectiveness of the mathematics enrichment workshop program: An analysis of participants' performance outcomes and perceptions of the program. 21st Annual Student Research and Creative Activities Symposium, Spring 2013-present.
- Rosskamm, Doug & Bilyk, Richard. (Mathematics Enrichment Workshop Program). An evaluation of the effectiveness of the Mathematics Enrichment

Workshop Program: An analysis of peer leaders' experiences and perceptions of the program. Department of Mathematics, Spring 2013-present.

Student Activities:

- Maryam Khan presented research at Society of Mathematical Biology Session (SMB), Arizona State University, Tempe (June 11-15, 2013)
- Maryam Khan selected and participated in 2 national programs (SAMSI Undergraduate Modeling Workshop - May 13-17, 2013, North Carolina and MPE 2013 Summer School on Mathematics of Infectious Diseases May 19-27, 2013 at York University).
- Rasheed Hameed presented research at SMB, Arizona State University, Tempe (June 11-15, 2013)
- Ridouan Bani presented research at SMB, Arizona State University, Tempe (June 11-15, 2013)
- Agustin Flores (selected and participating in 2013 Mathematical Theoretical Biology Institute summer program, Arizona State University, Tempe)
- Matthew Jasterbeski (selected and participating in 2013 Mathematical Theoretical Biology Institute summer program, Arizona State University, Tempe)
- Jenna Palmer (selected and participating in 2013 Summer program in epidemiology, Harvard School of Public Health)
- Gabriela Solis selected for podium presentation on Modeling Chagas Diseases at 2013 NEIU student symposium
- Patrick Quaid, selected for Actuarial Internship in Coventry Healthcare.

2. Acceptance to Graduate or Professional School

1. George Harris (MS in Biostatistics; University of Michigan, Ann Arbor)
2. Aaron Kelyn (PhD in Statistics; Northwestern University, Evanston)
3. Douglas Lewitt (PhD in Applied Mathematics; Illinois Institute of Technology, Chicago)
4. Ridouan Bani (PhD in Biological Sciences and Applied Mathematics, McGill University, Montreal)

MATHEMATICS

Assessment Report 2012-2013

Submitted by Paul O'Hara

***The NEIU Foundation is proud to announce
the continuing accreditation of
the College of Education by the National Council for
Accreditation of Teacher Education (NCATE),
with distinction in the area of diversity.***



***Northeastern Illinois University
has been an NCATE accredited
institution since 1966.***

Dear Tanya, Nancy, Sarah, Lidia, and Paul,

I would like to take this opportunity to thank you (in writing) for assisting me in the preparation of the report that NEIU submitted to NCATE/NCTM in conjunction with the recent review of our secondary teacher education program. As a result of your considerable efforts during the past few years, our program received "national recognition" by NCATE/NCTM. To quote NCATE/NCTM, this means that "the program will be listed as nationally recognized on websites and/or other publications of the SPA and NCATE [Note: SPA stands for Specialized Professional Organization; For mathematics teacher preparation programs, that SPA is NCTM]. The institution [NEIU] may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision in its published materials." [Note: The next review will occur in 5-7 years.]

Also, your efforts during the past academic year helped us "pass" ISBE's (Illinois State Board of Education) annual review of our secondary mathematics teacher preparation program.

With much gratitude and appreciation,

Anastasia Brelias
College of Education
Northeastern Illinois University

Assessment 2012-2013

Learning Outcomes for courses in the applied math major: (PG = Program Goal)

Math 187 Calc I:

At the end of this course students are expected to:

- 1) Understand the idea of the limit and calculate limits; PG 1,4
- 2) Use the concept of the limit to define the derivative, determine continuity of a function, and find linear approximations of curves; PG 1,4
- 3) Be able to find and evaluate derivatives PG 4
- 4) Be able to analyze basic characteristics of polynomial, rational, exponential, logarithmic, trigonometric functions (and functions constructed from them) by using various tools of calculus; PG 1
- 5) Be able to apply rules of differentiation to rates of change in natural and social sciences, compute differentials, and solve optimization problems; PG 2
- 6) Understand the concepts of antiderivative and the definite integral; PG 1
- 7) Learn about the Fundamental Theorem of Calculus; PG 6
- 8) Be able to find elementary definite and indefinite integrals; PG 4
- 9) Be able to apply their knowledge of integration to finding areas, distances, and to solving other application problems. PG 2

Math 202 Calc II:

At the end of this course students are expected to:

- 1) Have an enhanced understanding of the concepts of indefinite and definite integral; PG 6
- 2) Be able to find indefinite and definite integrals using substitution, integration by parts, method of partial fractions, table of integrals, and other methods; PG 4
- 3) Be able to apply their knowledge of integration to finding areas, volumes, and solving other application problems; PG 2
- 4) Learn about different types of sequences and series; PG 6
- 5) Understand the concept of convergence of a sequence or a series and be able to analyze convergence of series using various convergence tests; PG 1, 4
- 6) Be able to work with power series; PG 4
- 7) Learn how to apply Taylor polynomials in order to approximate functions; PG 2,4
- 8) Demonstrate the ability to solve elementary differential equations. PG 4

Math 251 Discrete Math (WIP):

Upon successful completion of this course, students will be able to:

1. Express statements in the language of formal logic and draw conclusions. PG 3
2. Formulate and interpret logical statements using quantifiers. PG 1
3. Formulate proofs using the following methods: direct proof, indirect proof, proof by contraposition, proof by contradiction, and case analysis. PG 3
4. Demonstrate knowledge of set notation and elementary set theory, recognize the connection between set operations and logic, and prove elementary results involving sets. PG 1,3
5. Construct elementary proofs using the Principal of Mathematical Induction. PG 3
6. Apply basic counting principles including the pigeonhole principle and rules for counting permutations and combinations. PG 1,2
7. Describe relations in set-theoretic terms and determine whether relations are reflexive, symmetric or transitive, apply the properties of equivalence relations and explain the connection between equivalence relations and partitioning a set. PG 1
8. Describe functions as a special type of relation and apply the different properties of one-to-one functions, onto functions, compositions, and inverse functions. PG 1
9. Use one-to-one correspondences to compare the cardinality of finite and infinite sets, and explain the difference between countable and uncountable sets. PG 6
10. Use proper mathematical language and notation (verbal and written) in a variety of mathematical settings, including effective and correct English expression (verbal and written). PG 5
11. Give an informal argument (verbal and written) in a variety of mathematical settings, including effective and correct English expression. PG 5

Math 253 Linear Algebra (formerly 243):

At the end of this course students are expected to:

- 1) Apply properties and operations with matrices to solving systems of linear equations PG 1
- 2) Be able to perform algorithmic calculations involving concepts of linear algebra PG 4
- 3) Understand properties of vectors, n-dimensional vector spaces, and their applications PG 2,6
- 4) Be able to extract basis vectors from a spanning set of vectors PG 4
- 5) Learn how to define and calculate eigenvalues and eigenvectors PG 1,4
- 6) Be able to perform elementary proofs using definitions, concepts, and results of linear algebra. PG 3

Math 334 Mathematical Statistics I:

At the end of this course the students should

- (1) Understand the basic laws of probability, including conditional probability. PG 6
- (2) Be comfortable working with probability distributions PG 1, 4
- (3) Understand the nature of variability and its relationship to probability models PG 2, 6
- (4) Understand the importance of the Central Limit Theorem for statistics PG 6

Math 336 Mathematical Statistics II:

At the end of this course the students should understand

- (1) the nature of variability and its importance to statistics PG 6
- (2) the importance of the Central Limit Theorem for statistics PG 6
- (3) the relationship between statistical estimates and parameters PG 2

- (4) Bayesian techniques and subjective probability PG 1, 4
- (5) Some theoretical methods PG 1, 4

Math 338 Advanced Calculus Single Variable:

Upon successful completion of this course, students will be able to:

- 1) understand and apply the concept of completeness of the system of real numbers: a least upper bound, a greatest lower bound. PG 1
- 2) understand and apply the concept of topology of the real line: open sets, close sets, accumulation points, closure, open cover, compact sets. PG 1
- 3) understand and apply the concept of convergence, and to use the notion of epsilon-delta correctly. PG 1
- 4) understand and apply the concept of sequences and subsequences, monotone sequences and Cauchy sequences. PG 1
- 5) understand and apply the concept of one-sided limits, continuity and uniformly continuity. PG 1
- 6) understand and apply the concept of derivative, l'Hospital's rule, Taylor's formula. PG 1
- 7) understand and apply the concept of upper sum, lower sum, Riemann integrability. PG 1
- 8) prove main theorems of analysis of the real line: Heine-Borel theorem, Bolzano-Weierstrass theorem, Nested Interval theorem, Monotone Convergence theorem, Cauchy Convergence Criterion, Intermediate Value theorem, Chain Rule, Rolle's theorem, Mean Value Theorem for Derivatives, Cauchy Mean Value theorem, l'Hospital's rule, Taylor's theorem, Fundamental Theorems of Calculus. PG 3

Math 339 Advanced Calculus Multi-Variable:

At the end of this course students are expected to:

- 1) Review multi-variable calculus and more thoroughly understand its concepts, improve problem solving skills in the subject; PG 1, 6
- 2) Be able to use linear algebra and topology as tools in dealing with multi-variable analysis; PG 1, 2
- 3) Further develop geometrical insight and skills; PG 1, 2
- 4) Improve the ability of communicating mathematical ideas in writing. PG 5

Math 340 Computing for Mathematicians: (taken from Sp 2009 syllabus)

Students who successfully complete this course will be able to

- 1) use Maple as a tool for calculation and graphics; PG 4
- 2) write computer programs using Maple; PG 2, 4
- 3) solve mathematical and application problems using Maple. PG 2

Program Goals:

Upon 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.

The mission of the Department of Mathematics is to:

- Promote the study of mathematics at Northeastern
- Provide an environment that encourages learning of mathematics and related fields
- Help train teachers of mathematics for elementary and secondary schools
- Prepare students for jobs and further studies
- Serve the mathematical needs of students in other majors
- Serve the University and the outside community

To carry out its mission, the Mathematics Department at NEIU strives for

- Excellence in teaching
- Student access to faculty
- The scholarly and professional development of its faculty

MATHEMATICS DEVELOPMENT PROGRAM

Annual Report 2012-2013

Submitted by Thomas Blackburn

Executive Summary

The Mathematics Development Program enrollment for fall-spring 2012-2013 was 1905 compared to 1869 in 2011-2012. This represents a 1.9 % increase in enrollment from last year. 80 % of fall 2012 freshman required at least one developmental mathematics course. Course success rates ranged from 54.8 % to 59.5 %. Course retention rates ranged from 86.0 % to 87.3 %. There is increasing concern for the retention of under-prepared students enrolled in Math 090 and Math 091. Enrollment management has consistently met student demand while maximizing classroom and budget resources.

This past year has been a year of change and innovation for the Mathematics Development Program. Our return to the College of Arts and Sciences and the Mathematics Department has been greatly appreciated by our staff. The Program Review was very demanding in time and effort, but yielded many positive outcomes including high approval of the effectiveness of the program. It has been a year of huge change in course delivery from traditional to computer based as well as in the implementation of the ACCUplacer Placement Testing Program which will provide improved placement and will offer us next year “new summer bridge opportunities”.

Our goals for 2013-2014 are to enhance our modular curriculum and course delivery whether traditional, computed based, blended, or online, successfully implement the ACCUplacer Placement Testing Program, develop an Intervention Strategy for students who are repeating classes, and initiate a Program Assessment on the acquisition of concepts, skills, and practices that students should achieve after completing Math 092 Intermediate Algebra II.

MATHEMATICS DEVELOPMENT PROGRAM

Assessment Report 2012-2013

Submitted by Thomas Blackburn

Program Metrics and Trends: Traditional Assessment

A. Enrollment Data

The following tables show the total enrollment for Math Development for the years 2007 through 2013.

Table 1: Enrollment Data in Developmental Mathematics: Seven 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
<i>2013</i>	<i>270</i>	<i>717</i>	<i>918</i>	<i>1905</i>

Trend Analysis

Enrollment in 2012-2013 remained relatively unchanged from 2011-2012 (an increase of 1.9 % in 2012-2013). 80 % of our students are first year students. From 2011 to 2012, the number of freshman students decreased from 1040 to 850 students.

B. Student Retention & Success Rates in Course Work

Table 1: Retention Rates in Developmental Mathematics

Student retention rate equals the number of students who complete course to a letter grade of A, B, C, D, or F divided by the total number of students enrolled.

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 %
2013	87.3 %	83.6 %	86.0 %

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%
2013	57.8 %	54.8 %	59.5 %

Trend Analysis

Success rates reflect a trend that an increasing number of students need additional preparation. Mathematics Placement bands have been modified for 2013-2014 which will increase the number of students enrolled in Math 090 Elementary Algebra. This will significantly contribute to retention of these students at NEIU. There is also the need to return Math 092 Intermediate Algebra II to a four credit hour course to improve student success as well as increase the preparation for college mathematics. This proposal will be presented to faculty in September.

MUSIC AND DANCE

Annual Report 2012-2013

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 Espanol Spanish Dance Theater, Ruth Page Dance Series, and the Chicago Clarinet Ensemble also presented concerts on campus, bringing high quality performances and positive media attention to Northeastern Illinois University.

With recruitment as a primary goal, the department applied for and received two Innovation Grants totaling \$80,000 for the purpose of bolstering student recruitment. The first grant is to provide private and small group lessons to Chicago Public School students. The second grant allows placement of faculty ensembles in area high schools to perform and discuss music opportunities at NEIU. Additional recruitment activities included distribution of materials to local high schools, participation at the Illinois Music Education Association Conference (IMEA) in Peoria, IL, participation at the Lincoln Park High School College Night, and the NEIU Open Houses.

The department hosted the first annual Chicago Piano Festival under the direction of Piano Professor Dr. Susan Tang. Held in August 2012, the Festival included students ranging in age from 9th grade through college and included workshops and lectures by NEIU piano faculty. This annual event is designed to provide a community service for local pianists and raise the profile of our piano program for the purpose of recruitment.

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 of the 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 artistic direction and choreography for Concert Dance, Inc., with performances at NEIU and The Ravinia Festival.

The Chicago Brass Festival in March 2013, under the direction of Dr. Travis Heath, was a particular highlight for the department. There were many outstanding performances

including the nationally renowned ensemble Boston Brass, internationally renowned Norwegian tubist Oystein Baddvik, and professional trumpeter Rex Richardson. In addition to the Chicago Brass Festival, there were excellent performances by the Chicago Clarinet Ensemble under the direction of Dr. Sperrazza. These high quality events 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 on 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 Education Mentor's Reception, and the NEIU Faculty Authors Event, among others. Elyse Mach was awarded Professor Emeritus status for 50 years of service at NEIU.

I. Assessment

All 6 music programs were revised to meet National Association of Schools of Music (NASM) accreditation standards in 2009. The department continues to assess the effectiveness of these curricular changes in anticipation of our upcoming review by NASM in 2014-2015.

All senior music education students passed the State of Illinois Music Content and Basic skills examinations required for certification

All senior music education student portfolios passed and met music education outcomes

All senior music education students passed student teaching and met criteria, lesson planning, and music education outcomes

All but 2 undergraduate music majors passed playing performance juries and, therefore, met performance outcomes

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:

Kim, Kyung-Hoon (Kay)

- Pianist (2012). CD recording: Williams, Gail and Daniel Perantoni, Kay Kim, *Conversations* (Arizona, Summit Records)
- Pianist. (2013). Nelson, Mark, review of *Conversations* by Gail Williams, Daniel Perantoni and Kay Kim, *ITEA Journal*, Vol. 40, No. 2 Winter
- Pianist (2012). . Duo Recital with William Ludwig, Bassoon (Faculty Indiana University)
- Pianist (2012). Duo Recital with William Ludwig, Bassoon (Indiana University), Butler University in Indianapolis
- Pianist (2013). Horizons Concert Series. Trio recital with Gail Williams (Horn, faculty at Northwestern University) and Daniel Perantoni (Tuba, faculty at Indiana University), University of Arizona in Flagstaff
- Pianist (2013). Trio recital with Gail Williams (Horn, faculty at Northwestern University) and Daniel Perantoni (Tuba, faculty at Indiana University), University of New Mexico in Albuquerque

Myintoo, Sylvia

- Violinist. (2012). Ken Arlen Orchestra, performance Bellagio Hotel, Las Vegas, NV. New Year's Eve.
- Violinist. (2013). Bravo Arts Event, Des Moines, IA

Owen, Christopher

- Vocal Coach, "On the Shoulders of Giants" CANTUS Vocal Ensemble Fall 2012 Tour, Northeastern Illinois University, September 21, 2012.
- Vocal Coach, "Metamorphosis" CANTUS Vocal Ensemble, Minneapolis, MN, March 7, 2013.
- Vocal Coach, "Covers" CANTUS Vocal Ensemble, The Cowles Center, Minneapolis, MN, May 30-31, 2013.

Sarchet. Gregory

- String Bass (2012). Lyric Opera of Chicago orchestra member
- String Bass (2012). Chicago Philharmonic orchestra member (Co-Principal)
- String Bass (2012). Grant Park Music Festival substitute member
- String Bass (2012). Chicago Symphony Orchestra, substitute
- String Bass (2012). Vienna Waltz Ensemble historical informances, founding member

2. Book Chapters, Regional Exhibitions or Performances

Groner, Brian

- Conductor. (2012). 6 Concerts at the Birch Creek Music Performance Center
- Conductor. (2012). Performance of Bruckner Symphony No. 4, Fox Valley Symphony, Appleton, WI
- Broadcast. (2012). Wisconsin Public Radio, Music from Wisconsin, Fox Valley Symphony (Don Juan by Richard Strauss)
- Interview. (2012). WHBY, Appleton, WI
- Conductor. (2012). Performance for the Chicago Latino Music Festival, Harper Symphony Orchestra, Palatine, IL
- Conductor. (2012). Performance of Villa-Lobos Harmonica Concerto, Fox Valley Symphony, Appleton, WI
- Conductor. (2012). Holiday Concert, Harper Symphony, Palatine IL
- Conductor. (2012). Two performances of Tchaikovsky's Nutcracker, Fox Valley Symphony, Appleton, WI
- Conductor. (2013). North American Premier, Britten "In Memoriam", Fox Valley Symphony, Appleton, WI
- Conductor. (2013). Magical World of Disney concert, Fox Valley Symphony, Appleton, WI.
- Conductor. (2013). Performance of Dvorak Symphony No. 8, Harper Symphony Orchestra, Palatine, IL
- Conductor. (2013). Performance of Jan Bach's Concerto for Steelpan and Orchestra, Elkhart County Symphony, Elkhart, IN
- Conductor. (2013). World Premier, Jon Meller "The Knight and The Dragon", Harper Symphony Orchestra, Palatine, Illinois.
- Conductor. (2013). Performance of Schumann Symphony No. 2, Fox Valley Symphony, Appleton, WI
- Conductor. (2013). Season Finale, Elkhart County Symphony, Elkhart, IN

Heath, Travis

- Director, Founder. (2013). Chicago Brass Festival, March 2012, World renowned International, National, and Local Performers, Solo Competition, Vendors, Exhibits. Northeastern Illinois University, Chicago, Illinois

Heitzinger, Robert

- Grant Park Music Festival, (2012) World premiere of "An Exaltation of Place" music by Michael Gandolfi, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (2012) "Golden Anniversary Choral Spectacular" commemorating 50 years of the Grant Park Chorus, conducted by Christopher Bell; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (2012) World premiere of "Sleepers and Dreamers" music by Sebastian Currier, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.

- Grant Park Music Festival, (2012) “Perfectly Frank: From Broadway to Hollywood” music by Frank Loesser, conducted by Kevin Stites; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (2012) “Stabat Mater” music by Giacomo Rossini, and “Hymn to Matter” music by Kenneth Leighton, conducted by Christopher Bell; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (2012) “The Seasons” music by Franz Joseph Haydn, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (2012) “The Spectre’s Bride” music by Antonin Dvorák, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.
- Master Clinician, (2012) Vocal Master Class at the Young Artist Training Program “Opera Training Institute of Chicago”. Chicago, IL.
- Vocalist. (2012). Baritone/bass soloist for “The Music and Song of Robert Schumann, with Commentaries on the Life and Works of the Composer”; Sandra Von Valtier and William Proskow, producers. Wauconda, IL.
- Vocalist. (2012) Choral ensemble member on a CD released on Cedille Records, “Songs of Smaller Creatures and Other American Choral Works”. Chicago, IL.
- Vocalist. (2013) Bass soloist for “Magnificat in D” music by J. S. Bach, conducted by Ray Klemchuk. Western Springs, IL.
- Vocalist. (2013). Baritone soloist for “A Cole Porter Celebration”, with the Southwest Symphony Orchestra, conducted by David Crane. Oak Lawn, IL.
- Vocalist. (2013) Baritone soloist for “Sing Into Spring”, Marianne Kim, music director. Glen Ellyn, IL.

Owen, Christopher

- Conductor, Lakeview All-Conference Chorus, Turtle Lake, WI, November 12th, 2012.
- Chorus Master, “The Suitcase Opera Project” Chicago Opera Vanguard, Jay Pritzker Pavilion, Chicago, IL, November 8-10, 2012.
- Chorus Master, “In Paradisum:Requiems by Fauré and Gillespie” Vox 3 Vocal Collective, Chicago Temple, Chicago, IL, March 14-15, 2013.

Ruiz, Irma

- Presenter, Guest Artist, Associate Artistic Director, Choreographer, Producer (2012-2013). “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 (2012). Joffrey Ballet Dance Lab Program, Joffrey Towers, Chicago, IL. Classes.
- Associate Artistic Director, Choreographer (2012). McDonald’s Thanksgiving Day Parade, Chicago IL. 1 Performance
- Associate Artistic Director, choreographer (2012). Chicago Human Rhythm Project “Thanks4Giving”, Harris Theater for Music and Dance, Chicago, IL. 1 concert.

- Associate Artistic Director (2012). Chicago Chamber Opera Amahl and the Night Visitors, Harold Washington Library, Chicago, IL. 3 concerts.
- Presenter, Associate Artistic Director, Choreographer, performer (2012). Concierto Familiar/Family Holiday Concert, Northeastern Illinois University Auditorium. 1 concert.
- Associate Artistic Director, Choreographer, Guest artist and Instructor (2013). 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 (2013). Flamenco Passion, Dana Center for Humanities, Manchester, MD. 1 concert.
- Associate Artistic Director, Choreographer, and Guest artist (2013). Flamenco Passion, Robidoux Resident Theater, St. Joseph, MO. 1 concert.
- Associate Artistic Director, Choreographer, and Guest artist (2013). Flamenco Passion, Montgomery College, Silver Spring, MD. 1 concert.
- Associate Artistic Director, Choreographer, and Guest artist (2013). Flamenco Passion, Wynmoor Theater, Coconut Creek, FL. 1 concert.
- Associate Artistic Director, Choreographer, and Guest artist (2013). Flamenco Passion, Lancaster Mennonite High School. 1 concert.
- Associate Artistic Director, producer (Feb – May, 2013). 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. (2012-2013). 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.
- Instructor, Faculty (2011-2013). Introduction to Spanish Dance 131, Spanish Dance I 161, Spanish Dance II 261, Seminar Dance Performance 390D, Northeastern Illinois University. Academic classes and student performances.
- Associate Artistic Director. Choreographer, Presenter. (2013). American Spanish Dance Festival Classes and Workshops, Northeastern Illinois University, J Building Studios. Neoclassical, Regional/Folklore, Clasico Español Level I, Clasico Español Level II, Flamenco Level I, Flamenco Level II, Beginners Flamenco, Flamenco Evening Master Class.
- Associate Artistic Director, Choreographer, Instructor, Performer. (2012). Flamenco Performance, URS Center for the Performing Arts, Aiken, SC. 2 concerts
- Associate Artistic Director, Choreographer, Instructor, Performer. (2012) China Tour, Various Venues. 8 concerts.
- Associate Artistic Director, Choreographer, Instructor, Performer. (2013). Showcase, New York City Center, New York, NY. 1 concert.
- Associate Artistic Director, Choreographer, Instructor, Performer. (2013). Showcase, Symphony Space, New York, NY. 1 concert.
- Associate Artistic Director, Choreographer, Instructor, Performer. (2013). Tales of Spain, Tilles Center for the Performing Arts, Long Island University, Greenvale, NY. 1 concert.
- Associate Artistic Director, Choreographer, Instructor, Performer, Presenter. (2013). Spanish/Flamenco Documentary, Instituto Cervantes, Chicago IL. 1 screening.
- Associate Artistic Director, Choreographer, Instructor, Performer. (2013). Duende Flamenco Music & Dance Concert, Old Town School of Folk Music, Chicago, IL. 1 concert.
- Associate Artistic Director, Choreographer, Instructor, Performer. (2013). Flamenco Passion, North Shore Center for the Performing Arts, Skokie, IL. 3 concerts.

- Associate Artistic Director, Choreographer, Instructor, Performer. (2013). Flamenco Performance, Shelly Beach, Australia. 1 concert.
- Associate Artistic Director, Choreographer, Instructor, Performer. (2013). Flamenco Performance, Delray Beach, FL. 2 concerts.

Torosian, Brian

- Guitarist (2012). Performed a sonata for guitar and alto saxophone at a Frederick Hemke tribute concert, Northwestern University, June 2, 2012
- Guitarist (2012). Performed a classical guitar recital at Anderson Auditorium, Wheaton, June 11, 2012
- Guitarist (2012). Assisted Dame Libby Komaiko as Ensemble Español master class accompanist, NEIU, June 2012
- Guitarist (2012). Presented a free guitar master class available for NEIU students and the general public. This event provides an opportunity for past and present NEIU students as well as those preparing auditions for NEIU to play for Dr. Torosian and each other over the summer months, NEIU, July 30, 2012
- Lecturer (2012). Presented a lecture on student research at the New Honors Student Luncheon, NEIU, August 24, 2012
- Guitarist (2012). Performed in a concert honoring Dr. Phyllis Hurt, NEIU, September 14, 2012
- Guitarist (2012). Performed a solo classical guitar faculty recital of music by Sylvius Leopold Weiss (1687-1750), NEIU
- Guitarist (2012). Presented a classical guitar master class, NEIU
- Guitarist (2012). Performed a solo classical guitar recital for the Second Sunday Concert Series at McHenry County College
- Guitarist (2012) Performed in the NEIU Department of Music Faculty Recital
- Guitarist (2012). Hosted an NEIU Guitar Program Open House for recruitment purposes, NEIU
- Guitarist (2012). Performed with Ensemble Español in their sold-out Holiday Concert, NEIU
- Guitarist (2012). Performed at Park Ridge Community Church
- Guitarist (2013). Performed a solo classical guitar recital, Salon Series, Park Ridge
- Guitarist (2013). Recorded an interview and solo classical guitar piece for the Dr. Elyse Mach tribute convocation, NEIU, February 2013
- Guitarist (2013). Performed in the Women Composers Concert, NEIU
- Guitarist (2013). Performed with the NEIU Wind Ensemble in the Chicago Brass Festival, NEIU
- Guitarist (2013). Performed with Jorge Montilla and the Chicago Clarinet Ensemble, NEIU

Articles and Abstracts, Local Exhibitions or Performances

Chang, Peter

- Producer (2012). NEIU String Showcase, NEIU

Cofer, R. Shayne.

- Conductor. (October, 2012). NEIU Wind Ensemble Concert, Northeastern Illinois University, Chicago, IL
- Conductor. (December, 2012). NEIU Wind Ensemble Concert, Northeastern Illinois University, Chicago, IL
- Conductor. (December 2012). Commencement Ceremonies, UIC Pavilion
- Conductor, (March 2013). Chiago Brass Festival with International Tubist Oystein Baadvik and the NEIU Wind Ensemble. Northeastern Illinois University, Chicago, IL
- Conductor, (April 2013). Sweeney Todd. NEIU Musical Theater, Northeastern Illinois University, Chicago, IL
- Conductor. (April, 2013). NEIU Wind Ensemble Concert. Northeastern Illinois University, Chicago, IL

Groner, Brian

- Conductor. (2012). NEIU String Ensemble, Chicago,
- Conductor. (2012). NEIU String Ensemble, Chicago, IL
- Conductor. (2013) Northeastern Illinois University String Ensemble, Chicago, IL
- Conductor. (2013). Northeastern Illinois University Orchestra, Chicago, IL

Heitzinger, Robert

- Vocalist. (2012). Baritone/bass soloist for “Retirement Program for Phyllis Hurt, Professor Emerita”; at Northeastern Illinois University, Chicago, IL.
- Vocalist. (2012). Baritone Recitalist with Pianist Kay Kim; “and *then* she said: 900 Years of Music by Women Composers”, at Northeastern Illinois University, Chicago, IL.
- Vocalist. (2012). Baritone soloist for “Celebrate Samhain—the Celtic New Year”; Kathy Cowan, faculty recital, Northeastern Illinois University. Chicago, IL.
- Master of Ceremonies. (2012). Passavant Cotillion, Northwestern Memorial Hospital Women’s Board. Chicago, IL.
- Vocalist. (2012). Soloist on Music Faculty Recital. Northeastern Illinois University. Chicago, IL.
- Vocalist. (2013). Soloist on “Women Composers Concert”. Northeastern Illinois University. Chicago, IL.
- Vocalist. (2013). Soloist on “The Joyce of Music, a Concert of Songs and Readings from James Joyce’s Fiction”, at Northeastern Illinois University. Chicago, IL.
- Host. (2013). Host and Master of Ceremonies for the National Association of Teachers of Singing Classical Division competition, at Northeastern Illinois University. Chicago, IL.
- Faculty Excellence Award. (2013). Winner in the area of Creative Activities/Research, Northeastern Illinois University. Chicago, IL.

Kim, Kyung-Hoon (Kay)

- Pianist (2012). Rembrandt Chamber Players, Annual Gala Concert
- Pianist (2012). Duo Recital with Gail Williams

- Pianist (2012). Duo Recital with John Bruce Yeh (Chicago Symphony Orchestra, Clarinet) at Yamaha Convention
- Pianist (2012). Chicago Chamber Musicians, First Monday Series WFMT live broadcast
- Pianist (2013). Jewel Box Concert/WFMT live broadcast with Jorge Montilla. Clarinet (Faculty Longy School of Music, Boston)
- Pianist (2013). Duo Recital with Tadayoshi Takeda (Clarinet, Buffet-Crampon Artist)
- Pianist (2013). Stradivarius benefactors' concert. Duo Recital with Axel Strauss (Violin, faculty at McGill University)

Kowalkowski, Jeffrey

- Composer (2013). Completed a second commission for the *Chicago Clarinet Ensemble*, "Arepas." Premiered April 2013 at NEIU Auditorium
- Composer (2013). Completed piano and trombone duo "For Mayo" Mayo Tiana Trombone
- Composer (2013). Premiered January 2013 at Green Mill Jazz Club, Chicago
- Composer (2013). Completed film score "Compass Cabaret 55" for **Mark Siska Films**
- Performer (2013). Completed four electro-acoustic music concerts in the "Articular Facet" series at **Empty Bottle**, Chicago
- Pianist (2013). Appeared as pianist on second CD release for Chicago's famed Delmark label:
- Performer (2013). ***Exploding Star Electro-Acoustic Ensemble***
- Performed monthly (on average) with **Jeff Kowalkowski Oktet** at Whistler and Comfort Station, Logan Square.
- Jeff Kowalkowski. "Bob Ostertag: Creative Life: Music, Politics, People, and Machines (review)." *Computer Music Journal* 36, no. 2 (2012): 89-90. <http://muse.jhu.edu/>
- Sound Installation "*Holly*" chosen for inclusion in juried Faculty Art Exhibition, Depaul Art Museum (**DPAM**), July 25—September 29, 2013

Leifer, Lyon

- Principal Flutist. (Season 2012-2013) Ars Viva Orchestra. Completed cycle of Sibelius Symphonies; additionally performed symphonic music of Brahms, Vaughan Williams, Shostakovich, Mahler, Beethoven, Corigliano
- Principal Flutist. (Season 2012-2013) Lake Forest Symphony Orchestra. Symphonic repertory of Dvorak, Rimsky Korsakov, Brahms, Grieg, Tchaikovsky, Mahler, and James Stephenson
- Recital of Hindustani classical flute music (October, 2012) for South Asian Classical Music Society of Chicago.
- Flutist in annual NEIU concert (March, 2013) of music by women composers.
- Principal flutist in orchestra for NEIU production of Stephen Sondheim's musical, "Sweeney Todd" (April, 2013)
- Collaborative work in multiple presentations of Indian dance (March-June 2013)

of the Kalapriya Center for Indian Performing Arts under auspices of the Auditorium Theater Board. This included self-developed treatments of traditional raga patterns for the purpose of elaborating in classical dance certain ragamala painting traditions.

Linsner, Arthur

- (7/10/12). Performance on bass trombone and tuba with the Chicago Philharmonic Orchestra for a concert by *Natalie Merchant*.
- (8/6/12). Performance on bass trombone for a showcase at Millennium Park for *Broadway in Chicago*.
- (10/26/12). Performance on bass trombone and tuba at the United Center for a concert by *Barbra Steisand*.
- (11/8/12 - 1/13/13). 80 performances on tenor trombone and bass trombone with the Drury Lane Theatre orchestra for a production of *Singin' in the Rain*.
- (1/16/13 - 2/3/13). 24 performances on bass trombone with the Paramount Theatre orchestra for a production of *The Music Man*.
- (4/1/13 - 6/2/13). 72 performances on tenor trombone, bass trombone and euphonium with the Drury Lane Theatre orchestra for a production of *Oliver* (including a television and a radio broadcast for WGN).

Marchi, Lucia

- Chasing Voice, Hunting Love, Essays in Medieval Studies xxvii (2012), 13-31

Melton, Michael

- Ravinia Festival(Summer 2012). Score reader for the complete Chicago Symphony Orchestra season – Video live to audience screens.

Myintoo, Sylvia

- Violinist. (2012). Performances for High Holy Day services, Am Shalom. Glencoe, IL
- Violinist. (2012). Chicago Theater. ZELDA
- Violinist. (2012-2013). Northeastern Illinois Orchestra

Owen, Christopher

- Conductor, “Mysterious Joy Concert” Chamber Singers and University Chorus and Orchestra, Northeastern Illinois University, Chicago, IL, November 27, 2013.
- Conductor, “World Song Concert” Chamber Singers and University Chorus, Northeastern Illinois University, Chicago, IL, April 25, 2013.
- “Spirituality & Music: How Composers Attempt to Connect Us to God” Adult Education Forum, Northminster Presbyterian Church, Evanston, IL, November 18, 2012.
- Conductor, “The Passion of Joseph Smith” Chicago Opera Vanguard, Loyola University, Chicago, IL, February 3, March 25, 2013.

Snow, Lydia

- Co-director (2013). A Women's Salon, Thursday, March 7, 7:30 pm, 2013; Women's Composers Concert. Performed "Three Duets on Poems by Heinrich Heine" 1. Wenn ich in deine Augen sehe 2. Aus meine Tranen spriessen 3. Im wundershonen Monat Mai, Fanny Mendelssohn-Hensel (1815-1847) Tina Pappademos, alto and Lydia Snow, soprano, Dr. Susan Tang, piano.

Stifler, Venetia

- Producer/Artistic Director (2012). Ruth Page Dance Series, NEIU
- Artistic Director (2012-13). NEIU Repertory Dance Ensemble
- Choreographer /Artistic Director (2012-13). Concert Dance, Inc.

Tang, Susan

- Pianist. (2013). Jewel Box Series. Solo Piano recital, live broadcast/interview WFMT, Northeastern Illinois University, Chicago IL.
- Pianist. (2013). Dame Myra Hess Series. Collaborative Piano Recital with Clarinet, live broadcast WFMT, Chicago Cultural Center, Chicago IL.
- Pianist. (2012). William Browning Memorial Foundation Concert. Fine Arts Building, Chicago IL.
- Director. (2012). The First Annual Chicago Piano Festival. NEIU.

Torosian, Brian

- *J. K. Mertz: Opn-Revue, Op. 8, Vol. IV*. San Antonio: DGA Editions, 2012. Completed the fourth volume of a series of books comprising the first modern edition of the complete *Opn-Revue, Op. 8* by J. K. Mertz (1806-1856). Each volume consists of nearly 100 pages of music and approximately 20 pages of text and commentary. Volume IV was published in September 2012 and was presented at the Faculty Authors Reception, NEIU, March 11, 2013.
- Various Artists. *The Water Is Wide: A Tribute To Stephen Bennet*. Tarzana, CA: Harp Guitar Music, 2012.
- Featured on a compilation CD entitled "The Water Is Wide: A Tribute To Stephen Bennet" which was released in November 2012.

4. Conference Presentations, Group Shows

Kowalkowski, Jeffrey

- Music Theory Presentations for second year in a row at the Annual **MACRO Conference** (Music Analysis and Creative Research Organization), June 2012 and June 2013, University of Wisconsin, Madison.
- Composed, published, and performed "*Theme Song for Congress*" for performance art collective *Lucky Pierre's "America(n)." Election Day, 2012, Defibrillator Gallery, Chicago.*
- Teaching composition, improvisation, and percussion at the **PAC** (Percussive Attack Camp), sponsored by Northern Michigan University, July 2013
- Teaching composition, improvisation, and music theory for pianists at the **Chicago Piano Festival** (NEIU), August 2013

Tang, Susan

- Presenter. (2012). The Secret Message of Schumann's Four-Tone Row. NEIU Faculty Research and Creative Activities Symposium.

5. Funded Grants

Ruiz, Irma

- Ensemble Español Endowment Fund
- Brommel/Komaiko/Perez Scholarship for the Ensemble Español at Northeastern Illinois University.
- Brommel/Perez Scholarship for the Ensemble Español at Northeastern Illinois University
- Albany Bank \$100
- Aronson Philanthropic Fund \$1,000
- Barabara and Barre Seid Foundation \$1,000
- Boeing \$500
- Chicago Community Trust/Smart Growth \$40,000
- Jarvis/Gerritson Fidelity Trust \$3,500
- Illinois Arts Council \$6,375
- After School Matters \$24,317
- Chicago Community Trust Smart Growth \$20,000
- NIB \$2,000
- Farny Wurlitzer Foundation \$2,000
- Individual Contributors \$42,841

Marchi, Lucia

- National Endowment for the Humanities.. Digital Edition of Luca Marenzio, Fourth Book of Madrigal for 6 voices, \$6,000 (www.marenzio.org)

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

Cofer, R. Shayne

- Member, Editorial Board for online journal: Research and Issues in Music Education

Heitzinger, Robert

- Board member Chicago Chapter, National Association of Teachers of Singing (2012-2013).

Leifer, Lyon

- Elected President of the Board of the South Asian Classical Music Society of Chicago.

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.
- Chair, Berlinger Music Scholarship Committee.
- Chair, Piano Proficiency Committee.

Myintoo, Sylvia

- Member, American String Teachers Association.

Sarchet, Greg

- AST (American String Teacher), journal of the American String Teachers' Association, editorial committee
- August 2012-May 2013 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)

Stifler, Venetia

- Sponsor with the Ruth Page Foundation; Ruth Page Awards given annually

Tang, Susan

- Competition Chair, Illinois State Music Teacher Association.
- U.S. National Advisory Board Member, The Royal Conservatory of Music: Music Development Program.
- Judge, Sejong Competition, University of Illinois-Chicago.
- Judge, Pianofest Competition Tour, Roosevelt University.
- Judge, Piano Fest, Sherwood Community Music School, Columbia College.
- Judge, Roberta Savler Piano Contest, Chicago Area Music Teacher Association, Roosevelt University.

Torosian, Brian

- Various volunteer service and duties as President of the Chicago Classical Guitar Society, Summer 2012-Spring 2013
- Assisted in an Evaluated Recital sponsored by the Chicago Classical Guitar Society June 24, 2012 and Holiday Event December 2, 2012 at the Evanston Public Library. Organized and hosted an Evaluated Recital June 9, 2013 at the

Evanston Public Library. These annual events feature performers of all ages and often include participation by current and former NEIU guitar students.

- Directed the NEIU Guitar Ensemble at the Fall Guitar Ensemble Festival, DePaul University, October 28, 2012
- Adjudicated the master class auditions for the Segovia Guitar Series, Northwestern University, January 27, 2013
- Assisted in the concerts for the Segovia Guitar Series, Northwestern University, February-April 2013
- Adjudicated merit scholarship auditions, Music Institute of Chicago, May 5, 2013

B. STUDENT ACHIEVEMENTS

Presentations

- Castellan, Juan. (2013). Dance student and member of Ensemble Espanol has been admitted the NEIU Graduate School in the area of Spanish Studies.
- Coller, Typhanie. (2013). Research and Recital: “The Versatile Vocalist: Multi-Genre Cross Training”. Northeastern Illinois University. Chicago, IL.
- Coller, Typhanie. (2013). Research and Creative Activities Symposium: “The Versatile Vocalist”. Northeastern Illinois University. Chicago, IL.
- Egan, Theresa. (2013). Research and Recital: “Soubrette/Soubrat: A Study of the Soubrette Voice”. Northeastern Illinois University. Chicago, IL.
- Egan, Theresa. (2013). Research and Creative Activities Symposium: “The Soubrette Voice”. Northeastern Illinois University. Chicago, IL.
- Falasz, Robyn. (2013). Junior Voice Recital. Northeastern Illinois University. Chicago, IL.
- Groters, Matthew. (2013). The early Music Movement and Historically Informed Performance: A Critical Analysis and Interpretive Approach. Twenty-first Annual Student Research and Creative Activities Symposium, NEIU, April 19.
- Guy, Michelle. (2013). Senior Voice Recital. Northeastern Illinois University. Chicago, IL.
- Jeon, Yongwoo. (2013). Performed in a master class for the Segovia Guitar Series, Northwestern University, April 8, 2013.
- Krieger, Lyz. (2013). Selected as a member of Elements Ballet Company
- Haynes, DaRell. (2013). Scholarship winner to Orvieto Musica. Orvieto, Italy.
- Haynes, DaRell. (2013). Winner, NEIU Concerto Competition. Chicago, IL.
- Mackey, Daniel. (2013). Scholarship winner to the Opera Training Institute of Chicago. Chicago, IL.
- Pifer, Nancy. (2013). Research and Creative Activities Symposium: “The Presence of Folk Music Characteristics in the Songs of Edvard Grieg and Ralph Vaughan Williams”. Northeastern Illinois University. Chicago, IL.
- Wu, Xiaouan. (2013). NEIU guitar student was elected member of the National College Honor Scholarship Society Alpha Chi, NEIU.
- Wu, Xiaoxuan. (2013). Performed in a master class for the Segovia Guitar Series, Northwestern University, March 11.

- Zuniga, Angela. (2013). Received a six-week Faculty-Student Creative Research grant to help complete an album of original songs. We also specifically studied historical models of “worship” music and are preparing several lecture-concerts for Fall. Total Amount: \$2,700.

C. Alumni News

- Conroy, Brad. (2013). NEIU alumnus is staff writer for Guitar International. He has recently received a scholarship to study guitar in Brno, Czech Republic, Summer.
- Eisenbraun, Justin. (2013). NEIU alumnus is teaching guitar at Evanston School of Rock.
- Verduzco, Jose. (2013). NEIU alumnus began graduate music studies at Northwestern University, Fall 2012.
- Yun, Suae. (2012). BA in Piano received a full-scholarship plus accompanying assistantship to pursue graduate degree in Piano Performance at Northern Illinois University.

OFFICE OF CULTURAL EVENTS

Annual Report 2012-2013

Submitted by Christie Miller

Executive Summary

The Office of Cultural Events produced over twenty-five concerts, lectures, or master classes in 2012-2013. Jewel Box Series concerts were broadcast live over WFMT 98.7 FM, giving NEIU a strong presence in the Chicago arts community.

The Office of Cultural Events produced an annual brochure featuring a calendar for Jewel Box Series concerts, Music Department events, Stage Center Theatre productions, art gallery exhibitions, lectures, visiting writers and dance programs at NEIU.

I. Assessment

Special emphasis in 2012-2013 was placed on collaborating with English Department faculty to create the inaugural Visiting Writers Series at NEIU. The series will now continue with funding from Academic Affairs. The Office of Cultural Events continues to seek opportunities to engage the community in the cultural life at Northeastern Illinois University.

II. Program Plan

A. Long term goals

- 1) To continue collaborating with faculty and students to create programming that enhances recruiting and retention.

- 2) To enrich the educational experience of NEIU students by providing interaction with professional musicians, dancers, artists and writers.

- 3) To work with all of the Colleges at NEIU to organize a successful university/community visiting writer and guest lecture series.

- 4) To continued collaborating with community groups such as the North River Commission and the Albany Park Chamber of Commerce to enhance NEIU's profile in the community.

- 5) The Office of Cultural Events will take the lead role in creating the content for the *Arts at NEIU* section of the new website that will launch in the spring of 2014.

B. Projected needs

1. Marketing Support

OFFICE OF CULTURAL EVENTS

Assessment Report 2012-2013

Submitted by Christie Miller

The Office of Cultural Events has two employees: Director Christie Miller (full-time) and Publicity & Promotions Specialist Karl Voigt, who works 50% for the Office of Cultural Events and 50% for the Music Department.

The Department produces the annual talent show for NEIU students, faculty and staff and programs the Jewel Box Series, the Presidential Lecture Series, special concerts, master classes and handles all of the scheduling logistics for the new Visiting Writers Series.

The Office of Cultural Events collaborated with music faculty members Rose Sperrazza and Travis Heath in 2012-13 to produce the Chicago Brass Festival and concerts and master classes with the Chicago Clarinet Ensemble.

The Office of Cultural collaborates with faculty to create the Presidential Lecture Series and program guest artists that will engage the entire campus and surrounding community.

PHILOSOPHY

Annual Report 2012-2013

Submitted by Daniel Milsky

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. We are currently graduating 12-15 students per year compared with an average of 5-6 five years ago. We have gone from 12 to 45 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.

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. This past year he developed an ethics education program that he introduced at North Park Elementary School. The program was a voluntary program that ran during the elementary school's after school program. He modeled the curriculum after the National Ethics Bowl. Students debated cases culled from current events and also acted out cases through role playing and developed multiple ethical positions on each case. Dr. Milsky has worked hard over the past year to incorporate the resources of the university into his courses and teaching. Recently he worked the Nexus water conference into his course by scheduling a panel of student research for the conference. He then encouraged students from his Environmental Ethics course to prepare case studies on water for presentations at the conference. In the coming year he hopes to even more deeply integrate his courses with events occurring on campus.

Dr. Casey continues to strengthen the philosophy core by teaching courses in our history sequence as well as our upper level logic course, our senior level seminar, and some GenEd critical thinking courses. 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 to garner national attention as evidenced by his recent publication in *Argumentation*. He has been credited with identifying two new informal logic fallacies, the Iron Man and the Hollow Man. Dr. Casey continues to publish his own textbook for

his logic class and continues to integrate his very popular online blog, the Non Sequitur (thenonsequitur.com), into his critical thinking and logic courses.

We welcomed a new faculty member, Dr. Al Frankowski, to the department in 2012. He comes to us from the University of Oregon. Dr. Frankowski specializes in 19-20th Century Continental philosophy as well as Critical Race Theory. He taught courses in 19th Century Continental Philosophy, Phenomenology and Hermeneutics and Critical Race Theory this past year. He also teaches courses in our introductory courses. His current research involves Aesthetics and Philosophy of Race. He recently published an article in *Contemporary Aesthetics* on post-racial memory and mourning. He uses the work of W.E.B. Dubois and Walter Benjamin to develop a political sense of mourning.

We continued into the eighth year of Ethics Bowl competition by attending the 7th Annual APPE Upper Midwest Ethics Bowl at Harper College. Sixteen teams from across the upper Midwest competed and NEIU was well represented. Our team this year put enormous effort into preparing for the competition and came up only one match shy of qualifying for the Nationals. We are proud of our students' 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.

We spent a good portion of the year writing our IBHE self-assessment. We were able to identify things to work on in the coming years and are currently developing an action plan. We hope to hire in the next year or two in order to replace the gap in our curriculum that was caused by the retirement of our Bernard Brommel Distinguished Professor Sarah Hoagland.

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
- 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
- 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

Due to the departure of one faculty member and recent retirement of another we hope to make hires in the areas of feminism, post colonialism, philosophy of science, the philosophy of language, and the history of analytic philosophy. These are core requirements of a 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. Book Chapters and Articles

Casey, John. "You Would Sing Another Tune: Subjunctive *Tu Quoque* Arguments" *Inquiry: Critical Thinking Across the Disciplines*. With Scott Aikin and Colin Anderson. Spring 2012 (27) 1.

"Straw Men, Weak Men, and Hollow Men," *Argumentation* Spring 2011 (with Scott Aikin).

"Boethius and the Study of Logic in the Middle Ages" in Philip E. Phillips ed., *A Companion to Boethius in the Middle Ages*. E.J. Brill, 2012.

Milsky, Daniel Jay. "The Narrative Disruptions of Model Eight," in *Battlestar Galactica and Philosophy*, Ed. Josef Steiff and Tristan D. Tamplin. Chicago: Open Court Press.

"Taking the Sting Out of Environmental Virtue Ethics," in *Radiohead and Philosophy: Fitter Happier More Deductive*," edited by Brandon Forbes and George Reisch. Open Court Press.

2. Reviews

Milsky, Daniel.

"On Being Truly Ecological," A review of Jeremy Bendik-Keymer's *The Ecological Life: Discovering Citizenship and a Sense of Humanity*, in *Capitalism Nature Socialism*, V20 #2. Routledge.

3. Conference Presentations

Casey, John.

“Straw Men and Iron Men” (with Scott Aikin). Ontario Society for the Study of Argumentation, University of Windsor, Windsor, Ontario, Canada, May 22-24, 2013.

“Straw Men and Iron Men.” Paul Hazard Colloquium Series Presentation. Saint Xavier University, Chicago, Illinois March 30, 2012.

“Don't Feed the Trolls: Straw Man and Iron Man Fallacies” (with Scott Aikin), Mid-South Philosophy Conference, Rhodes College, Memphis, Tennessee, February 24-25, 2012.

“*Tu Quoque* Arguments, Subjunctive Inconsistency, and Questions of Relevance” (with Scott Aikin and Colin Anderson). Ontario Society for the Study of Argumentation, University of Windsor, Windsor, Ontario, Canada, May 18-21, 2011.

“Non Fallacious Straw Man Arguments” Mid-South Philosophy Conference, University of Memphis, Memphis, Tennessee, March 4-5, 2011.

“Locavorism and Ecosystem Health,” with Dan Milsky at Northeastern Illinois University 1st Annual Faculty Symposium, November 12, 2010.

“Non Fallacious Straw Men Arguments,” Mid South Philosophy Conference, University of Memphis, March 4-5, 2011.

Frankowski, Alfred.

The Sublime Silence of Mourning” *2nd Annual Symposium African and African American Symposium*. Northeastern Illinois University, April 11, 2013

“The Great Evasion: Aesthetics and the Remnants of Memory.” *3rd Annual Faculty Research Symposium*. Northeastern Illinois University, November, 2012

“Poverty of the Aesthetic: Post-Racial Memory, White Violence, and the Political Significance of Mourning.” *51st Meeting of the Society for Phenomenology and Existential Philosophy*, November, 2012

Milsky, Daniel.

Panel Presentation, “Lexus International Water Conference” NEIU, March 2013.
Invited talk at College of Lake County on Aldo Leopold and the ‘Fierce Green Fire’. Sept. 2012.

Invited talk at Columbia College. “Aldo Leopold and his Influence on Eco-Centrism”. Oct. 2012.

“Locavorism and Ecosystem Health,” with John Casey at Northeastern Illinois University 1st Annual Faculty Symposium, November 12, 2010.

“Identity Fracture,” Women and Children First. Book signing and talk. September 10, 2010.

“Identity Disruptions in Model 8,” Session on Battlestar Galactica and Philosophy, for series on philosophy in film and television. Columbia College. June 2010.

4. Service to Academic Organizations, Editorial Boards.

Casey, John

Chaired Sessions at Illinois Medieval Association Meeting, Depaul University, February 25th -26th, 2011.

Chaired Sessions at Ontario Society for the Study of Argumentation, May 18th-21st.

Frankowski, Alfred.

Peer Reviewer, Social and Critical Philosophy

Peer Reviewer, Journal of European Philosophy and American Pragmatism

Milsky, Daniel

Co-Creator and Judge organizer, 5th Annual APPE Upper Midwest Regional Ethics Bowl Session Moderator, CAS Dean’s Panel. Food Conference. Spring 2013

Ethics Bowl for 3rd-5th grade, North Park Elementary School

APA Central Organizing Committee

Some Recent Student Achievements

Baroody, Michelle

Attending Ph. D. program at the University of Minnesota in Comparative Literature.

Czarnecki, David

Accepted into Law School at Loyola University

Co-Recipient of the 2010-2011 Undergraduate Prize in Philosophy

Defrancisco, Nicole

Accepted into Ph.D. program in Anthropology at University of California/Riverside.

Dolan, Jeremy

McNair Scholar

Completed 2nd year of his Ph.D. in philosophy at NYU. (#1 ranked program in the world).

Recipient of the 2009 Undergraduate Philosophy Prize

Hilton, Jem

Completed the Masters Program in Philosophy at University of Wisconsin/Milwaukee.

Taught as an Adjunct in our department 2010-2013.

Jagmohan, Desmond
Pursuing his Ph.D. in Political Theory at Cornell University.

Marazan, Dan
Accepted into Depaul, Loyola, and Marshall Law schools for Fall 2013.

Mayo, Phil
Attending Philosophy Ph.D. program at the University of Oregon.

Montiel, Jorge.
Admitted to the Penn Stat PIKSI summer institute. Summer 2013.
Selected as a UIC visiting Summer scholar, Summer 2012.

Moskovits, Izzy
Graduated Loyola Law School. Spring 2010.
Passed Illinois Bar exam.

O’Kane, Nevyn
Attending the Philosophy masters program at Northern Illinois University.

Owen, Nic
Attending the Ph.D. Program in Philosophy at University of Wisconsin/Madison.

PHILOSOPHY

Assessment Report 2012-2013

Submitted by: Daniel Milsky

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 (ie., 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.
8. We developed Pre and Post Test for our Introduction to Ethic and Critical Thinking Courses.

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.
6. Our Pre and Post test results have been very good with students showing progress in both courses over the course of the semester.

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 2012-2013

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), and 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 courses and service courses, 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 be strong. The big success continues to be our Summer program where we filled 90% of all the seats offered and almost 100% of all the Physics I and II seats. Figure 1 shows our enrollment figures for the past five academic years including the contributions from Fall, Spring, and Summer. The enrollment in Physics was up in the Fall and down in the Spring; the results for the academic year were slightly down compared to last year. The highlight continues to be our summer program that offers classes that are required by many pre-professional majors. Our program attracts students from other universities locally and even nationally, and in particular we have a strong attendance of UIC students.

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 and the core courses were approved at the university level. We are preparing the paperwork to submit it to IBHE.

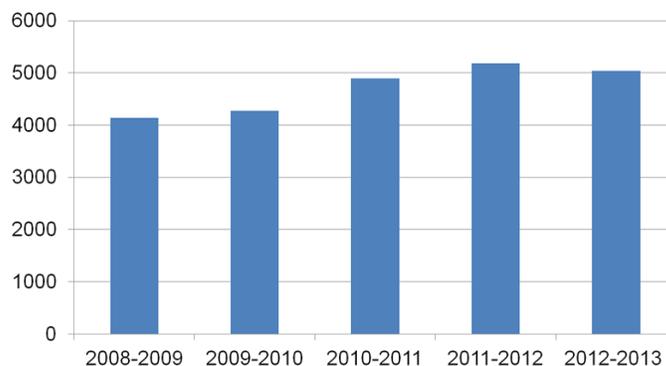


Figure 1 – Total student credit hours (Fall, Spring, and Summer) in Physics for the last five academic years.

Fig.1. – Total number of student credit hours produced by the Department of Physics 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 18 scholars have been advised and closely mentored by the participating faculty. 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 two peer reviewed open access journals and is a reviewer for the National Science Foundation. 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 a direct result of research funded by the Student Center for Science engagement and was featured in the cover of the August issue of the journal. Dr. Acioli is chaired a section in the World Conference in Physics Education 2012 in Istanbul, Turkey. Dr. Dolan made several presentations in regional and national conferences 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 following year this search has not been reauthorized to date. The Physics Department seeks to hire an experimental/observational physicist in order to offer an applied physics component to the physics program and provide critically needed hands-on and laboratory-focused training to majors and minors in physics. The physics program has traditionally served a large number of students from the cognate disciplines. The new hire will greatly add to this particular strength of the Physics Department by developing courses that serve students in biological, physical and environmental sciences, all areas that increasingly rely on techniques that have their origin in experimental physics or are utilized in observational physics, namely, optical and laser spectroscopy, x-ray crystallography, electron diffraction, etc.

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 equipment to help the new hire to successfully implement his research/educational program at NEIU.

3. Other resources: If a successful search results in the hire of an experimental / observational physicist, the department anticipates the need for additional travel funds that would be required for the faculty and students to attend conferences and have visits to establish or strengthen the observations where a substantial part of the research will be conducted.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

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”, *Eur. Phys. J. D* 66 215 (2012). This article was featured on the cover of the August 2012 issue of the European Physics Journal D.

2. Conference Presentations, Group Shows

Paul J. Dolan, Jr. “Granular Materials – A Low-Tech Advanced Lab Exercise”, workshop for ALPhA/BFY Conference, July 25 – 27, 2012.

Paul J. Dolan, Jr. , Organizer and Presider, “Labs Experiments that (can) Re-appear Across the Curriculum” workshop, AAPT Summer Meeting, Philadelphia, PA, July 2012.

Paul J. Dolan, Jr., with Panagos Papageorgiu, Heather Patay, Wayne Landerholm , “Physics & Geometry Activities for Pre-Service Middle School Teachers”, (Invited talk) AAPT Winter Meeting, New Orleans, LA, January 2013.

Panagos Papageorgiu, with Paul J. Dolan, Jr., Heather Patay, Wayne Landerholm, “Geometry & Physics Activities for Pre-Service Middle School Teachers”, (Invited talk) AAPT Winter Meeting, New Orleans, LA, January 2013.

Paul J. Dolan, Jr., Facilitated MSTQE session “Build-a-Town/Build-a-Chute” for STEAM (May 11, 2013) and for Gear-UP (May 18, 2013).

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.

Paulo H. Acioli, S. Burkland, and S. Srinivas, “An Exploration of the Potential Energy Surface of the Seven Atom Silver Cluster and a Carbon Monoxide Ligand”, presentation at the NEIU Third Annual Faculty Research and creative Activities Symposium, Nov. 16, 2012

Sudha Srinivas, “Electric Dipole Polarizability in Finite Systems”, Oral Presentation, Electronic Structure Symposium in honor of Professor T. P. Das”, October 25-26, 2012, State University of New York, Albany, NY.

Sudha Srinivas, M. Yang, K. A. Jackson, J. Jellinek, “Dielectric Response in Finite Systems”, Oral Presentation, Faculty Research Symposium, November 2012, Northeastern Illinois University, Chicago, IL.

Panel Discussant, Meeting 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, November 2013, Kansas City, MS.

Sudha Srinivas, “Student Center for Science Engagement”, Presentation to the Northeastern Illinois University Foundation, February 2013, Northeastern Illinois University, Chicago, IL

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, no cost extension requested for FY 2014.

4. Service

Paulo Acioli, Referee for the Journal of Physical Chemistry.

Paulo Acioli, Referee for Chemical Physics Letters.

Paulo Acioli, Referee for the New Journal of Physics.

Paulo Acioli, Referee for the New Journal of Chemistry

Paulo Acioli, Referee for Physical Review A, Physical Review B , and Physical Review Letters

Paulo Acioli, Member of the Editorial Board of ISRN Physical Chemistry (ISSN 2090-7753, doi: 10.5402/PHYSICHEM).

Paulo Acioli, Sudha Srinivas, External Reviewer of grant application submitted to the Chemical Structures, Dynamics & Mechanisms Program of the National Science Foundation (grant application NSF12xxxxxx, Dec 2012)

Paul J. Dolan, Jr., ISPP Coordinator

Paul J. Dolan, Jr., AAPT, member of the High School Committee (3-year term effective February 2012)

Paul J. Dolan, Jr., Advanced Laboratory Physics Association (ALPhA), Elected Vice President 2011-13. Term as President beginning summer 2013. Steering Committee, Topical Conference on Advanced Labs “Beyond the First Year” (BFY) 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) (term ended December 2012), Forum on Education (FEd) Spring Newsletter editor, Newsletter published online at <http://www.aps.org/units/fed/newsletters/spring2013/index.cfm>

Paul J. Dolan, Jr., SCST (Society of College Science Teachers) (an affiliate of NSTA) 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

Paul J. Dolan, Jr., Steering Committee, Annual Illinois Student Research Conference

Sudha Srinivas, National Science Foundation Computational Chemistry Program, Division of Mathematics and Physical Sciences, Proposal Reviewer (2012-2013)

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications

Esosa Ogbomo, Thomas McLaughlin, Max Hansen, and Paulo Acioli, "Building a Wind Turbine from Recycled Components", Oral Presentation at the NEIU SCSE Symposium (Sep. 2012) and Poster presented at the Annual SACNAS meeting, Seattle, Oct. 2012.

Steven Roothaan, Caroline Williams, Sergio Guerrero, and Paulo Acioli, "Optimization of H-Darrieus Vertical Axis Wind Turbine Design for Application in Urban Areas", Poster presented at the NEIU SCSE Symposium (Sep. 2012) and at the Annual SACNAS meeting, Seattle, Oct. 2012.

Caroline Williams, Max Hansen, Paul J. Dolan, Jr., "Segregation Patterns Of Large Granular Particles In A Rotating Tumbler As A Function Of Shape", 24th Annual Illinois Student Research Conference, WIU, March 22-23, 2013 and 21st Annual NEIU Student Research & Creative Activities Symposium, April 19, 2013.

POLITICAL SCIENCE

Annual Report 2012-2013

Submitted by Jeffrey S. Hill

Executive Summary

The Department of Political Science continued to enjoy a strong growth in the number of its majors. While the number of majors was down from the previous five year high, we have still enjoyed an increase of 20% over the past five years with a total of 155 majors. The story is similar in our graduate program. The number of MA students as of Fall 2012 was down from the previous five year high, but we still had 45 students, an increase of 19% from the previous five years. The Department was also happy to graduate 47 BA students and 14 MA students. Both of these represent historic highs for the program.

This year, the Department sponsored an awards presentation hosted by Pi Sigma Alpha, the political science honor society. In addition to inducting new members into Pi Sigma Alpha, Representative Sara Feigenholtz was invited to give the keynote address, and was awarded a certificate commemorating her induction into Pi Sigma Alpha when she was a student at NEIU. Three other academic scholarships or prizes were presented at the event. The Brommel-Feigenholtz Scholarship in Political Science is awarded to students who demonstrate the potential and the interest for continuing on to graduate work. The recipient of this award was David Flores. The Shirley Castelnuovo Memorial Scholarship is given for academic excellence to students in political theory, military veterans, or those with previous work or internship experience. This was jointly awarded to graduate students Bernard Brennan and Michelle Gruebmeyer. The third award was the Pi Sigma Alpha Scholarship Award, first created by earlier students at NEIU, and was given to Juan Elias. A fourth honor, the Robin Archia Prize, given for recognized service to the Department and to the field, was previously awarded to Bernard Brennan.

On the programmatic front, the Department expanded its course offerings at the University Center (UC) in Lake County. It also successfully hired a new faculty member who will focus on expanding and strengthening the program. Dr. William Adler will join the Department in the Fall 2013.

Several Department members were recognized for their accomplishments. Dr. Marshall Thompson was granted promotion and tenure. Ms. Uma Patel, our Office Manager, received the Staff Award of Excellence at the Asian American Heritage Awards Gala. Two faculty members were recognized with Faculty Excellence Awards. Dr. Martyn de Bruyn and Dr. Ellen Cannon each earned a 2010-2011 Faculty Excellence Award for Research. Although the awards were for efforts made in earlier years, they were not

announced until January 17, 2013. Dr. Sophia Mihic was the first political science recipient of the Annual Northeastern Illinois University (NEIU) Student Choice Awards. Dr. Marshall Thompson, Political Science, earned the 2012-2013 Dr. Melvin C. Terrell Award for Research and Literature from the NEIU Black Heritage Committee.

During this period, as listed below, department faculty members published six scholarly book chapters and articles, and Dr. Ellen Cannon wrote numerous short articles and commentaries for the general public. Faculty members also delivered eleven conference presentations in 2012-2013.

Two members of the Department were the recipients of grants. Dr. Sangmin Bae received a grant from the Japan Foundation Center for Global Partnership (CGP). Clifford Deaton, along with his colleagues in the project, was awarded an Echols Research Award from the University of Illinois at Chicago for their proposal "Public Art and Community Development: A Neighborhood Approach."

Dr. Russell Benjamin was very active in service. He helped organize multiple activities for the 2012 annual meeting of the Caribbean Studies Association. He also continued his service with the American Political Science Association as a member of the Committee on the Status of Blacks in the Profession.

Department faculty members continued to serve the NEIU community as well as to engage broader communities. Dr. Sophia Mihic co-chaired the university taskforce on General Education Reform. Dr. Benjamin Russell Benjamin, was a roundtable discussion facilitator at the College of Arts and Sciences Roundtable II, "Public Universities, Social Solutions: Reimagining Food." Dr. Ellen Cannon organized a faculty presentation and discussion of the 2012 Elections. Dr. Gregory Neddenriep continued to serve as Coach of the NEIU Moot Court Team. This past year, students Camille Ellison and Carlton Lawson qualified for the quarterfinal round of the competition. This is the furthest a NEIU team has gone in the MIG competition.

Beyond NEIU, Dr. Russell Benjamin helped organize multiple activities for the 2012 annual meeting of the Caribbean Studies Association. He also continued his service with the American Political Science Association as a member of the Committee on the Status of Blacks in the Profession. Dr. Ellen Cannon continued her public contributions as a Member of the Board of Directors of Hillel's for Metropolitan Chicago and Illinois Federation, and a member of the Executive Security Committee, Anshe Sholom Synagogue, Chicago, Illinois.

I. Assessment

There are two parts to our assessment activities this year. The first part is not a traditional assessment activity as it examines inputs rather than results. However, inputs are important as long as they are a part, and not the whole, of an assessment analysis. The second part of our assessment examines what many students consider to be the ultimate standard for judging their education: do they get reasonable jobs? Analysis of this question is also consistent with University Strategic Plan goals/action steps of focusing on academic programs that are linked to regional workforce

development (2.9). Both assessment reports are included in a separate section at the end of this annual report. However, we provide a brief review below.

Part I: The department examined trends in its enrollments. While majors are up, there is a decline in the number of students (majors and non-majors) enrolled in both lower level courses (PSCI 210, 2116, 251, and 275) and upper level (300 level) courses. The decline in lower level enrollments is not surprising as the university canceled the Constitution requirement and non-majors no longer have an incentive to take PSCI 216—American National Government. Accordingly, we have reduced the number of sections of PSCI 216. The problem is that the lower level courses are our primary recruitment tool for the major. With fewer students taking the lower level course, there are fewer people who are made aware of what political science is. If this is correct, then the decline in upper level student credit hours could continue even after a recovery in overall university enrollments. We address solutions to this problem in the next section.

Part II: We examined the ability of our students to find work. Using a survey of students one year after they graduated, we found that most students were working full or part time. The largest area of employment was in business. This is surprising to some people and is information that should be shared with our students.

II. Program Plan

A. Long term goals

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 will continue to build its program at the University Center in Lake County. We are already offering four courses each term. The hiring of Dr. William Adler will also help us in this effort.

We also need to stabilize our enrollments.

B. Projected needs

Based on our assessment activities, we propose the following actions:

1. To help increase our enrollments we are continuing our efforts to build a program at the University Center. This will increase the number of students in the major, although not on the main campus.
2. We are looking to strengthen the Politics Club to attract non-majors. We also hope to use this organization to sponsor more career events.
3. We are sponsoring a Career Day in Fall 2013 to help students learn job hunting skills. Former students are being recruited to give talks on their own experience. This will help attract more students to political science as the program is open to all. It will also help

our students with their job hunting skills after they graduate.

4. We can make contact with our graduates and ask about additional skills they would like to have obtained at NEIU.

5. We would like to encourage other programs to recommend political science courses to their majors. Double majors and minors have done very well in our department, and we wish to continue this tradition.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters

Bae, Sangmin, "Death Penalty Moratorium in South Korea: Democratic Transition and Political Leadership." In *The Politics of the Death Penalty in Countries in Transition*, edited by Madoka Futamura and Nadia Bernaz (New York: Routledge, 2013).

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 100 articles in *Examiner.com*. These articles examined terrorism, terror groups, homeland security, national security, disaster preparedness, and terror management. Dr. Cannon's *Examiner.com* articles are listed below:

"Radical cleric Anwar Awlaki said to have directed underwear bomber terror plot," February 11, 2012; "Terrorism becomes an issue in election of Lake County coroner," February 11, 2012; "Uzbekistan man who threatened Obama faces new terrorism charges," February 10, 2012; "Ohio man who supported al-Shabaab pleads guilty to terrorism charges," February 8, 2012; "Chicago taxi driver accused of terrorism gets plea deal," February 6, 2012; "Illinoisans Will 'Drop, Cover, and Hold' During Tuesday's Earthquake Drill," February 4, 2012; "Criminal Activities by TSA Inspectors Continue to Plague Major Airports," February 3, 2012; "Indy Super Bowl 2012 Security Measures at 'Unprecedented' Level," February 3, 2012; "Examination of Tritium levels at Byron nuclear plant after 'unusual event'," February 1, 2012; "Illinois First Responders receive over \$2 million grant from DHS," February 1, 2012; "Chicago's Political Reporters Discuss The Future of Senator Mark Kirk," January 28, 2012; "FedEx Employee Charges for Bomb Joke," January 26, 2012; "Durbin on 'Morning Joe' assesses State of union speech and future," January 25, 2012; "Jamshid Muhtorov arrested by FBI at Chicago O'Hare Airport on terror charges," January 23, 2012; "Illinois Senator Mark Kirk Suffers Stroke," January 23, 2012; "Durbin to Confront For-Profit Colleges' Treatment of Vets at Chicago Forum," January 23, 2012; "Illinois and Midwest Experts Respond to Research

Debate on Deadly H5N1 Bird Flu,” January 21, 2012; “Moratorium Called on Scientific Research of Deadly H5rNi Bird Flu,” January 21, 2012; “U.S. Drone Kills Another Top Al Qaeda Terrorist,” January 20, 2012; “Quinn and Kirk on Foreign Trade Creating Opportunities for Illinois,” January 20, 2012; “Illinois Mayors support same Sex marriage at U.S. Conference of Mayors,” January 20, 2012; “Lawyer brings loaded gun on plane at Dallas Airport causing havoc,” January 20, 2012; “TSA Workers to Be Tested for Radiation Exposure at 100 Airports,” January 17, 2012; “American Supporters of Al-Shabaab are Climbing Organizational Terror Hierarchy,” January 16, 2012; al-Shabaab in Chicago Articles,” January 16, 2012; “Home-Grown Terrorists From North Carolina Face Decades in Federal Prison,” January 15, 2012; “North Carolina Terrorists Sentenced to 15-45 Years in Prison,” January 15, 2012; “Terrorists Who Planned To Bomb Fuel Lines At JFK Get Life In Prison,” January 14, 2012; “Tobacco Banned at All Chicago City Colleges,” January 13, 2012; “Sen. Durbin Sets Florida Voting Law Hearing for January 27, 2012,” January 13, 2012; “Ex-Michigan Congressman Goes to Prison in Terrorism Financing Case,” January 12, 2012; “Durbin Advocates Micro-Financing for Growing Small Businesses in Illinois,” January 12, 2012; “NTI Offers Sobering Assessment of the Growing Danger of Nuclear Threats,” January 11, 2012; “ Sen. Kirk and Rep. Quigley Meet with Polish President on Visa-Waivers,” January 11, 2012; “TSA Workers Gets Jail Time for Stealing \$40 K from Luggage,” January 11,2012; “Authorities use Taser on unruly man at Sacramento airport,” January 11,2012; “Sen. Durbin Announces \$693,876 In FEMA Grants to Seven Illinois Fire Houses,” January 10, 2012; “Breaking News: FBI Arrests Alleged Lone Wolf Terrorist in Tampa,” January 9, 2012; “Al-Shabaab Gets Ready to Attack Kenyan Capital of Nairobi,” January 7, 2012; “Fear of Hazardous Material After Indiana Train Crash Causes Evacuation,” January 7, 2012; “Baggage Handler at O’Hare Steals Gun From Checked Luggage,” January 7, 2012; “Sen. Durbin backs Obama’s appointment of Richard Cordray to CFPB,” January 6, 2012; “In Response to Pentagon Cuts Boeing Will Leave Wichita, Kansas,” January 5, 2012; “High-Speed Rail Funded in Illinois,” January 5, 2012; “Chicago Counterterrorism Unit and Policy Prepare for Dual Summits,” January 5, 2012; “U.S. Establishes Bureau of Counterterrorism,” January 4, 2012; “Green Beret Soldier Arrested By TSA Arraigned in Federal Court,” January 4, 2012; “Chciagoshovles.org to be Announced Today by Major Rahm Emanuel,” January 3, 2012; “Kansas Student Arrested by TSA at New York Airport,” January 2, 2012; “Romney’s Promise to End Dream Act if Elected Will Nix Latino Support,” January 1, 2012; “TSA Nabs Serviceman in Texas for Carrying Explosives in Airport,” January 1, 2012; “Most Wanted Japanese Terrorist Turns Himself in After 17 Years,” January 1,2012

Clifford D. Deaton “The Memory of May '68: The Ironic Interruption and Democratic Commitment of the Atelier Populaire”. *Design Issues* No. 29, Issue 2 (2013): 29-41.

Mihic, Sophia. "Down There and Wherever Here Might Be: On Studying the South," *Seeds: Literary Arts Journal*, Spring 2012, pp. 32-33.

Thompson, Marshall. 2012. "Migrants and Strangers in an African City: Exile, Dignity, Belonging." Review of *Migrants and Strangers in an African City: Exile, Dignity, Belonging*, by Bruce Whitehouse. *African and Asian Studies*, 11(4): 470-472.

Thompson, Marshall. 2012. "Talents, Matthew Twenty-Five, and the Election of 2012." *Reverend Archibald Killian Show*. The Light Radio. Athens, GA. WXAG, July 19, 2012.

3. Conference Presentations

Bae, Sangmin, Presentation "Middle Power Identities and Interests: What Compels Countries to Promote Human Security?" at the Human Security Symposium, "Building a Human Security Network between the US and Japan" The University of Tokyo, Tokyo, Japan, May 18-19, 2013.

Benjamin, Russell, "Wal-Mart and the Congressional Black Caucus: Mutual Interests?" at the Annual Meeting of the National Conference of Black Political Scientists, Oakbrook, Illinois, March 13-16, 2013

Benjamin, Russell, "American Development of Haiti After the 2010 Earthquake" at the 2nd NEIU African and African American Faculty Research Symposium, Northeastern Illinois University, Chicago, Illinois, April 11, 2013.

Benjamin, Russell, "Bill Clinton, Hillary Rodham Clinton, and Haitian Economic 'Development'" at the Conference of the Caribbean Studies Association, Grand Anse, Grenada, June 3-7, 2013.

Clifford D. Deaton, "The Vertical Geography of Protest" paper presented at the annual Urban Affairs Association Meeting, San Francisco, California, March 2013.

Clifford D. Deaton, "Carre Rouge! The Spatial Challenge of the 2012 Anti-Austerity Movement in Montreal" paper presented at the annual Western Political Science Association Meeting, Hollywood, California, March 2013.

de Bruyn, Martyn. "Japan, the European Union, and the Elusive Global Human Security Partnership" Symposium: Building a Human Security Network Between the United States and Japan, University of Tokyo, Tokyo, Japan, May 18-19, 2013.

de Bruyn, Martyn. "The EU – Japan Security Relationship" European Union Center University of Illinois at Urbana Champaign Working Conference "Researching and Teaching the EU: Best Practices and Current Trends in EU Scholarship" Chicago, IL, January 25-26, 2013.

Leaman, David E. 2013. Human Security Emergent? Post-Authoritarian and Post Neoliberal Discourse and Public Policy in Latin America. Paper presented at international symposium, Building a Human Security Network between the United States and Japan, Part II, University of Tokyo – Komaba, May 18, 2013.

Mihic, Sophia. "the end was in the beginning: Melville, Ellison, and the Democratic Death of Progress in *Typee*," presented on Political Theory and Melville's Imperial Fictions, Midwest Political Science Association Conference, Spring 2013.

Thompson, Marshall “The Party System as a Determinant of Domestic Capital Accumulation: The Experience and Evolution of the Dominant Party System in Ethiopia.” Paper presented at the annual meeting for the Midwest Political Science Association, Chicago, Illinois, April 10-14, 2013.

4. Funded grants

Bae, Sangmin, 2012-2013 Japan Foundation Center for Global Partnership (CGP) Grant, “Building a Human Security Network Between the United States and Japan” (Year 2: \$35,519).

Deaton, Clifford D. (with Scott Braam, Alicia Race, Jason Stodolka, and Dianne Selden) “Public Art and Community Development: A Neighborhood Approach,” Echols Research Award from the Department of Political Science, University of Illinois at Chicago. \$1000

5. Service

Benjamin, Russell. Co-chair, Student Mentoring Committee, annual meeting of the Caribbean Studies Association, Grand Anse, Grenada, June 3-7, 2013.

Benjamin, Russell. Organizer, Student Prize Committee for the academic journal, *Caribbean Studies* at the annual meeting of the Caribbean Studies Association, Grand Anse, Grenada, June 3-7, 2013.

Benjamin, Russell. Organizer, Student Breakfast (for matching graduate students and faculty in their areas of study), annual meeting of the Caribbean Studies Association, Grand Anse, Grenada, June 3-7, 2013.

Benjamin, Russell, Vice-chair, McKnight Alumni Association.

Benjamin, Russell, Committee on the Status of Blacks in the Profession, American Political Science Association.

Benjamin, Russell, elected, House of Delegates, University Professionals of Illinois.

Cannon, Ellen. Member of the Board of Directors of Hillel’s for Metropolitan Chicago and Illinois Federation.

Cannon, Ellen, organizer and presenter, Faculty Discussion on the 2012 Elections, Ronald Williams Library, Northeastern Illinois University, Chicago, IL, October 12, 2012

Cannon, Ellen, member, Executive Security Committee, Anshe Sholom Synagogue, Chicago, Illinois.

Hill, Jeffrey. Trustee of the Corporation of Bishop and Trustees of the Episcopal Diocese of Chicago.

Linares, Juan Carlos. Commissioner at Board of Commissioners, Chicago Commission on Human Relations.

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications

Lawton, Carlton L. (2013) presented his research, “Education Loan: Future Consequences on Consumer Spending” at the Twenty-First Annual Student Research and Creative Activities Symposium, April 19, 2013 (Faculty Sponsor: Jeffrey Hill).

2. Acceptance to graduate or professional school

Arrington, Ben (BA 2012) was admitted into Indiana University School of Law

Brennan, Bernard (BA 2009 and MA 2013) was admitted into the doctoral program at University of Illinois at Urbana-Champaign.

Djukic , Dragana Dasha was accepted into the Ph.D program at the University of Texas at Austin

Kim, Jeonghyeon (MA 2013) was admitted into the doctoral program in Political Science at the University of Nebraska, Lincoln.

Lawson, Carlton (BA 2013) has been accepted into the MPA Program at Southern Illinois University, Carbondale.

Rahman, Sanaa. (MA 2008). Arabic instructor at NEIU. Selected to attend the prestigious Study Türkiye 2013 Summer Program.

C. Alumni News

Affi, Ladan (MA 2002 and former instructor) was recently appointed Post-Doctoral Research Fellow in the Department of International Affairs, Qatar University, Doha, Qatar.

Arabu, Eduardo. Public Administration minor 2010. Graduated from the MS program in Public Policy and Management at Carnegie Mellon University.

Feigenholtz, Sara (BA 1978) has been an Illinois State Legislature since 1995 and this year became Assistant Majority Leader in the House.

Fine, Laura (MA 1999 and instructor) was elected representative of the Illinois House 17th District.

Guespe, Diana (MA 2003 and a former instructor) successfully defended her PH.D. dissertation in Sociology at Loyola University.

Jankovski, Aleksandar (BA 2000 and MA 2004 and a current instructor) successfully defended his doctoral dissertation at the University of Miami.

Harkins, Gina (BA 2009) earned her master's degree from the Medill School of Journalism at Northwestern University and now is a reporter for Military Times.

Latuszek, Matthew (BA 2005) earned his master's in urban planning and public policy at UIC and now works for FEMA.

Lieb, Jeanette (MA 2007) earned her JD from John Marshall Law School and works as a patent examiner at the U.S. Patent and Trademark Office

Loeza, Miguel (BA 2012) is participating in the Congressional Hispanic Leadership Institute in Washington DC. His internship is in the office of Sen. Rob Portman of Ohio.

Martinez, Alexandra (BA 2007) is now Associate Attorney at the Law Offices of Jeffery M. Leving, Ltd.

Mojica, Jason. producer, HBO newsmagazine VICE.

Rodriguez, Michael (BA 2003) was awarded a National Science Foundation dissertation grant to support the completion of his Ph.D in Sociology at Brown University.

Tuhanogullari, Suleyman (MA 2012)is President of the Turkish American Federation of Midwest.

Ybarra, Andres (MA 2012) was recently elected Village Trustee in Franklin Park, Illinois.

POLITICAL SCIENCE

Assessment Report 2012-2013

Submitted by Jeffrey S. Hill

Assessment Report Part I: Enrollment Trends in the Department of Political Science

Most majors in the College have experienced a decline in their number of majors. The Department of Political Science is not an exception. If you look at Table 1 below, you can see that in the Fall of 2009, the Department increased its number of majors by 26% to 163 (up from 129 in Fall, 2008). In the following fall, its numbers increased again by

6% to 173. In the next two years, the numbers declined 6% and 4%, respectively, to a total of 155 majors. None of this is really cause for alarm. The first year of this decline can be attributed to regression to the mean. Certainly within the past 10 years the number of majors had never been this high, and some of the increase could be attributed to unusual circumstances and random events that could not be expected to repeat themselves. The second year of the decline can be attributed to a declining economy and lower overall enrollment. Even with these declines, the number of majors has increased by 20% since 2008.

But further analysis suggests that there may be other problems.

We examined our student credit hours (sch) for that same period. Looking at the sch for lower level courses, we see a fairly dramatic decline. Between 2009 and 2010, there was a decline of 26%. This decrease continues. By 2012, the decline from 2009 is 43%. In some ways this is not surprising. The university changed the Constitution requirement, and undergraduates no longer had the same incentive to take PSCI 216–American National Government. With the demand for this course declining, we longer offer as many sections of PSCI 216. Thus, the decline in lower level student credit hours is not really a surprise.

The next line on the table shows upper level student credit hours. Between 2009 and 2012, there is general decline of about 12.5%. This is not too surprising in light of the decline in the number of students attending the university, until we consider that the lower level courses are our primary recruitment tool. With fewer students taking the lower level course, there are fewer people who are made aware of what political science is. If this is correct, then the decline in upper level student credit hours could continue even after a recovery in overall university enrollments.

Table 1: Undergraduate Enrollment Trends in the Department of Political Science
Fall 2009 to Fall 2012

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
# Majors	163	172	162	155
Lower Level SCH	1722	1269	1164	978
Upper Level SCH	1803	1677	1692	1578

If political science majors have declined, then should it offer fewer courses? Over the past few years we have dramatically decreased the number of general education courses that we offer, and more recently, we have also cut some of our upper-level courses. Should more be cut? To answer this, I reviewed the enrollments in our courses. I looked at the enrollment maxima and then the actual enrollment. Our lower level

courses have a cap of 35 and our upper-level courses have a cap of 25. There are a few exceptions. Writing-intensive courses are capped at 25. Some of our courses are cross-listed with the program in Philosophy. These are capped at 15 for political science students. The other 10 slots are generally reserved for philosophy students. I had data for Fall 2010, Fall 2011, and Fall 2012. Any course with more than 5 vacancies was coded as “under enrolled.” So a class with a cap of 35 was listed as under enrolled if it had 29 or fewer students. I did not record if a course had more than the cap. I divided lower-level and upper level courses. There did not appear to be any FYE courses in the Fall of 2010, so FYE courses were not included in the analysis. However, none of the FYE courses in 2011 and 2012 were under enrolled.

Table 2 shows that between 2010 and 2012, the number of under enrolled, lower level courses is steady. But there are some differences. The upper boundary of the range changes little. There is more variation in the lower boundary. In 2010, the lowest enrollment was 25. In 2011, the lowest enrollment drops to 12, although there was only one such class. The next lowest enrollment in 2011 was 24. In 2012, there was one course with an enrollment of 18, with the next lowest enrollment at 23.

There is more variation among upper level courses. For the first year, there is only one under enrolled course with 18 students (and a cap of 25). The number of under enrolled courses rises to 3 in 2011, with two courses as low as 17 (again the cap is 25). Finally, the number of under enrolled courses in 2012 is 5. The variation is much higher in 2012 with three courses having 16 or fewer students. This slight increase in under enrollment is likely due to the economy since all of these low enrollments courses were taught by people who generally are very popular and had filled their courses in previous years. The results here suggest that the department has adjusted to its decline in majors and is using its resources efficiently.

Recommendations: The Department of Political Science has been continuing monitoring its course enrollments, and it has made changes in its scheduling to adjust for declining demand for its gen ed courses. With the exception of this recent fall, most classes are attracting enough students to be economically and educationally viable. We suspect the lower enrollment in Fall 2012 was due to the economy and is not indicative of a larger and more immediate problem.

However, we are concerned with the gradual trends. We need to acquaint more people with political science. To this end we are doing a number of things.

1. We are building a program at the University Center. This will increase the number of students in the major, although not on the main campus. We are completing our search for a new faculty member who will devote a significant amount of time to this growing program.
2. We are looking to strengthen the Politics Club to attract non-majors.
3. One of the questions we are always asked is: What can I do with a political science major? To answer this, we are gathering data to find what kinds of careers our

graduates have undertaken.

4. We are sponsoring a Career Day in Fall 2013 to help students learn job hunting skills. Former students are being recruited to give talks on their own experience.

5. We would like to encourage other programs to recommend political science courses to their majors. Double majors and minors have done very well in our department, and we wish to continue this tradition.

**Table 2: Under Enrollment In Undergraduate Classes in the Department of Political Science
Fall 2010 to Fall 2012**

	Fall 2010	Fall 2011	Fall 2012
# Majors	172	162	155
# Lower Level Sections	17	15	15
Range	25-38	12-37	18-39
# under enrolled sections	4	3	4
# Upper Level Sections	15	15	13
Range	18-26	17-25	12-26
# under enrolled sections	1	3	5
Total # Sections	32	31	29
Total # under enrolled	5	6	9

Assessment Report Part II: Employment Success in Political Science Graduates

One of the questions academic advisors often hear is, what can I do with a major in political science? There is much written on the value of a liberal arts degree, and we share this collected wisdom with all who ask. However, a more concrete response is often helpful and for that, we needed survey data.

IBHE Survey:

The Office of Institutional Research supplied us with the results of the Illinois Board of Higher Education Alumni survey. NEIU surveys every cohort of alumni one year after graduation. We then asked for a break out of the data on political science majors. To provide a more meaningful sample size, results were combined into two cohorts of five years. Thus, we have the first year post-graduation responses of people who graduated between 2007 and 2011, and the first year post-graduation responses of people who graduated between 2002 and 2006. The data can be seen in the table below, but we wish to highlight some of the results.

Did our graduates get a job? The results from both years indicted that the large majority of political science graduates do get a full time or part time job. In our first and most recent group, 61.5% had a full time job within their first year of graduation and 23.1% were working part time. Full time employment drops to 43.5% in the older group, while 21.7% had part-time employment. When we examine the percentage of unemployed, we see a similar pattern with a little over 15% not employed in the recent group and almost 34% not employed in the older group. We do not have any information to explain these differences in full time employment. However, this sizable difference is not seen in the wider survey of all university graduates and the low employment figures in 2002 -2006 may be a problem of small sample size.

Are they doing political science? Political science is part of a liberal arts education and we do not expect many of our graduates to work in “political science.” However, we also would like to see if our graduates feel their occupations are broadly related to their degree. We find dramatic differences between the two groups. In the more recent group, over half report that their work is related or closely related to their education. This is a very strong result. Still, almost a third of respondents indicate their work is not related and that this is not their choice. In the second, older group, we see over three quarters of the respondents report their work is not related to their field and this is not their choice.

Did it take a long time to get a job? For those who had employment, well over half of the first group and not quite half of the older group obtained employment while in school or shortly thereafter. We wonder about the people who held the same job while they were enrolled. Some people in this group were likely adding skills to help them in their work. We are more concerned about the possibility that some were “stuck” in a job they had before and were not able to use their education to advance out of this. Unfortunately, the data does not allow us to examine these possibilities.

How well did their education prepare them? The overwhelming percentage of respondents felt their education prepared them adequately or better. We prefer that people see their education as more than just adequate, and in the 2007-2011 group we find over 45% felt they were prepared well or very well. This drops to about a third in the older group. In both groups, about 20% were dissatisfied with their preparation.

Where are they working and for how much? The fear is that political science graduates are working in fast food restaurants and driving cabs. No doubt some of them are. However, this is not the norm. The largest area of employment is in business. Government is the second most common area of employment for 2007-2011 graduates. Surprisingly, none of the 2002-2006 respondents are working in government. We find this to be contrary to our informal evidence and suspect this is an unusual sample. In both groups, 14% to 15% are working in non-profit organizations. As for income, the median income for the more recent group is \$34,500. This is similar to the median income (\$35,000) for all NEIU graduates who responded. In the older group, the median income is \$26,500, which is much lower than the \$34,000 enjoyed by NEIU respondents as a whole. We suspect that the lower income reflects the larger number of

unemployed political science respondents, and again, we suspect that there is a problem due to small sample size.

IBHE Survey of Alumni One Year After Graduation

	2007-2011	2002-2006
Are you currently employed?		
Employed Full time	61.5%	43.5%
Employed Part time	23.1%	21.7%
Not employed, still looking	10.3%	21.7%
Not employed, not looking	5.1%	13.0%
Is your work closely related to degree?		
Closely related or related	54.5%	20.0%
Unrelated by choice	15.2%	33.3%
Unrelated not by choice	30.3%	46.7%
When did you secure your job?		
Held job while enrolled	39.4%	51.4%
Secured job by graduation or soon after	60.6%	48.7%
Median income	\$34,500	\$26,500
How well did your education prepare you?		
Prepared very well or well	45.5%	33.35
Prepared adequately	33.3%	46.75
Inadequate, poor, very poor	21.2%	20.0%
Most Common Occupations		
Business	30.3%	42.9%
Government	24.25	0%
Non-profit	15.2%	14.35
Education	12.1%	7.1%

Alumni Office survey:

The data we obtained from the Alumni Office is richer but not as systematic. It tells us exactly what graduates are doing and the firms that employ but them, but it is not organized by cohort, nor does it provide other types of information. It includes recipients with BA degrees and MA degrees, and the data includes people who have just graduated as well as people who graduated several years ago. As such, it is useful in conjunction with the IBHE survey.

Twelve of our alumni are recorded as working in higher education, including eleven at NEIU, with one as an instructor. Six alumni are recorded as having professional positions in government: a management program specialist at the US Customs Service,

an aviation safety inspector at the Federal Aviation Administration, an investigator at the US Dept. of Labor, the Director of Hispanic/Latino Affairs at the Illinois Dept. of Human Services, in the Street Department of the Village of Roselle, and the Continuing Legal Education Coordinator at the Office of the Illinois Attorney General. Five alumni are recorded as business executives, as a company president, vice-president, director, or manager. Four alumni are recorded as serving police officers: a Chicago Detective, an Illinois Trooper, a Skokie Officer, and a Metra Investigator. One alumna is recorded as active in civil society, first as an Adult Education and Policy Director and later as a Citizenship Program Coordinator.

Conclusion: We are uncertain what to infer from the older survey results. On the one hand, we could conclude we are doing a much better job preparing our students for the very difficult task of job hunting. On the other hand, because the 2002-2006 respondents are also very different from their non-political science cohort, we suspect this result reflects a small sample.

Regardless, the results reassure us that most of our graduates are not selling hamburgers or asking “do you want fries with that?” Most of the respondents also report employment in the private sector and we need to inform students that this has been the experience of many of our graduates.

There is still work we can do and are doing.

1. Dr. Ellen Cannon is organizing a career day with presentations on job hunting.
2. We can encourage students to investigate the resources of the Career Advising Center, and also see if we can use the Politics Club and Pi Sigma Alpha to help host career advising session.
3. We can make contact with our graduates and ask about additional skills they would like to have obtained at NEIU.

PSYCHOLOGY (INCLUDING GERONTOLOGY MA)

Annual Report 2012-2013

Submitted by Saba Ayman-Nolley

Psychology Executive Summary, By Saba Ayman-Nolley

Student Success

Northeastern Illinois University's Psychology Department has had a productive year during 2012/2013. This year, the Psychology department had 563 majors, approximately 62 minors, and 33 graduate students enrolled. Of these, there were about 194 new psychology major declarations. Additionally, 6 McNair students were supported and mentored this last academic year. There were 11 new NEIU inductees this year into Psi Chi, the International Honors Society in Psychology. Altogether, faculty and students have published 7 peer-reviewed articles, chapters, and books (as listed below). In addition, we had 30 presentations (local, national, and international—invited and refereed). About 18 students and alumni were involved in presentations. The Student Center for Science Engagement 4th Annual Research Symposium, held in September of 2012, had 1 faculty member involved in a presentation. The University's 3rd Annual Faculty Research Symposium was held in November of 2012 with a psychology faculty member presenting research. There were 8 faculty and 82 students involved in the 8th Annual Fall Psychology Student Symposium in December 2012. There were 20 presentations, 6 poster presentations, 2 faculty chairs, and 5 faculty discussants. 11 faculty and 64 students were involved in presentations at the 21st Annual NEIU Student Research and Creative Activities Symposium in April 2013. These included 13 presentations, 10 poster presentations, 1 short film, 4 faculty discussions, and 1 faculty chair. Among the 139 graduates for the year; 30 *cum laude*, 16 *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, including faculty presentations at the Lake County Campus, to present research to faculty and students.

1. A series of student success workshops were held in conjunction with the NEIU Psychology club including tutorial in using Microsoft word, APA style, capstone workshops, and a new major orientation to support students in all stages of progress in the Psychology department.
2. On September 27th, Autym Henderson from the graduate program at the University of Illinois at Chicago held a workshop in the psychology department on graduate school application processes.
3. **Dr. Farmer** led a discussion in the Beyond the BA series on helping professions on October 4th.
4. On October 24th, **Dr. Church** gave a talk on gesture at The University Center of Lake County titled Exploring a Back-Channel of Communication.
5. Tory Nair from career services paired with **Liz Gordon** to give a workshop on jobs with a BA in psychology for the Beyond the BA series on November 8th.
6. From February 27-28, a series of capstone workshops were held to provide support to current students in their careers as psychology students here at NEIU.
7. In March **Dr. Takahashi** gave a lecture titled To be a kamikaze or Not to be a kamikaze: A comparison of psychosocial profile and personality traits between former suicide bombers and their counterparts.
8. The Psychology club sponsored an Anti-Bullying lecture and discussion by Jodie Blanco on March 26th at the Angelina Pedroso Center. **Dr. Farmer** participated as the moderator for this event which included a variety of club co-sponsorships including the Asian/Global Resource Center, Anthropos, The Assyrian-Chaldean Club, Delta Lambda Psi, Feminist Collective, French Club, GLBTQA Club, Justice Studies Club and the Student Association for Multicultural Multilingual Education
9. On April 24th, as a part of the continuing guest lecture series, the psychology department invited Dr. Mesmin Destin from Northwestern University Departments of human development and social policy to present his lecture titled Motivational Consequences of Invoking College Bound Identities.

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 mixed department event was the *Equity in Action Conference* held in the Pedroso center. **Dr. Farmer** contributed by giving a talk for the conference on October 18th. **Dr. Famer** also presented in the Angelina Pedroso Center for Diversity and Intercultural Affairs (APCDIA) Diversity Dialogues Series.

This was followed by the 3rd Annual Art in Response to Violence event on October 18th & 19th in the student union. The NEIU Psychology Department paired with the art department, counseling education, and the gifted education program to host 21 different lectures and workshops with 39 contributors such as musical performances by Margaret O'Brien, Ravan Samaieka, and Fahimeh Mehrabkhani, lectures by Indira Frietas Johnson, Drew Mattot, and Margaret Mahan, workshops including art therapy and papermaking, panel discussions with **Dr. Ayman-Nolley**, Dr. Canon from the political science department, and Dr. McKernin from the art department, and art exhibits by Laura Kina and Bill Brubaker.

On February 28th, the Psychology Department hosted its 3rd 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. Graduate schools represented included Adler School of Professional Psychology, Chicago School of Professional Psychology, Dominican University, Erikson Institute, Illinois Institute of Technology, Loyola University of Chicago, Northwestern University, National-Louis University, Roosevelt University, University of Illinois at Chicago, University of Chicago and our own NEIU Counseling, Gerontology, and Linguistics programs. This event also included a panel discussion with faculty members and alumni sponsored by the NEIU Psychology club. The Psychology club also held pre and post graduate fair workshops for students to prepare, plan, and process the information for attending graduate school.

In addition to the mixed department events, the chair of the department and various faculty members completed online teaching training in order to effectively teach online course, increase the number of online courses available to students, and to implement the department strategic plan. **Dr. Schuepfer** completed the Level 2 training and offered a new online course in Psychosocial development in Spring of 2013. **Dr. Ayman-Nolley**, **Dr. Dykema-Engblade**, and **Dr. Church** completed the Level one training making it so the chair and 60% of the faculty are able to teach online courses.

Urban Leadership

The department continued developing the active alumni group on Facebook called NEIU Psych Space. It currently has 156 members with 8 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 NEIU Psychology club also opened a facebook page to use for event updates for current and past member networking. This page was used to advertise events such as movie screenings in the department, participation in the NEIU Cross Club Classic, and announcements for the 1st Annual Student Choice Awards.

In 2012-2013, service learning students were placed at a variety of community organizations such as Harwood Heights Emergency Plan, Ten Thousand Ripples Peace

Project, NEIU Ronald Williams Library, Art in Response to Violence conference, NEIU First Year Experience, and the NEIU Psychology Department Alumni Survey.

The faculty was greatly involved in numerous community organizations. **Dr. Farmer** was the invited speaker at the Black Student Graduation for 2013 and he represented the Psychology Department at Freshman Orientation **Dr. Ayman-Nolley** has been the coordinator of a child and parent program on the Chicago Southside, sponsored by the B'ahai community. This program received the Pan African Association of Chicago's Community Service Award this year. The children in the program engaged in social service activities with organizations including the Pan African project, firehouses, and nursing homes. **Dr. Merchant** as the advisor for Psi Chi and Psychology Club organized drives that donated to Books for Cause, an organization that builds libraries in Third World Countries and low income neighborhoods in Chicago. Three members of the psychology club along with psychology students and alumni volunteered at the Jean Piaget Society annual conference held in Chicago this year as technical support and registration aid to support professional psychology efforts in research. **Liz Gordon** was the research coordinator for the past year in Winnetka for the Special Gifts Theatre and helped **Dr. Ayman-Nolley** and her students continue research on the effects of theatre as an intervention for children with special needs. Additionally, **Dr. Ayman-Nolley, Liz Gordon, and Dr. Dykema-Engblade** completed certification training to support undocumented students at NEIU.

Gerontology Executive Summary, by Lisa Hollis-Sawyer

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 2012-Spring 2013 academic year, twelve (12) new students were taking classes to begin the graduate gerontology program, with approximately 90% program enrollees by end of Spring 2013. There are currently seven (7) new graduate students registered to begin the program in Fall 2013. To date, there are also two (2) recent fully-admitted students (one International) and six (6) prospective students applying to the gerontology program that will be registering and entering the gerontology program in Fall 2013. Thus, it is expected that the in-coming cohort will be approximately fifteen (15) new gerontology students. With three (3) recent graduations and one more graduation in August 2013, the total program enrollment is now 50 students, not taking into account the six (6) new students currently "in progress" entering the gerontology program.

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 below), and research productivity of both faculty and mentored gerontology students over the past academic time period (Summer 2012 - Spring 2013). See details of this report for more information. Over this time period, **Hollis-Sawyer** was sole author on two (2) book reviews in a peer-reviewed journal. Over this same time period, **Hollis-Sawyer** has written two (2) additional book reviews that are currently in press, has signed a book proposal to be completed in the 2013-2014 academic year and has a recently accepted book proposal at a major book publishing company that reflects a collaborative work with a colleague in the Psychology Department (**Dykema-Engblade**). Further, **Hollis-Sawyer** presented her research about older adult e-learners in two (2) national gerontology conferences in Spring 2013. Lastly, **Hollis-Sawyer** was awarded NIH pilot grant money to extend her research on assessing older adults' performance capabilities. **Takahashi** presented his on-going research on cross-cultural research in six (6) different presentations across three (3) different international aging conferences. **Takahashi** was also a co-investigator on three (3) funded research grants.

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.

I. Assessment

Psychology Assessment Summary

This year we received a grant from the National Science Foundation to expand our Peer Leader (PL) program in General Psychology (PSYC 200), and our two Statistics and Research Methods courses (PSYC 202, and 302). Implementation of our Peer Leader program was to enhance the achievement of two of our departmental goals: (1) dissemination of psychological related content and (2) knowledge of the scientific method and acquisition of research skills. Therefore, most of our assessment for this year is evaluating whether the peer leader program resulted in changes that improved our ability to achieve these 2 goals. We have examined using direct and indirect measures our PL courses.

Through the grant we were able to hire more PLs. Although we'd like to have two PLs for each section of both classes, we were not able to find enough, so we included some "floating PLs" who split their time between two different classes, but were not required to attend every day. This allowed us to increase the number of in-class PL discussion groups. In PSYC 302 we also put two of the discussion group sessions online so they would not take up class time. We also added workshops that were held outside of class time for each class. In order to accommodate student schedules, each workshop was scheduled to repeat 3 or 4 times. Usually two PLs lead each workshop. Students in each class were required to attend at least 3 workshops during the semester.

Most of the materials for the discussion groups and workshops, as well as papers and a poster presented at a conference, can be found on our new web site:

<http://www.neiu.edu/~psych/pltl.htm>

Our plan is to continue evaluating how well the PL system works in all three foundation courses; Psych 200, Psych 202, & Psych 302.

See below for the detailed assessment report

Gerontology Assessment Summary

This assessment plan of the gerontology program is based on a model consisting of three (3) 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 (2012-2013). 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 below for the detailed assessment report

II. Program Plan

A. Long term goals

Psychology

1. Further expanding and fine-tuning our peer leader program as part of the TUES grant and beyond
2. Inviting on and off campus research presentations (including at least one at Lake County campus) each year
3. Revising our capstone community service courses making it more manageable in one semester and more focused to job skill preparation
4. Continued revision of Psych 200 (entry to the major) into a hybrid course and new peer leader system

5. Completing the renovation and set-up of all research/teaching labs
6. Continued involvement with two new university initiatives —CAST minor program and Art in Response to Violence conference
7. Continued 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. Continue to complete our e-course offering strategic plan, its implementation, and assessment

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 2012-2013 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 2013, two (2) more students will be mentored by the two full-time faculty to prepare to

take the M.A. in Gerontology comprehensive exam for Spring 2014 in lieu of a thesis for M. A. degree completion.

2. 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 2014 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 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. The gerontology program coordinator (Hollis-Sawyer) had been steadily working on a rather extensive program application for the “Program of Merit” program certification under the Association for Gerontology in Higher Education, was given budget support for the application in December 2012 by the NEIU administration, and is awaiting approval of this aging-related professional society designation (notification should be received by August 2013). This has been a major effort by the coordinator (Hollis-Sawyer) for both field recognition of the NEIU gerontology program and the associated exposure that would assist in student recruitment on a broader national basis.

B. Projected needs—Psychology

1. Faculty

- We are desperate need of 2 more faculty and one more budgeted instructor to be able to serve our students better and realize all our new ideas and innovation.

2. Equipment

- There is a need for more furniture and materials as we reorganize the research/teaching labs.
- We need to continue improving and expanding our video recording and processing equipment to complete our set up for training the students and conducting video data collection and processing.

- We may possible need to get consultant assistance in training faculty use of our neuro-physio equipment for human research.

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 the faculty assistant, lab manager, or student aides 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 D2L 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.

Projected needs—Gerontology

- 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 2012-Spring 2013 academic year, twelve (12) new students were taking classes to begin the graduate gerontology program, with approximately 90% program enrollees by end of Spring 2013. There are currently seven (7) new graduate students registered to begin the program in Fall 2013. To date, there are also two (2) recent fully-admitted students (one International) and six (6) prospective students applying to the gerontology program that will be registering and entering the gerontology program in Fall 2013. Thus, it is expected that the in-coming cohort will be approximately fifteen (15) new gerontology students. With three (3) recent graduations and one more graduation in August 2013, the total program enrollment is now 50 students, not taking into account the six (6) new students currently "in progress" entering the gerontology program.
- The NEIU administration did give the gerontology program an advertising budget for summer-fall 2013 to acquire much-needed, updated gerontology posters/brochures and to advertise at up-coming inter-disciplinary conferences and a social work website. This administrative support is greatly appreciated! 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

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Ayman-Nolley, S. (2012, November). Drawings as a research tool for understanding social concepts of children: Training and research practice. [Lecture series]. Presented at the Universidad Autonoma de Madrid, Madrid, Spain.

Church, R.B. (2012, July). *Navigating the Connections among Mathematical Representations: Exploring Gesture's Role during Mathematical Instruction of Algebra*. Organizer for Panel presented to the Fifth Conference of the International Society for Gesture Studies, Lund, Sweden.

Church, R.B., Hernandez, D., Ross, J., Koumoutsakis, T., **Ayman-Nolley, A.** (July, 2012) *Gestured Instruction: Is it more influential "live" or on video?* Paper presented as part of the panel "Navigating the Connections among Mathematical Representations: Exploring Gesture's Role during Mathematical Instruction of Algebra" at the Fifth Conference of the International Society for Gesture Studies, Lund, Sweden.

Takahashi, M. (2013, June). *Wisdom of East and West: Historical Interpretations and Psychological Definitions*. In H. Oh (Chair), *Wisdom across Cultures: An ancient concept in Digital Age*. An invited symposium presentation at the 20th AGG World Congress of Gerontology and Geriatrics, Seoul, Korea.

Takahashi, M. (2013, June). *Gerontology in Elementary Education in the U.S.* In H. Shibata (Chair), *Importance of Gerontology Education*. An invited symposium presentation at the 54th annual meeting of the Japan Socio-gerontological Society annual conference, Osaka, Japan.

Takahashi, M. (2013, June). *Psychosocial narrative of the older Japanese American (nisei) WWII Veterans*. A poster presentation at the 54th annual meeting of the Japan Socio-gerontological Society annual conference, Osaka, Japan.

Takahashi, M., & Tomizawa, K. (2013, June). *Implicit Financial Competence*. Symposium co-chair at the 54th annual meeting of the Japan Socio-gerontological Society annual conference, Osaka, Japan.

2. Book Chapters, Regional Exhibitions or Performances

Church, R.B., Alibali, M. Kita, S. and Hotstetter, A. (2013). *Embodied Knowledge in the development of conservation of quantity: Evidence from gesture*. Chapter in International Perspectives on Mathematics Education – Cognition, Equity & Society, Information Age Press

3. Articles and Abstracts, Local Exhibitions or Performances:

Alibali, M.A., Nathan, M.J., Wolfgram, M.S., Kim, S., **Church, R. B.** and Knuth, E. (2013). Teachers' gesture and speech in early algebra lessons: Forging common ground and resolving trouble spots. *ZDM Journal of Education: Special Issue on "Classroom-based interventions in mathematics education."* 10.1007-s11858-012-0476-0.

Church, R.B. (2012). It's Not Just about Drawing and Language ...It's Really about Reconceptualizing the Roles of Nature and Nurture: Commentary on Cohn. *Human Development*: 199–204.

Hollis-Sawyer, L. (2012). Book review: The healthy aging brain: Sustaining attachment, attaining wisdom. *Activities, Adaptation & Aging*, 36(4), 336-337.

Hollis-Sawyer, L. (2013). Book review: Working with aging families: Therapeutic solutions for caregivers, Spouses, & Adult Children. *Activities, Adaptation & Aging*, 37(2), 170-171.

Lewis, K., Schure, M., Bavarian, N., DuBois, D. L., Day, J., Ji, P., **Silverthorn, N.**, Acock, A., Vuchinich, S., & Flay, B. R. (2013). Problem Behavior and Urban, Low-Income Youth: A Randomized Controlled Trial of Positive Action in Chicago. *American Journal of Preventive Medicine* 44, 622-630. doi: 10.1016/j.ampre.2013.01.030

Tindale, R.S., Smith, C., **Dykema-Engblade, A.**, Kluwe, K. (2012). *Good and bad group performance: Same process-different outcomes*. *Group Process and Intergroup Relations*, 15, 603-618.

4. Conference Presentations, Group Shows

Abdul-Adil, J., **Farmer, A. D.**, Greene, M., Simon, M., Shah, R., Deines, J., & Hogan, J. (2013, May). *Mizunderstood gurlz: Violence, trauma, and disruptive behaviors of urban females* Poster Presented at The Midwestern Psychological Association Annual Convention, Chicago, IL.

Ayman-Nolley, S., Gordon, E. S., Delgado, M., & McGee, B. (2013, June). Social cognition in children with autism: Drawings as a measure of theatre intervention. Paper presented at the 43rd Annual Meeting of the Jean Piaget Society, Chicago, IL.

- Ayman-Nolley, S.,** Poveda, D., Gonzalez-Patino, J., Belarra, I., & Ayman, R. (2013, June). Four decades after Franco, Spanish children's schema of a leader as demonstrated in their drawings. Presented at the 43rd Annual Meeting of the Jean Piaget Society, Chicago, IL.
- Ayman-Nolley, S.** (2012, November). Exploring children's social minds through their drawings. Guest lecture presented at DePaul University, Chicago, IL.
- Cuevas, L., Ayman-Nolley, S.,** Baker, J., Krause, L., Khan, F., & Hassan, S. (2013, June). My grandma and your grandma: Perceptions of aging across three cultures. Presented at the 43rd Annual Meeting of the Jean Piaget Society, Chicago, IL.
- Dinizulu, S., Abdul-Adil, J., Suarez, L., **Farmer, A. D.,** Shah, R., Ares, K., Greene, M., Simon, M., & Seiler, J. (2013, May). *Parenting practices and parental stress as mediators and moderators of the effects of parent and child discrepancy of violence exposure on child adjustment.* Poster Presented at The Midwestern Psychological Association Annual Convention, Chicago, IL.
- Erber, M., Dykema-Engblade, A., Rueckert, L., Merchant, C.** (May, 2013). *Peer-Led Team Learning: Transformation of Introductory to Psychology at a Diverse Commuter University.* Workshop presented at the Midwestern Psychological Association, Chicago, IL.
- Hollis-Sawyer, L.** (2013, March). *Older learners in an e-course environment.* Poster presented at the 2013 American Society on Aging, Chicago, IL.
- Hollis-Sawyer, L.** (2013, March). *Understanding the instructional needs of older e-learners.* Poster presented at the 2013 Association for Gerontology in Higher Education Conference, St. Petersburg, FL.
- Kluwe, K., Martinez, R., Talbot, M., & **Dykema-Engblade, A.,** & Tindale, R.S., (2013, May) *The Effects of Information Redundancy and Information Type on Group Decision Making.* Poster presented at the Midwestern Psychological Association, Chicago, IL.
- Krehbiel, D.A., **Erber, M.W.,** Greene, H.H., Moes, P., & Boylan, M. (2013). Undergraduate Education at the NSF: An underutilized source of funding for teaching and research in Psychology. Invited symposium. Association for Psychological Science, 25th Annual Convention, Washington, D.C.
- Merchant, C., Dykema-Engblade, A., Erber, M.** (2013, May). *How Individual Differences, Group and task Type Influence Group Performance.* Poster presented at the Midwestern Psychological Association, Chicago, IL.

Rueckert, L., Polyashuk, Y., Silverthorn, N., Merchant, C.R., & Erber, M.W. (2013, May). *Peer-led team learning in a statistics and research methods class*. Poster presented at the 85th Annual Meeting for the Midwest Psychological Association, Chicago, IL.

Takahashi, M., & Tomizawa, K. (2012, November), *The secrets to longevity: The impact of traditional customs and spirituality in the Amami Archipelago*. Poster presented at the 65th annual meeting of the Gerontological Society of America, San Diego, CA.

Takahashi, M. (2012, November). *To be Kamikaze or not to be Kamikaze: A comparison of psychosocial profiles and personality traits between former suicide bombers and their counterparts*. In M. Aydin & E. Davison (Chairs), *Stress, Trauma, and Resilience in Unexpected Places: A Life Course Perspective*. Symposium presentation at the 65th annual meeting of the Gerontological Society of America, San Diego, CA.

4. Professional conference/presentations with NEIU students and alumni

Ayman-Nolley, S., Matelski-Boulware, J., Gibson, L., & Ayman-R. (2013, June). *From age five to fifty, does our schema of leadership change? Can our drawings tell a story?* Presented at the 43rd Annual Meeting of the Jean Piaget Society, Chicago.

Barsan-Cayro, A., & Erber, M.W. (2013, May). *The relationship between happiness and task performance: Does following instructions reduce cognitive load or enhance positive affect?* Poster presented at the Midwest Psychological Association 85th Annual Meeting, Chicago, IL.

Brown, A. Quiros, L. Burgo, I. Church, R.B. & Mahootian, S. (2013, June). *The effect of activating multiple language systems on working memory*. Poster presented at the Jean Piaget Conference, Chicago, IL.

Koumoutsakis, T; Ross, J., Brown, A., Church, R.B., & Ayman-Nolley, S. (2013, May). *Live versus Video: The Effects of Medium in Communication with Gestures*. Presentation at the 25th APS Annual Convention, Washington, D.C.

Koumoutsakis, T. Ross, J., Brown, A., Church, R.B. Ayman-Nolley, S. (2013, June). *Gesture's role in learning pre-algebraic math*. Paper presented at the Jean Piaget Conference, Chicago, IL.

Matelski-Boulware, J., & Dam, G. (2012, August) *The effects of Tai Chi on stress: Tracking EEG and Salivary Cortisol*. Poster presented at the American Psychological Annual Conference, Orlando, FL.

Matelski-Boulware, J., Dam, G., & Erber, M (2013, April) *The effects of Tai Chi on stress: Tracking EEG and Salivary Cortisol*. Poster presented at the Chicago Society for Neuroscience meeting, Chicago, IL

Yetzer, A.M., & Erber, M.W. (2013, May). I wear the pants in this family, but she chooses the size, color, and style: The balance of power and choice in intimate relationships. Poster presented at the Midwest Psychological Association 85th Annual Meeting, Chicago, IL.

5. Funded grants

Ayman-Nolley, S. Santander Inter-University Spain-United States Project Grant. Children' experience and concept of family: Comparison of Spain and the United States through drawings. Tfno. UAM: 3250 DNI: 7234488-E Amount awarded: 11,000 EUR.

Dykema-Engblade, A. National Institute of Health: An Office of Research Development to Foster Research. Award amount (no-cost extension), \$104,541 total.

Erber, M. W., Merchant, C., & Rueckert, L. National Science Foundation TUES program, #DUE-1140126, "A Hybrid Course Model of Peer-Led Learning for the Social Sciences", 2012-present.

Hollis-Sawyer, L. NIH Office of Research Development 2130193144761900021030: "Positive Aging" Assessment Theoretical Model and Test Battery Development, \$8,112.64.

Takahashi, M. Co-Principal investigator, Community factors and longevity in the Amami archipelago, Univers Foundation, Tokyo, Japan (\$11,600)

Takahashi, M. Co-investigator, Scientific Research Grant, Empirical Research on Religion/Spirituality and its Health Related Consequences, Japan Society for the Promotion of Science (\$180,000)

Takahashi, M. Co-principle investigator, Cosmetology Research Institute, Psychosocial development and cosmetology: Meanings of beauty treatment in different life phase (\$12,900)

6. Service

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

Church, R. B., Higher Learning Commission, Academy member

Hollis-Sawyer, L., Committee Member for *Association for Gerontology in Higher Education* (AGHE) "Business and Aging" Committee

Hollis-Sawyer, L., Editorial Board Member for *Annual Editions: Aging* textbook

Hollis-Sawyer, L., Editorial Board Member for *Taking Sides: Educational Psychology* textbook

Hollis-Sawyer, L., Abstract Reviewer for *Gerontological Society of America (GSA)* annual conference

Hollis-Sawyer, L., Manuscript Reviewer for *American Journal of Psychology* journal

Hollis-Sawyer, L., Manuscript Reviewer for *Educational Psychology* journal

Rueckert, Linda, Councilor for Psychology Division of the Council on Undergraduate Research

Takahashi, M., Reviewer for *Japanese Psychological Research* journal

Takahashi, M., Reviewer for *New Ideas in Psychology* journal

Takahashi, M., Research fellow, Research Institute of Ryukyu Cultures, Okinawa International University, Okinawa, Japan

Takahashi, M., Reviewer for *Motivation and Emotion* journal

Takahashi, M., Behavioral science consultant, Illinois Science Fair Central

Takahashi, M., Reviewer for *European Journal of Developmental Psychology* journal

Takahashi, M., Project Director for Tsuchiura Walking Mileage Project, NPO Sports/Health Support Center, Ibaraki, Japan

Takahashi, M., Institutional review board member for the Midwest Palliative Hospice Care Center

Takahashi, M., Reviewer for the *International Journal of Aging and Human Development* journal

Takahashi, M., Reviewer for *Psychology and Aging* journal

Takahashi, M., Reviewer for the annual conference of the Gerontological Society of America

Takahashi, M., Board of Director, Japanese American Service Committee Housing Corporation (Heiwa Terrace), Chicago, IL

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications

Abakumov, A. A., Melchor, E., Glaser, N., Saszik, S., & Puryear, T. (2013, April). The effects of 1-methyl-4-phenyl-1,2,3,6-tetrahydropyridine on behaviour of adult

- zebra fish, danio rerio. Paper presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago.
- Adames, A., Hernandez, R., Popko, A., Lee, J., Jamou, S., Maslowska, M., Erber, M., & Schuepfer, T. (2012, December). *Service and learning: Applying psychology knowledge to real-world problems*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Al-Moukayed, O., Donis, L., Lampignano, S., Vejzovic, E., Patowski, V. & Church, R.B. (2013, April). *The effect of gestures and imitation on learning*. Poster presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Aman, A., Carnate, J., Pappas, R., Peci, A., Smith, M. & Church, R.B. (2013, April). Effect of gestural enactment on verbal and written expression. Poster presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Arakawa, G., Belvedere, M., Kelley, E., Kowall, P., Padilla, V., & Saszik, S. (2013, April). *Effects of oxytocin on pro-social behavior in ostracized zebra fish*. Poster presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Baeza, V., Morales, E., Erber, M., & Schuepfer, T. (2012, December). *Service and learning: Awareness spread by the art in response to violence conference*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Barsan-Cayro, A., & Erber, M. (2013, April). *The relationship between happiness and task performance: Does following instructions reduce cognitive load or enhance positive affect?* Poster presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Benitez, P., Goczewski, S., Gonzalez, J., Wolf, H., Zavgorodyna, O., & Saszik, S. (2013, April). *The effect of ostracism on dominant/subordinate behavior of zebra fish*. Poster presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Brennan, D. M., Saszik, S., & Pruyear, T. (2013, April). *Analysis of zebra fish (danio rerio) development and behavior*. Paper presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Cabrera, E., Jones, C., Lubomski, N., Nahhas, J., Soto, J. & Saszik, S. (2013, April). *Effects of ostracism on prosocial activity*. Poster presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.

- Calixto, L., & Resto, A. (2013, April). *The implications of single and dual parenting on the students' academic performance of students in the Humboldt Park area*. Poster presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Cherry, K. E., & Farmer, A. D. (2013, April). *The relationship between violence exposure and children's behavioral problems and community support*. Paper presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Cherry, K., & Farmer, A. D. (2012, December). *Family therapy as a treatment for disruptive behavior disorder*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Cline, A., & Farmer, A. D. (2013, April). *Parenting practices and stressors with children with ADHD*. Poster presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Cline, A., Flores, K., Garcia, E., Rubich, D., Myers, N., & Farmer, A. D. (2012, December). *The effects of PTSD symptoms on various factors*. Poster presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Curescu, A., & Ayman-Nolley, S. (2012, December). *Adolescent's implicit leadership theory: Gender and ethnicity preference*. Poster presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Dinu, S., Abufeelat, A., Erber, M., & Schuepfer, T. (2012, December). *Reflections on the department of psychology*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Domian, Z., Moore, L., Genge, T., Lorenzo, A., Siota, J., Emmy, O., & Farmer, A.D. (2012, December). *The effects of mood on college lifestyle*. Poster presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Fenty, D.G., Kowall, P., & Rueckert, L. (2013, April). *Gender differences in facial mimicry and emotional responses*. Poster presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Figuerosa, J., Mora, F., & Dykema-Engblade, A. (2012, December). *In-group bias among women*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Hamilton, W., Casey, B., & Dykema-Engblade, A. (2012, December). *Perceptions of abuse in same-sex relationships*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.

- Hill, A., Kaltenhauser, A., Koszewski, M., Obmann, T., Silva, A. & Church, R.B. (2013, April). *Video instruction of math; effects of gesturing on learning*. Paper presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Horovicz, R., & Takahashi, M. (2013, April). *Ericksonian psychosocial stages in adulthood: A Jewish biblical perspective*. Paper presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Hradisky, D. G., Kloman, K. M., Martinez, J. M., Quevedo, S. L., Sroka, A., & Saszik, S. (2013, April). *The effects of MPTP neurotoxin on aggression in zebra fish*. Poster presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Hu, S., & Ayman-Nolley, S. (2013, April). *Taiwanese children's schema of leaders and leadership*. Poster presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Hu, S., Halilovic, R., Bond, D., Soto, M., Mehedinti, V., & Farmer, A.D. (2012, December). *The effects of social anxiety symptoms on everyday life*. Poster presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Hunter, M., Melchor, E., Samp. C., Tobar, M., Todd, S., & Erber, M. (2012, December). *I know I'm cute but I'm taken: Implications of facial evaluations on mate choice copying*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Ingle, S. A., & Rueckert, L. (2013, April). *Empathizing and sympathizing: A basis for moral orientations of care and justice?* Poster presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Kaminskas, M., & Resto, A. (2013, April). *Implications of awareness and accessibility to information concerning the educational rights of students experiencing homelessness in Chicago*. Poster presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Kaminski, C., Mworiec, R., Dabrowska, & Dykema-Engblade, A. (2012, December). *Resume impressions and hireability*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Krieger, L., & Ayman-Nolley, S. (2013, April). *Anxiety and personal space intrusion: comparison of dancers and non-dancers*. Paper presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.

- Kowzewski, M., & Erber, M. (2013, April). *Relationship satisfaction: The role of physical attractiveness in conflict resolution*. Paper presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Linares, N., Kundit, K., & Dykema-Engblade, A. (2012, December). *Perceptions of stay at home moms*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Maslowska, M., Ishikawa, A., Jamou, S., & Erber, M. (2012, December). *Will beauty tame the beast? Relationship of attractiveness to conflict resolution and trust*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Matelski-Boulware, J. L., & Rueckert, L. (2012, December). *The effects of specific complementary medicine care regimens on stress and immune function of HIV+ youth*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Matelski-Boulware, J., Boulware, J., & Dykema-Engblade, E. (2013, April). *White Lotus Rising: Impressions of the Ten Thousand Ripples Project for Peace*. Film presented at the Northeastern Illinois University 21st Annual Student Research and Creative Activities Symposium, Chicago, IL.
- Nardi, S., Landolfi, M., Maurtua, S., Rivers, R., & Erber, M. (2012, December). *Lock him up: Impact of stereotype on evaluating behavior*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Obmann, T., Krystal, E., Martinez, A., Domian, Z., Erber, M., & Schuepfer, T. (2012, December). *Parent-child interactions: Making sense out of it*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Persowska, A. & Merchant, C.R. (2013, April). *Influence of implicit and explicit gender norms on identity development in females*. Paper presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Petras, S., Maneva, L., Neric, A., Dinu, S., & Erber, M. (2012, December). *The effects of self-esteem and attributional defense mechanisms of poetry of the dead*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Powell, D., Cwiakala, Z., Szwarc, P., Burgo, A., & Farmer, A. D. (2012, December). *Aggression in adult relationships*. Poster presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.

- Quirós, L.J., & Church, R.B. (2013, April). *Manifestation of cognitive overload in Spanish-English bilinguals*. Poster presented at Northeastern Illinois University's Twenty-first annual student research and creative activities Symposium, Chicago, IL.
- Randelova, P., Canaveral, L., Adelwahab, H., Hoskot, J., & Erber, M. (2012, December). *The effects of personal control on intimate relationships, jealousy, and threat*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Randelova, P., Lumboski, N., Kowalewska, B., Wall, S., Erber, M., & Schuepfer, T. (2012, December). *FYE program analysis: The relationship between goals, course syllabi, and student feedback*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Rosario, I., Navarro, I., Gulati, S., Bitla, S., Plomin, R. & Church, R.B. (2013, April). *Children's' expression of detail after watching speech versus gesture enactments*. Paper presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Ross, J. K., Koumoutsakis, T., & Church, R. B. (2012, December). *The effects of representational gestures in teaching*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Russell, S., Watkins, V., & Dykema-Engblade, A. (2012, December). *The power of first impressions*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL
- Schmidt, J. M., Lutek, T., & Rueckert, L. (2013, April). *Empathy and facial mimicry*. Paper presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago, IL.
- Tamayo, S., Avila, A., & Dykema-Engblade, A. (2012, December). *Agentic and communal professions: Perception and helping tendencies*. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Temelkoski, P., Wall, S., & Farmer, A. D. (2012, December). *The effects of attachment and relationships on adulthood aggression*. Poster presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.
- Twilley, C., & Ayman-Nolley, S. (2013, April). *A child's view of doctors and nurses using children's drawings*. Poster presented at Northeastern Illinois University's Twenty-first annual student research and creative activities symposium, Chicago.
- Yousif, R., Baeza, V., Adames, A., Delgado, M., Hernandez, R., & Erber, M. (2012, December). *Partner and participant characteristics that influence judgments of*

infidelity. Paper presented at the 8th Annual Fall Psychology Student Research Symposium, Chicago, IL.

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

- Barsan, Anca: Accepted to Loyola University and Ball State University master's programs
- Bell, Warren: accepted to the Chicago School of Professional Psychology EdS in school psychology
- Brown, Amanda: Accepted into PhD, Human Development, The University of Chicago
- Cherry, Katy: accepted to the University of Chicago Masters program in social sciences
- Guzzardi, Ariana: Accepted to the Chicago School of Professional Psychology Masters program in forensic psychology
- Hernandez, Diana: Accepted into Masters programs in social work at University of Chicago and the University of Illinois-Chicago
- Koumoutsakis, Theodora: accepted to the University of Michigan Masters in Social Work program and the University of Chicago Masters in Social Work program
- Matelski-Boulware, Jean: accepted to the University of Chicago, Masters program in social sciences
- Negrillo, Michelle: accepted to Loyola University Masters program in social work
- Powell, Deborah: accepted into the nursing program at DePaul University
- Sances, Lauren: accepted to the Masters of Social Work program at Dominican University
- Slavnic, Bojan: accepted to Midwestern University Doctoral program in Osteopathy
- Towers, Erica: accepted to the Masters program in clinical psychology at Roosevelt
- Travar, Danjiela: accepted to the Masters of Social Work program at Loyola

C. Alumni News

- Aissatou Diallo: published the paper Robust training attenuates TBI-induced deficits in reference and working memory on the radial 8-arm maze
- Brett Coleman: completed a Masters in Community Psychology at the University of Illinois-Chicago
- Hector Ocegueda: working as a clinical therapist at Jewish Child and Family services

- Linda Gibson: received the Diversifying Faculty in Illinois Award covering graduate school and stipend costs
- Max Marin: Graduated from University of Iowa Medical school
- Max Marin: Accepted as a medical resident, Department of Pathology, The University of Chicago Medical school
- Ramon Viera: accepted to the University of Chicago Master's program in social sciences
- Resney Gugwor: Accepted in to the PhD program of psychology at the University of Chicago

PSYCHOLOGY DEPARTMENT

Psychology Assessment Report 2012-2013

Submitted by Saba Ayman-Nolley

DIRECT EVIDENCE

GOAL 1: DISSEMINATION OF PSYCHOLOGICAL CONTENT

We found direct evidence that students in PSYC 200 are learning more since the implementation the Peer Leader program.

1. **Assessment Test:** Students in the Psych 200 course also scored significantly higher on an assessment test compared to students in Introduction to Psychology PSYC 100 (see Figure 1 below).

2. **Change in Grade distribution:** The distribution of grades was significantly better than it was before we had the PL program. Specifically, after the implementation of the PL program, more student received B's and fewer students received F's in the class (see figure 2).

GOAL 2: KNOWLEDGE OF THE SCIENTIFIC METHOD AND ACQUISITION OF RESEARCH SKILLS

Assessment test. A few years ago we developed a research methods quiz. The format is fill-in-the-blank and it assesses knowledge of concepts covered in SRM I (i.e., independent and dependent variables, correlation, etc.). There are 19 items on the quiz. We administered this quiz to all sections of SRM I at the end of the Spring semester. We also had data from the end of the semester for SRM I from 2008. Although the Spring 2013 students scored higher than the students in 2008 (2013 $M = 11.39$, 2008 $M = 10.92$) the difference was not statistically significant ($p = .384$). However, the lack of significance may be due to our small sample size. We plan to expand this analysis with future classes to monitor the improvement.

INDIRECT EVIDENCE

We also administered surveys in all three courses that assessed how students feel about the PLs and the new activities.

GOAL 1: DISSEMINATION OF PSYCHOLOGICAL CONTENT

Satisfaction with PLs. The vast majority of students in all courses showed a high degree of satisfaction with the PLs. However, a few students in PSYC 200 did say that some of the PL lead discussion group activities were not as helpful as others (see Tables 1 and 2 below).

Examining the open-ended questions also revealed positive comments about the PLs. involvement in the Psych 200 course. Students seemed to really like the PLs and found them very helpful. The most useful comments in terms of improving the course would be those from the few students who gave low ratings.

GOAL 2: KNOWLEDGE OF THE SCIENTIFIC METHOD AND ACQUISITION OF RESEARCH SKILLS

Satisfaction with PLs. Students in PSYC 202 and 302 also showed a high degree of satisfaction with the PLs. But they expressed an interest in having PL office hours and workshops scheduled at a wider variety of times (see Table 3 below).

Again, examining the open-ended questions also revealed positive comments about the PLs' involvement in the Psych 202 and 302 courses.

PL learning. We also gave surveys to the PLs to determine whether they believe they have learned anything as a result of their experience. Results showed that they feel they have learned a great deal about course content, and gained in important skills such as leadership and interpersonal skills (see Table 4 below).

Tables and Figures

Assessment of PSYC 200

Table 1: End of semester survey

This survey was administered via Blackboard at the end of the semester. Below is the distribution of responses for several of the questions targeting student satisfaction with the PLs and discussion group activities.

How helpful did you find the PL sessions?

not at all:	12%
a little:	9%
some:	18%
quite a bit:	30%
a great deal:	30%

How enjoyable did you find the PL sessions?

not at all:	4%
a little:	11%
some:	25%
quite a bit:	29%
a great deal:	32%

I feel I learned a lot from my participation in PL sessions.

1 (strongly disagree)	9%
2	16%
3	21%
4	30%
5 (agree strongly)	23%

To what extent did you find your interaction with the PLs helpful for getting through the course?

not at all:	14%
a little:	9%
some:	13%
quite a bit:	40%
a great deal:	24%

PLs explained the material clearly.

1 (strongly disagree)	2%
2	20%
3	7%
4	29%
5 (agree strongly)	43%

Indicate your satisfaction with your PL

1 (not at all)	0
2	11%
3	9%
4	23%
5 (very satisfied)	57%

Which of the following characteristics do you think was the worst feature of this course?

self-paced format	9%
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emphasis on textbook learning	32%
regular quizzes as feedback	5%
PL sessions	21%
online quizzing	25%

Which of the following characteristics do you think was the best feature of this course?

self-paced format	23%
emphasis on textbook learning	12%
regular quizzes as feedback	20%
PL sessions	20%
online quizzing	25%

Table 2: End of semester survey with specific questions targeting PLs

In addition to the survey described above, another survey with more questions specifically regarding the PLs and the “Think Like a Shrink” discussion activities was distributed in class. Below are the mean ratings (standard deviation in parentheses).

Scale: 1 = “disagree” 7 = “agree”

My PL provided me with choices and options:	5.43 (1.54)
I was able to be open with my PL during group meetings:	6.06 (1.29)
I feel my PL understood me:	5.88 (1.63)
I feel my PL accepts me:	6.35 (1.20)
My PL made sure I understood the goals of the course...	5.77 (1.46)
My PL listened to my thoughts on how to do things:	6.15 (1.26)
My PL encouraged me to ask questions:	6.33 (1.13)
I feel a lot of trust in my PL:	6.04 (1.64)
My PL handled people’s emotions very well:	6.17 (1.34)
My PL conveys confidence in my ability to master this...	6.16 (1.42)
My PL answered my questions fully and carefully:	6.12 (1.37)
I am able to share my feelings with my PL:	5.81 (1.73)
I feel that my PL cares about me as a person:	5.67 (1.68)
I feel good about how my PL talks to me:	6.10 (1.44)
My PL tried to understand how I see things before...	5.90 (1.48)
The “Think Like a Shrink” activities were...	
well-connected to the text and FM materials:	4.92 (1.94)
challenging:	4.84 (1.94)
served as a good review of the fundamentals:	4.58 (2.10)
useful for group work:	5.08 (1.20)
motivational:	4.73 (2.06)
useful for reinforcing concepts:	5.02 (1.83)
useful for applying concepts to new situations...	5.13 (1.87)

In general, how did you feel about:

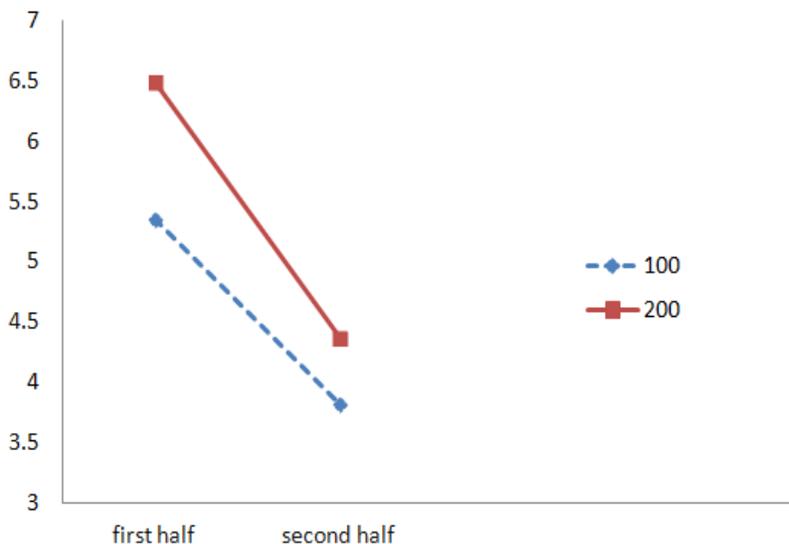
Scale: 1 = negative 10 = positive

your PL groups?	8.08 (2.41)
your Peer Leader?	8.81 (2.00)
the helpfulness of your PL?	8.38 (2.27)

Figure 1: Test comparing PSYC 100 and 200

Although surveys are useful for telling us whether students liked the PLs and found them helpful, more direct measures of student learning are also needed. We created a brief (20-item) multiple choice test that comprehensively assessed all topics covered in the course (1 or 2 questions per chapter of the book). Since we did not have the test ready at the start of the semester we were not able to administer a pretest. Instead, we administered the test half way through the semester so we could compare performance for the topics that had already been covered to that for the topics that had not been covered yet. As a control group, the test was also administered in PSYC 100, which is our General Education Introductory Psychology course that is taught using the traditional lecture format.

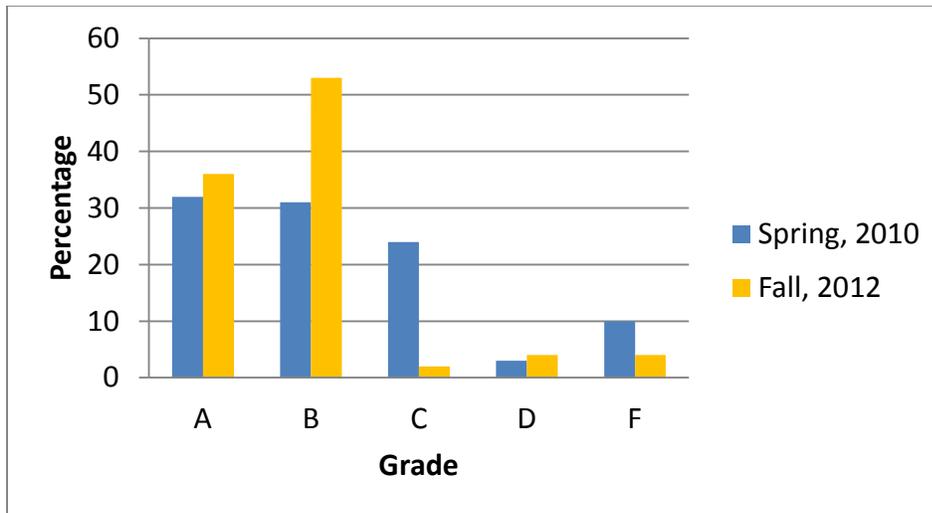
The Figure below shows that both classes scored significantly higher on the questions for material that had been covered in class than for those that had not ($p < .005$). The PSYC 200 students scored significantly higher than the PSYC 100 students on the first 10 questions on the material that had been covered, $t(119) = 3.57, p = .001$. As expected, the difference between the two classes was not significant for the last 10 questions on the material that had not been covered yet.



It must be noted that because PSYC 100 is a General Education course while PSYC 200 is an introductory course that is meant for students who are likely to major in psychology, we cannot rule out the possibility that the PSYC 200 students come in to the class knowing more about the subject matter. In the future the use of a pretest/posttest format will allow us to control for this.

Figure 2: Comparison of grade distribution before and after the change in the program

The distribution of final grades can be considered a direct measure of overall student learning and performance in the class. We compared the grade distribution for the most recent semester for which we have complete data (Fall, 2012) to the distribution obtained in Spring, 2010, which was the last semester before we switched to the current system of online tests and PL discussion groups. We found a statistically significant difference ($\chi^2 (N = 108) = 13.27, p = .004$). The Figure below shows a shift from lower to higher grades.



PSYC 200: Summary and Conclusions

The new PL program appears to be quite successful. Students in the class utilizing the system scored higher on the assessment test, and there was a significant shift in the distribution of final grades. The survey results showed that the students generally liked the PLs and found them very helpful. However, they were somewhat less enthusiastic about the utility of the actual activities that were used for the PL sessions. Future changes to our program will focus on remedying this problem (see “Future Directions”, below).

Assessment of PSYC 202 and 302

Table 3: Student satisfaction survey

A student satisfaction survey that asked various questions relating to the new PL program was distributed in all sections of this course about 2/3 of the way through the semester. The results are listed below.

Percentage of students who reported seeing a PL during office hours: 45%.

How would you rate your experience with the PL during office hours?

1 (very unhelpful): 0%

2 2%

3	20%
4	30%
5 (very helpful)	48%

How would you rate your experience with the workshops?

1 (very unhelpful):	2%
2	5%
3	20%
4	34%
5 (very helpful)	39%

How would you rate your experience with the in-class discussion groups?

1 (very unhelpful):	2%
2	5%
3	21%
4	36%
5 (very helpful)	35%

Answers to open-ended questions

Students were generally very satisfied with their experience with the PLs. When asked what more the PLs could do to help them the only response we received was that some students would like them to have more office hours and offer the workshops at more times. A small number of students in PSYC 202 complained that it was difficult to fit the workshops in to their schedule.

PSYC 202 and 302 summary and conclusions:

As we found for PSYC 200, the students were very satisfied with the PLs. Unlike PSYC 200, they also seem to be quite satisfied with the content of the discussion groups and other activities. This may be because much of the content was taken from exams in previous years and therefore is obviously very helpful in preparing them for the exams. The only criticism was that they sometimes found it difficult to fit the workshops and/or PL office hours in to their schedule and would like to see them offered at more times.

Table 4: Assessment of PL outcomes

In addition to increasing student learning in the three courses, another goal of the PL program is to enhance the PLs' understanding of the content of the courses, and to increase their ability to lead and interact with fellow students. To assess PL outcomes, we administered to a survey to the PLs at the end of Spring, 2013 semester. Below is a summary of the results.

Note: All items are rated on a scale of 1 (disagree) to 7 (agree), except the last, which is from 1 (negative) to 10 (positive).

	<u>200 (n=4)</u>	<u>202/302 (n=5)</u>	<u>Grand mean</u>
Training was helpful	6.5	5.7	6.06
Training prepared me	6.5	5.6	6.0

Felt supported by faculty mentor	7.0	6.4	6.67
Enjoyed experience	7.0	6.2	6.56
Experience exceeded expectations	7.0	5.4	6.11
Learned content	5.75	5.8	5.78
Learned study skills	5.5	5.0	5.22
Learned leadership	7.0	6.0	6.44
Learned applying psych.	6.25	5.6	5.89
Learned group dynamics	7.0	5.7	6.28
Feel more confident of knowledge	6.75	6.4	6.56
Knowledge has improved	6.25	6.0	6.11
Experience aided other aspects of life	6.25	6.0	6.11
Experience helped other courses	5.5	6.6	6.11
General rating (1-10)	9.5	9.0	9.22

Answers to open-ended questions showed that the PLs were very satisfied with their experience. They felt they learned more about course content and that they gained self-confidence and interpersonal and leadership skills.

PL outcomes summary and conclusions:

We found that the PLs learned a lot, both in terms of course content and other skills, such as confidence and leadership. The PLs for PSYC 200 generally reported more gains in interpersonal and leadership skills, while the PLs for 202 and 302 generally reported more learning of course content that helped them in other courses. This makes sense, since the PLs for PSYC 200 meet with student groups three times per week. The PLs for the Research Methods classes met with groups or held workshops less frequently, but spent more time doing one-on-one tutoring during office hours and going over student assignments.

Feedback Loop

Suggested Changes to the PL Program to improve student engagement and learning **our 200, 202 and 302**

GOAL 1: DISSEMINATION OF PSYCHOLOGICAL CONTENT: PSYC 200

Assessment and Change in class activities. The improvement in students’ grades for Psych 200 demonstrates that the changes we have implemented in the design of the course (increasing on-line testing and activities) and the development of the PL program is effective. Based on the survey information students seem to like certain activities but not others. Some did not seem to understand their purpose and how they related to the exams and quizzes. We plan to evaluate more closely the varied activities used in class to assess which activities lead to improved understanding.

We will assess these activities by adding a brief (5-10 min) “reflection” assessments at the end of each activity. During that time all students will be asked to rate the activity and give written feedback. They will be asked what they think was the purpose of it, and

what they believe they learned from it. Based on their answers we will determine whether we need to change the activity, or simply make it clear what the purpose is.

GOAL 2: KNOWLEDGE OF THE SCIENTIFIC METHOD AND ACQUISITION OF RESEARCH SKILLS: PSYC 202 AND 302

Increase in PL Availability. The main comment students made on the surveys for the Statistics and Research Methods classes was that they would like PL office hours and workshops to be offered at more times. The number and timing of these has been severely constrained by the availability of the PLs. Most of them are taking a full load of classes, and many have other jobs. To offer more availability will require that we hire more PLs. Our goal for next year is to have two PLs for each section of 302 (we had 1.5 this semester – some PLs split their time between two sections). Because PSYC 202 has separate Writing Tutors who also hold office hours we feel that one PL per section is enough.

Increase on-line workshops. An additional criticism of PSYC 202 was the amount of time students were required to come to campus for the out-of-class workshops. Next year we are going to try conducting one or two of these workshops online in order to make it more convenient for students who live far from campus.

Future assessment

There are a number of changes we would like to make to our assessment plan for the future. On the surveys administered in all classes, in addition to asking how often students went to see PLs during office hours we will ask them why they did not go more often. Many students may simply not feel a need to get help. However, if they didn't go because the times weren't convenient, or because they didn't find the PLs helpful, we would like to know that. We will also try to get more answers to the open-ended questions that can help us to improve the course in the future. For this, we will add at least one question to all surveys that asks students to explain why they gave the rating they gave.

For PSYC 200 we plan to start assessing individual discussion group activities (see description in the previous section). We are also currently in the process of finding a new textbook for the course, which will likely mean switching the online quiz-taking platform. We will assess the effectiveness of the new textbook and online system by comparing next year's exam scores and grade distribution to those from this year.

For PSYC 202 and 302 we would like to add more online discussions, and assess the effectiveness of these discussions. We will add some questions to the surveys that specifically address the online discussions. We will also do an in-depth analysis of the content of the discussions to try to determine how we can encourage more student involvement.

Finally, we believe it is very important to determine if there has been an increase in the amount students are learning in these classes as a result of the PL program. Next year we plan to give both a pretest and a posttest in all classes. For PSYC 200 we will use the

20-item multiple choice test that we administered this year, and we will also administer it in PSYC 100 as a control group. For PSYC 202 and 302 we will give the 19-item fill-in-the-blank test that we gave as a posttest this year. Eventually that will also allow us to track how students improve across the 2-semester sequence.

Gerontology Assessment Report 2012-2013

Submitted by Lisa Hollis Sawyer

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 2012-Spring 2013 academic year, twelve (12) new students were taking classes to begin the graduate program, with approximately 90% program enrollees by end of Spring 2013. There are currently seven (7) new graduate students registered to begin the program in Fall 2013. To date, there are also two (2) recent fully-admitted students (one International) and six (6) prospective students applying to the gerontology program that will be registering and entering the gerontology program in Fall 2013. Thus, it is expected that the in-coming cohort will be approximately fifteen (15) new gerontology students. With three (3) recent graduations and one more graduation in August 2013, the total program enrollment is now 50 students, not taking into account the six (6) new students currently “in progress” entering the gerontology program. 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 needs of students and the field in its 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 (3) 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--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 2012 – Spring 2013): On average, students surveyed across four (4) 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 2012 – Spring 2013): On average, students surveyed across four (4) 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 2012, program entrants 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, new students showed a level of knowledge prior to classroom education at a minimal level of proficiency (i.e., average score across students of 59%). Two (2) recent graduates took the exam again over the past year and scored an average of 91%.

Analysis of Student-derived Teaching Evaluations

From Summer 2012 through Spring 2013, 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 2012 and Spring 2013, 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. Incorporating the four new on-line courses for the gerontology program over the past year, 90% 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 (i.e., four (4) on-line elective courses) to be completed by Fall 2013.

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 402 *Developmental Processes in Later Life*, PSYC 408 *Research Methods in Gerontology*, and PSYC 422 *Seminar in Proposal Writing* graduate courses was done to better prepare students for program thesis requirement and later work skills (i.e., linkage with content of PSYC 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 2012 through Spring 2013, 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 401 and 402; better linkages of PSYC 408, PSYC 420, and PSYC 422). 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></p> <p>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>	<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 Gerontology Program Web Page
<p>b) Program goals reflect professional standards, as appropriate</p>	<ol style="list-style-type: none"> 1) Marketing Assessment Survey 2) Self-assessment Survey (Student, Faculty) 3) Advisory Committee (experts in aging field, alumni) Feedback Reports 4) Course/content descriptions from other comparable degree programs

<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 4) Course syllabi 5) Print out of Gerontology Program Web Page 6) Marketing Assessment Survey 7) Self-assessment Survey (Student, Faculty) 8) Advisory Committee (experts in aging field, alumni) Feedback Reports 9) Course/content descriptions from other comparable degree programs</p>
<p>Assessment Component</p>	<p>Assessment Documentation</p>
<p>III. <i>LEARNING OUTCOMES</i> 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 4) Course syllabi 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> <p>1) Course-based output:</p> <p style="padding-left: 40px;">A. Tests B. Papers/projects C. Oral Presentations</p> <p>2) Practicum/internship output: A. Logs B. Experiential Paper</p> <p>3) Practicum/internship Supervisor Ratings (Grade)</p> <p>4) Thesis output: A. Thesis Paper/Oral Defense Presentation B. Thesis Rating by Thesis Committee (Grade)</p> <p>5) Self-assessment Survey (Student, Faculty) 6) Entrance/Exit Exam Results (“Change” Score)</p> <p><u>Indirect measures</u></p> <p>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</p>

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 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>	<p>1) Gerontology Program Correspondence (e.g., memos) 2) Course syllabi's grading rubrics</p>
<p>d) Results of this assessment are available to appropriate constituents.</p>	<p>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</p>

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 2012-2013

Submitted by **Jade Stanley, Chair**

Executive Summary

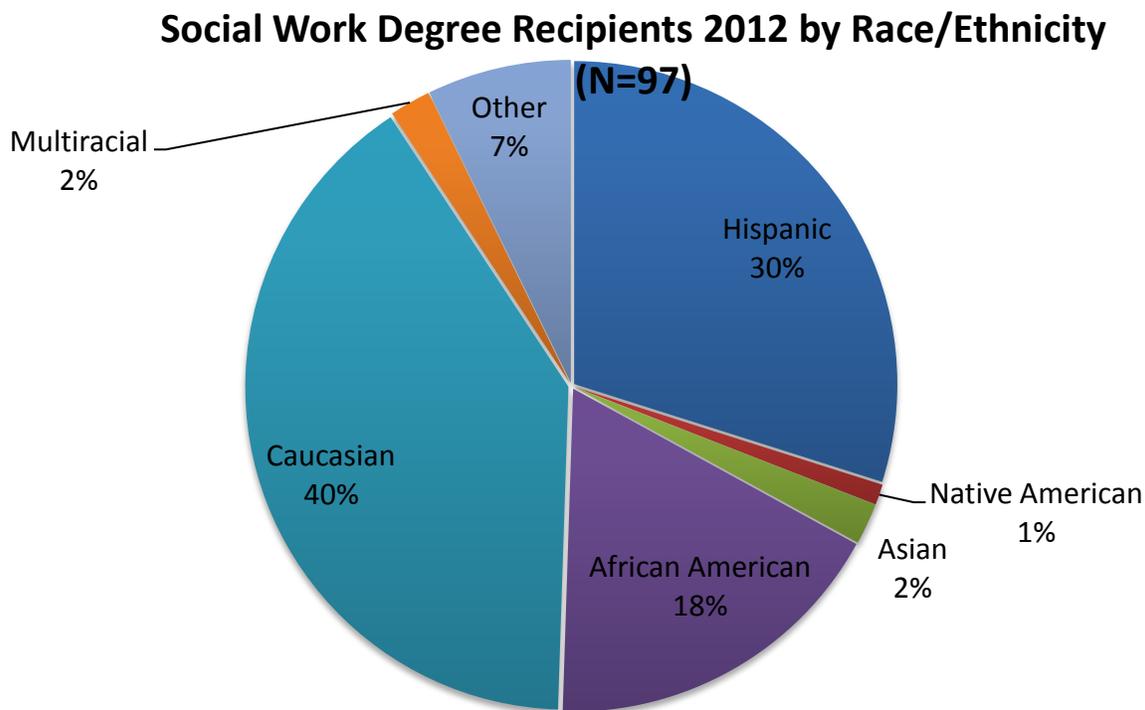
The Social Work Program continues to grow and develop and increase the presence of our faculty and students both on campus and in the community. Our students are active in the community through the work in the social work club- ASSW, service learning, yearlong internships and active work in agencies 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 adhere to these standards. The growth of our program is evident by looking at the following numbers:

Fall 2007	225 students
Fall 2008	264 students
Fall 2009	286 students
Fall 2010	280 students
Fall 2012	344 students
Fall 2012	400 students
Fall 2013	450 students (projected)

We have continued to see an increase in transfer students who come into the program prepared to begin their social work course sequence. We have seen a continued increase in the number of students meeting their graduation requirements each year and meeting the 5 semester course plan. Students continue to demonstrate strong scholarship and leadership qualities and have been awarded various honors and scholarships. During this academic year, Kelly Webb, class 2013, created a program through the Honors Program to recognize student choice awards of faculty and staff. This year, among the many recipients, three (3) social work faculty received "The Student Choice Award"--Francisco Gaytan, Luis Ortiz and Milka Ramirez-- and one social work staff member, Melissa Ramos. This was an exciting event for both the students and our faculty.

The social work faculty should be commended for their continual dedication to our students, the university, the community, and to 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 not only enhance our visibility in the community, but will also 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. The social work program continues to represent the university goals of diversity and community.



Department/Faculty Achievement

As a faculty of 6 tenured/tenure-track faculty and 4 full-time instructors, we have had a successful academic year with several noteworthy achievements. The social work faculty are productive scholars- publishing articles, book chapters and presenting their research at major social work conferences both locally and internationally. The social work faculty continues to play critical roles within the program, university and community through their creative and innovative approach to learning. Dr. Jacqueline Anderson, swk faculty, involved in the very successful planning, promotion, and execution of a large fundraising event which included the keynote speaker, Tonier Cain who shared her story “Triumph over Trauma” to students on campus and at Deborah’s Place, a homeless shelter for women. The Social work department is represented at the Faculty Council on Academic Affairs, The Global Studies Committee, the international programs committee, grade appeal committee and university wide search committees and others.

Our search for a new social work faculty for academic year 2012-2013 proved to be successful with the hiring of Dr. Milka Ramirez, in fall 2012. Dr. Ramirez comes to us with a strong interest and research in the area of gender identity and applied arts. She will be the curriculum specialist in the practice curriculum. In fall 2013, we will have a new hire join us, Aimee H. Villalpando. We have also been given an opportunity to have a new search for 2013-2014. We are excited with the opportunity as we have several ongoing needs in meeting the requirements of our growing program both on the main

campus as well as off campus sites such as El Centro and CCICS. 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 6 years in spring 2013. We have provided an ongoing and increased visibility in the community and an increase in the course offerings for our social work courses at El Centro. We have informed our accrediting body- the Council on Social Work Education of our intent to offer a complete BASW program at the El Centro new building in 2014. 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 at Manley High School. Several of the social work faculty and instructors participated and continues to be involved in “Training the Trainer” at Manley High school; We have provided space, and continues to provide space, at NEIU for the Umoja Upward Bound Program, and actively participated in their annual fund raising event. We continue to acknowledge and celebrate our colleague, Dr. Joseph Cytrynbaum 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 offers online and hybrid social work courses :Social Work with Families, Introduction to Social Work, and Social Welfare Policy curriculum courses, which has been well received by our students. 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 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 in 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 College of Arts and Sciences to develop innovative summer courses, we have explored offering two summer institutes in our social work program, reaching out to our alumni and social service providers in the community. This innovative programming will offer a wider variety of scheduling options, increase our course offering to a larger audience and meet the demands of professionals needing certifications or continuing education credits. We have developed a relationship with Ana Romero, Director, 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 summer 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 113 students in field placements during this academic year (2012-2013), and appears to be 134 for the upcoming class of academic year 2013-2014. 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.

Social Work Program Goals

The overarching goal of the social work program at NEIU is to produce students who are able to:

- engage in generalist practice as competent professionals to sensitively work with diverse populations

- utilize one's strengths and multifaceted identity to develop a professional social work identity and values
- enhance the strengths of clients to build the capacities within themselves and their environment
- promote human rights and social justice locally and globally
- critically consume and generate social work knowledge to inform generalist practice

Social Work Activities: Curriculum Reform, Recruitment and Outreach

The Social Work Program has conducted a variety of activities to keep the program visible and viable:

- We held our 7th "Back to School Rally" in fall 2012, 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 2012, 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 2013, 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 2013, The Social Work Program faculty acknowledged 35 students in the 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 and Pedroso Center with a cake reception.
- Throughout the academic year 2012- 2013, The Social Work faculty held weekly faculty meetings to work on curriculum development for the upcoming Self-study and reaffirmation process. To that end, the faculty re-conceptualized the program's mission, goals and outcomes as well as began to align each curriculum area and course outcomes with the program outcomes.
- Throughout the academic year 2012-2013, The Social Work program held monthly departmental meetings that included all part time and full time

instructors. The focus of the meetings was to provide instructors with information regarding the program and students, to discuss program and student challenges, as well as to gain support for the curriculum areas they are teaching in.

- Throughout the academic year 2012-2013, the Social Work Program utilized a data base system (ACCESS) 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 March 2013, one hundred and one (101) social work students attended the Lobby Day events in Springfield (the largest number of students from one social work program in the state). Kudos to the Association of Student Social Work (ASSW) club and the sponsoring faculty for supporting the ASSW in securing funding for their travel to Springfield Illinois for the event. The Social Work Program received a certificate from the National Association of Social Workers (NASW) for having one of the largest groups of students at the event.
- In spring 2013, twenty-one (21) social work students (and sponsors*) presented at NEIU 201st annual student research symposium. These presenters include: Zuleima Ocampo (Angel Resto*); Virginia Foster (Angel Resto*); Sherry Cornelio (Angel Resto*); Robert O. Motley Jr. (Job Ngwe*); Robert O Motley Jr. (Luis Ortiz*); Patricia Martinez-Brito (Angel Resto*); Alyssa Johnson (Angel Resto*); Carla Gutierrez (Angel Resto*); Catrina Jackson (Angel Resto*); Helen Garfias (Angel Resto*); Jennifer Stremtan (Angel Resto*); Jonathan Barrera (Angel Resto*); Karla Barrera (Angel Resto*); Kelly Webb (Milka Ramirez*and Luis Ortiz*); Kelly Brombosz (Angel Resto*); Krystle Kellick (Angel Resto*); Patricia Markley (Job Ngwe*); Richelle D. Peralta (Angel Resto*); Rosanelly Lopez (Jade Stanley*); Vera Hosley (Angel Resto*); and Vonte White (Angel Resto*).
- The social work program along with psychology, justice studies and sociology offers an interdisciplinary program minor called Child Advocacy Studies and Treatment (CAST). There are 18 hours in the minor that are cross listed for students. Currently we offer 1-2 sections of each course and have attracted over 25 minors. A certificate program is under consideration for alumni and practitioners looking to enhance their skills and knowledge.

Curriculum Revision

- Throughout the academic year 2012-2013, the Social Work faculty held weekly faculty meetings to work on curriculum revision for the upcoming CSWE Self-study and reaffirmation process. Faculty revised and re-conceptualized the program's mission, goals and outcomes as well as began to align each curriculum area and course outcomes with the program outcomes and the new EPAS (Educational Policy and Assessment) required by CSWE. . Three faculty

members have participated in and created online courses for our social work program: Social Work 200: Introduction to Social Work; Social Work 207: Social Policy I and Social Work 305: Social Work Practice II. We anticipate increasing our online offerings over the next 2 years to meet student demand.

I. Assessment

The faculty in the Social Work Program have historically integrated and made use of the ongoing process of curriculum assessment. The faculty have reviewed and revised our course and program 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 obtain the student perspective; continuous self-study meetings were 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.

In the fall of 2012, 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 analyzed by our research and policy curriculum specialists. The results indicated a strong sense of satisfaction with the faculty and the social work program with some general comments about specific instructors and professors, which will be addressed.

Assessment begins with the admission to the Program. Our Social Work Database indicated that more than 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 2012 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 semesters of academic year 2012-2013, the social work office program utilized the online course based electronic course evaluation process. A report was sent to the department chair for review. The chair then sets up a time to meet with each instructor and faculty member to discuss the outcome of the course assessments, prior to the following semester. This provides instructors and 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.

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 student utilizing Survey Gold 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.

II. Program Plan

A. Long Term Goals

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 the Dominican University School of Social Work
 2. Explore offering courses at the University Center of Lake County (UCLC) 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 Instituto. 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 D2L 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

B. Projected Needs

1. Faculty

A tenure track faculty member will be requested for the academic year 2013-2014 to meet student to faculty ratio.

2. 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 also 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.

3. 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

4. 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, and additional money for travel to professional conferences for new faculty member.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances

Gaytán, Francisco X.

Social capital and the academic and ethnic resources of Mexican youth in New York City. In A. Sawyer & B. Jensen (Eds.), *Regarding Educación: MexicanAmerican Schooling the 21st Century*. New York: Teachers College Press.

2. Articles and Abstracts, Local Exhibitions or Performances

Ngwe, Job E. & Elechi, Oko O.

Human Trafficking: The Modern Day Slavery of the 21st Century. *African Journal of Criminology and Justice Studies: AJCJS*, Vol.6, #s1 &2

Moreno, G. & Gaytán, F.X.

Focus on Latino learners: Developing a foundational understanding of Latino cultures to cultivate student success. Preventing School Failure: Alternative Education for Children and Youth, 57:1, 7-16.

Moreno, G. & Gaytán, F.X.

Reducing subjectivity in special education referrals by educators working with Latino students: Encouraging the incorporation of the Functional Behavioural Assessment as a pre-referral practice in student support teams. Emotional and Behavioural Difficulties, iFirst, 1-14.

3. Conference Presentations, Group Shows

Gaytán, Francisco X.

- Enhancing the Latino Graduate School Pipeline by Tapping into Our Funds of Knowledge at a Hispanic Serving Institution. Presented at the 11th Annual Alumni of Color Conference, Harvard Graduate School of Education, Cambridge, MA.
- Latino Students' Perceived Barriers to Academic Success at a Four-Year, Hispanic Serving Institution in Chicago. Presented at the National Association of Chicano and Chicana Studies Conference, San Antonio, TX.
- Engaging Latino Youth Through Art. Workshop presented at the Illinois Statewide Migrant Education Workshop, Alsip, IL.
- U.S. Demographic Changes and Opportunities for Diversity in Social Work Through Education and Immigration. Presented at the Council on Social Work Education Annual Program Meeting, Washington, D.C.
- Using Art to Engage Hard to Serve Latino Youth. Workshop presented at the Illinois Education Association Conference, Lisle, IL.

Kim, Jin

- The effects of poverty and health insurance status on the timing of health service utilization among older adults. Presented at the 65th Annual Scientific Meeting of the Gerontological Society of America. San Diego, CA.
- The dynamic effects of poverty and health insurance status on health service utilization among older adults." Presented at the 17th Annual Conference of the Society for Social Work and Research. San Diego, CA.

4. Funded Grants

Ramirez, Milka

- Small Business Improvement Fund Grant for co-founded Not-for-Profit En Las Tables Performing Arts, \$36,000

5. Service

Anderson, Jacqueline

- Facilitated a fundraiser to bring Tonier Cain (The Director of Trauma Informed Services, and former consumer of homeless, mental health, and substance abuse services) to Deborah’s Place to speak to the women who live there. Brought more than 15 new field sites onboard for our students

Dancea, Marius.

- Participated as a Panelist on an Anti-bullying event organized by Ebaa Wahdan a Social Work and Psychology Major student at NEIU.
- Participated in the 3rd annual “Bridge to SSA – Connecting NEIU to U of C event”.
- Presented two sessions (*English followed by Romanian*) for Money Smart Week.

Ramirez, Milka

- Presented at the 2012 NEIU's Art is Response to Violence. Title: "Con Maleta En Mano (With My Suitcase In Hand): Cultural Artist Transforming Communities
- Keynote speaker at the Department of Children and Family Services Latino Advisory Committee's 24th Annual Family Institute training event held at NEIU: "Jibaro Resiliency: The Spirit of Resiliency

Stanley, Jade

- Board member, Fulbright Association Chicago Chapter (2013)
- Chair of Illinois Dean and Directors Association, 2013-2014.
- Provided free trainings on homelessness and mental illness to four community agencies
- Won the “Woman of the Year” Leadership Award at Loyola University

Kim, Jin

- Board Member, Korean American Community Services

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications

Kelly Webb, NEIU 21st Annual Student Research & Creative Activities Symposium, “Same Sex Couples: An underutilized resource for children waiting to be adopted” (with faculty member Mikka Ramirez)

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

Admitted to Graduate schools

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 such as: University of Illinois Jane Addams: Priscilla Joseph; Robert Motley; Loyola University: Tina Bonarirgio; Valeria Ramirez; Pati Arroyo; Vanessa Barajas; Angel Martinez; Aurora University: Apryl Estes; New Mexico

Highlands University School of SWK: Sera Nolan; and University of Southern California (USC): Kelly Webb; University of Chicago: Rodney Allen

Rodney Allen and Robert Motely, both Ronald McNair Scholars, received DFI (Diversifying Higher Education) scholarships to their receptive social work programs: University of Chicago and UIC-Jane Addams

Inducted to Phi Alpha Social Work Honors Society

This year 35 students were inducted into the Phi Alpha Social Work Honors society: Amy Marie Bicknell; Ibeth Estefania Clavijo; Rukija Halilovic; Valeria Ramirez; Johnathan Barrera; Albert Richardson; Natasha Katsman; Patrise D. Washington; Rosa Enriquez; Angel Luis Martinez; Sara Gonzalez; Patricia Arroyo; Sera Nolan; Patricia Markley; Vanessa Barajas; Gabrielle Blum; Nicole Pruchnick; Kimberly Tilford; Sherry Cornelio; Nura Shadid; Karen De La Cruz; Tina Bonarirgio; Grace Fesse Diyemba; Apryl Estes; Toya Rhashinda Hodges; Sherisa Benson; Isabell Ciszewski; Jeffrey Huhnstock; Allyssa Rizzardo; Angel Downie; Heidi Hammacher; Christine Kenning; Carla Gutierrez; Kelly Webb; and Yesenia Nunez.

Accepted to McNair Scholars Program

The Social Work Program identified 5 students that were accepted for the McNair Scholars Program during the academic year 2012-2013: Rodney Allen, Kelly Webb, Rosanelly Lopez, Robert Motely and Perla Lopez.

Hired at Internship Agencies

The following students this year were hired by the agencies where they completed their senior practicum: Elizabeth Clark (Sarah's Circle), Patrice Washington (Deborah's Place), Jesse Self (Illinois Coalition for Immigrant and Refugee Rights).

SOCIOLOGY

Annual Report 2012-2013

Submitted by Brett Stockdill

Executive Summary

During the 2012-13 academic year, Sociology faculty continued to integrate teaching, research, writing, and activism to promote student success and social justice at Northeastern Illinois University and beyond. We maintain our commitment to an innovative and challenging curriculum that encourages students' academic excellence, critical thinking, and commitment to social change. We have continued to make our course offerings more intersectional (i.e., attentive to race, class, gender, sexuality, (dis)ability, citizenship/legal status, etc.) and global. These strengths are further reflected in our faculty's active participation in other academic programs, particularly African & African American Studies (AFAM), Child Advocacy Studies (CAST), the Honors Program, Latino/a & Latin American Studies (LLAS), Lesbian, Gay, Bisexual, Transgender, & Queer (LGTBQ) Studies, and Women's & Gender Studies (WGS). Our commitment to liberatory pedagogy has paid off in significant ways. Forty-five Sociology majors graduated in 2012-13, down from 47 in 2011-12, but up from 33 in 2007-08. We had 158 Sociology majors in fall 2012, down from 170 in 2011, but up from 130 in 2008. 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.

Highlights of 2012-13

Our department has continued to develop in exciting and productive ways. With last year's retirement of **Susan Stall**, the number of tenure track/tenured faculty fell to six, two less than our full complement of eight. However, we had a successful search for a new tenure track faculty member, **Marcos Feldman**, whose teaching and scholarship focus on community-based action research; Dr. Feldman will join us in January 2014,

bringing our tenure stream faculty to seven. Every tenure track faculty member was awarded a positive job action. **Brooke Johnson** and **Olivia Perlow** successfully applied for retention. **Andreas Savas Kourvetaris** secured promotion to the rank of Associate Professor and tenure. **Michael Armato** was awarded a sabbatical for spring 2014. **Michael Armato, Olivia Perlow, and Christina Gómez** received NEIU Student Choice Awards. 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. Student and faculty accomplishments continue to rely on the superb organizational, communication, writing, and budgetary skills of **Arlene Benzinger**, our departmental administrative aide.

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.

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 2012-13 year, six of our classes featured the LTD method. Sociology faculty also brought an array of guest speakers to campus to speak on antiracist activism, gender violence, LGBTQ rights, 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. A number of faculty members also integrated Service Learning and other experiential approaches to teaching/learning. Of particular note was the first Sociology/LLAS Cuba Study Tour, organized by **Christina Gómez** and **Brett Stockdill**, in which 15 students spent two weeks living and learning at the Martin Luther King Center in Havana in Summer IA 2013.

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 third annual General Advising Session in September 2012, during which tenure track/tenured faculty presented an overview of advising information for majors. This year marked the implementation of our on-line degree audit for Sociology majors.

The Sociology Department continues to demonstrate our commitment to work with and serve multiple programs at NEIU. African & African American Studies, Latino/a & Latin American Studies, LGBTQ Studies, and Women's & Gender Studies Programs are housed within our Department, and we work in close collaboration with these four 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 second year as the new Coordinator of the LLAS program, building the program in a variety of ways and recruiting more majors. **Olivia Perlow** is a core AFAM faculty member and taught AFAM 200: Introduction to African & African American Studies—a core required course for the AFAM minor—as well as cross-listed AFAM courses. **Michael Armato**, **Christina Gómez**, **Brooke Johnson** and **Olivia Perlow**, and **Brett Stockdill** are core WGS faculty and taught numerous cross-listed courses for WGS. **Christina Gómez** and **Brett Stockdill** are core LLAS faculty members, and Dr. Gómez taught two core required courses for the LLAS major and minor (LLAS 201: Culture and History of Latinos and LLAS 301: Field Seminar in LLAS). **Michael Armato**, **Brooke Johnson** and **Brett Stockdill** all taught cross-listed courses for the new LGBTQ Studies Minor. **Brett Stockdill** worked with faculty from Social Work, Justice Studies and Psychology to grow the Child Advocacy Studies Minor (CAST), and **Brooke Johnson** served on the search and screen committee for the first tenure stream CAST faculty member, who will start in fall 2013. Several of our Sociology courses serve as CAST electives. **Michael Armato** taught ZHON 193: Introduction to the Social Sciences for the Honors Program. 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 14 sections of three General Education classes each semester. In the fall 2012, 33% of our courses offered were General Education courses, while in the spring, 2013, 29% 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 activities throughout the year, which are described below. **Andreas Savas Kourvetaris** and **Brett Stockdill** organized the second annual induction ceremony for the Northeastern Illinois University chapter of Alpha Kappa Delta, the international sociology honor society, and seven students were inducted into the chapter in April 2013.

Research/Creative Activities: Advancing Critical, Public Sociology

As evidenced below, Sociology faculty published an array of book 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. The breadth of our scholarship is reflected in the array of professional conferences at which we presented papers, including the American Educational Research Association Annual Meeting, the

American Sociological Association Annual Meeting, the Association for Asian American Studies (AAAS) Annual Meeting, the Association of Black Sociologists Annual Meeting, the Engendering Change Conference, the Midwest Sociological Society Annual Meeting, and the National Council on Black Studies Conference.

Our department was once again well represented at this spring's Midwest Sociological Society (MSS) Annual Meeting held in Chicago, IL. Twelve of our Sociology majors attended the conference. Two Sociology majors presented their research: **Alexis Dennis** and **Augusta Sceske**. Five Sociology alumni presented papers: **Georgiann Davis**, **Maria Luna Duarte**, **Jorge Ortiz**, **Chris Poulos**, and **Eilleen Rollerson**. Nine of our faculty (**Michael Armato**, **Christina Gómez**, **Cristen Jenkins**, **Brooke Johnson**, **Olivia Perlow**, **Joel Ritsema**, **Andreas Savas Kourvetaris**, **Susan Stall**, and **Brett Stockdill**) presented at the MSS.

For the second year in a row, one of our faculty was honored at the NEIU Author's Reception. This year **Brett Stockdill's** book *Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy* (with Mary Yu Danico, University of Hawai'i Press, 2012) was honored.

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. **Andreas Savas Kourvetaris** served on the Writing Intensive Faculty Advisory Committee. **Brett Stockdill** served on the Faculty Senate and on the Student Disability Service Director Search and Screen Committee. As coordinator for LLAS, **Christina Gómez** organized, with the assistance of **Ann Botz**, a number of cutting edge events and programs, including the first LLAS Conference in September 2012. 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 World AIDS Day.

A major contribution of our department and Sociology Club to the larger NEIU community and beyond this past year has been the exciting guest speakers and events for our department and for the broader campus community. The Sociology Club organized a Sociology Film Night as well as two guest speakers, Joanna Jarosz and Sebastino Aviles, NEIU Sociology alumni, who spoke about their graduate school and career experiences.

Our faculty and students also play leadership roles in other student organizations. **Christina Gómez** served as the advisor and majors **Jose Herrera** and **Jazmin Morales** served as officers of Undocumented, Resilient and Organized (URO), the first organization organized by and for undocumented immigrant students at NEIU. **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. As a facilitator for *Girl Talk*, **Dr. Perlow** supports empowerment of girls in the Cook County Juvenile Temporary Detention Center. As a member of the Chicago Torture Justice Memorials Project (CTJM), **Brett Stockdill** helped organize the exhibit *Opening the Black Box: The Charge is Torture* at the School of the Art Institute (October 4-December 21, 2012, <http://chicagotorture.org/project/>). The exhibit featured Brett Stockdill's syllabus for Sociology 312 (Sociology of Health and Illness) and the artwork of four SOC 312 students—Sociology majors **Patricia Kozela** and **Caty Nordyke** and Sociology minor **Latrese Monden**.

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 overall course section offerings have declined due to budget cuts with 43 sections of Sociology offered in the fall 2012 and 34 sections offered in the spring 2013.

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.

Forty-five Sociology majors graduated in 2012-13, down from 47 in 2011-12, but up from 33 in 2007-08. We had 158 Sociology majors in fall 2012, down from 170 in 2011, but up from 130 in 2008. These slight declines are likely linked to budget cuts, enrollment decreases, and the economic crisis. Though the number of Sociology minors has fallen dramatically due to the elimination of the university minor requirement, we have the second highest numbers of minors—103—in the College of Arts and Sciences.

14 sections of three General Education classes each semester. In the fall 2012, 33% of our courses offered were General Education courses, while in the spring, 2013, 29% of our courses were General Education offerings.

Forty six students completed one of our two capstone courses, Senior Seminar in Sociology and Internship in Sociology this year. Our graduates continue to be accepted into graduate school, with at least five accepted into Master's and Doctoral programs for fall 2013. Sociology major **Alexis Dennis** was awarded a full fellowship in the University of Wisconsin, Madison's PhD Program in Sociology. Sociology major **Peggy Valdes** was awarded a full fellowship in the University of Iowa's PhD Program in Higher Education. Furthermore, our alumni have continued to excel in graduate school and beyond. Of particular note are alum **Chris Poulos** (2009) who completed his Masters in Urban Planning and Policy at the University of Illinois-Chicago and **Joanna Jarosz** (2009) who completed her Master of Arts Program in Rehabilitation Counseling here at Northeastern Illinois University. In addition, **Dr. Eilleen Rollerson** (2004, Board of Governors, Concentration in Sociology) became the director

of Loyola University's McNair Scholars Program. **Dr. Georgiann Davis** (2004) completed her first year as tenure track Assistant Professor in the Department of Sociology at Illinois State University-Edwardsville. **Dr. Christina Perez** (1998) was awarded tenure and promotion to Associate Professor and is currently the Director of Women and Gender Studies Program at Dominican University; she was also cited by the Medill News Service May 2 (<http://news.medill.northwestern.edu/chicago/news.aspx?id=220964>).

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 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 (*Sociology Matters*), on the departmental bulletin boards, and on the bulletin boards in LWH 2094 (formerly the "Sociology Classroom"). We are more effectively building on the diversity of our own students through the programs we plan, often in collaboration with our Sociology Club and other programs/departments, particularly the interdisciplinary programs (AFAM, LLAS, WGS). Also, in spring 2013, we initiated seven new students into our NEIU chapter of Alpha Kappa Delta (AKD) International Honors Society. We also established two new awards to recognize student academic and activist excellence: the Praxis Award and the Ella Baker Award.

Student/Learner centered community: The department consistently uses and infuses pedagogical strategies that foster positive inter-group relations by promoting mutual respect, understanding, cooperation, cultural awareness, and appreciation among students of different racial, ethnic, religious and other backgrounds. Central to our mission is a departmental emphasis on application and sociological practice, more recently termed, "public sociology." We encourage close collaboration among faculty and students at all levels of sociological practice: in the classroom, in the conduct of research, and in serving the needs of our various communities. We expect students to demonstrate an appreciation for social and intellectual diversity, an awareness of social inequality, civic engagement and responsibility, and a commitment to social justice. In this context, the Sociology 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 spring 2013, **Brett Stockdill** organized the first Sociology Teaching Support Group, attended by ten adjuncts, instructors, and tenure stream faculty members. This event provided a supportive space for faculty members to share their strategies for meeting the complex challenges of teaching about oppression and resistance with a diverse student body. We have continued to invest deeply in high impact pedagogical practices, including service learning, internships, structured small group activities, student educational presentations, and class discussion. During the 2012-13 year, six 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 **Olivia Perlow's** fall SOC 344 (African American Women: Feminism and Resistance) conducted research on social issues impacting Black women and presented their findings to the public, including students, staff and faculty at the Pedroso 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 have been on Blackboard, and we are now transitioning to Desire To Learn (D2L). We expect our majors to be proficient in the use of SPSS for Windows by the time they graduate. SPSS is introduced in the Soc 211: Sociological Research Methods and more fully explored in the Soc 212: Introduction to Social Statistics course. We encourage faculty to utilize technologically-enhanced instruction and encourage our students to make technologically sophisticated classroom presentations and professional presentations at NEIU's Student Research Symposium and at the Illinois Sociological Association and Midwest Sociological Society conferences.

Brooke Johnson taught an on-line course, SOC 212: Social Statistics, in summer 2013—the fifth time it has been taught on-line. Instructor **Aneta Galary** offered 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.

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**, with other LLAS faculty, organized a study abroad program in summer 2013 at the University of Guanajuato in Mexico. **Christina Gómez** and **Brett Stockdill** collaborated with Instructor **Tom Hansen** and Sociology alumna **Peggy Valdes** to organize a study abroad program in summer 2013 at the Martin Luther King Center for Human Rights in Havana, Cuba. Fifteen students enrolled in SOC 310: Social Movements and LLAS 345: Latinos, Race, Class and Gender, which included 40 hours of class at NEIU and two weeks of lectures, fieldtrips, discussions, and activities in Cuba. Cuba study tour students presented original research projects to the campus community on June 14, 2013 at the Pedroso Center.

Andreas Savas Kourvetaris continued his work as coordinator of the Centers of Globalization Conference series by moving forward on the organization of 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.

Collaborating with external constituencies: The Sociology internship program offers students a chance to apply the skills they learn in the classroom to the realities of work in organizations serving diverse communities, thereby helping them bridge the gap between theory and the practice of sociology. And as is reflected in our Mission Statement, our instructional mission "includes providing knowledge and skills, both sociological and general, for a broad spectrum of jobs in today's competitive labor market or to pursue graduate and professional degrees in Sociology and related disciplines" (e.g. Urban Planning, Public Health, Human Resources). Sociology majors who select SOC 342: Internship Seminar as their capstone course are instructed to seek an internship in the field of work or activism that they wish to pursue after graduation. Our sociology majors seek placements in a wide range of career and activist categories. In spring 2013, there was a continued emphasis within the seminar on the importance of cultivating the role of "civic professional," and also an added focus on augmenting participating majors' understanding of the ways in which non-profit organizations both challenge and promote social inequalities.

The careers described in the American Sociological Association's literature for undergraduate Sociology graduates to a large degree are mirrored in the types of internship placements selected by our students. Each semester, we expand the possible sites for our internships and invite selected alumni back to speak to our students about their post-graduation work experiences in the seminar. This past spring, 2012, the 26 students in our capstone SOC 342: Internship Seminar, taught by **Brett Stockdill**, were successfully placed in a variety of organizations for their 144 internship hours (see below). It is noteworthy that supervisors regularly highly praise the work of our students and request more interns from our Sociology Department.

Internship Placements, Spring 2013

Kate Borkowski
Open Books, Ltd.
Community Outreach Intern

Kevin Brown
Northside Action for Justice
Development Organizer
Kenyada Burks
Germano Millgate Community Center, Center of Higher Development
After School Program Assistant Coordinator/Adult Enrichment Program Aide

Benjamin Cook
The Plant
Construction Intern

Nicole Douglas
Northeastern Illinois University Women's Resource Center
Empowerment Group Coordinator

Leah Everwine
The Leila Grace Foundation
Video Sales Specialist

Maricruz Figueroa
Latino Organization of the Southwest
A-STRONG-U Coordinator

Daniel Fortier
Cornerstone Community Outreach
Case Manager Assistant

Jacob Grossman
Haymarket Drug and Alcohol Treatment Center
Dual Diagnosis/Co-Occurring Disorders Intern

Jaimee Kaminski
Diebel Labs
Assistant Coordinator

Denyse Kloeckner
Norwood Crossing
Life Enrichment Intern

Millen Lazzar
Macy's and Shiseido Cosmetics
Sales Coach Intern

Sadia Majeed
The Information Center at Northeastern Illinois University
New Media Project Intern

Ellza Mehmeti
John M. Palmer Elementary School
Teacher's Aide

Xheke Mehmeti
John M. Palmer Elementary School
Teacher's Aide

Felicia Mora
Northeastern Illinois University Learning Support Center
Academic Coach

Jazmin Morales
Corazon Community Services
Interim Youth Services Director/Ceasefire Project Manager

Felipe Najjar
Latin United Community Housing Association
Housing Intern

Catherine Nordyke
Chicago Torture Justice Memorials Project
Social Media Intern

Julianna Peppers
40th Ward Office (Alderman Joe Moore)
Intern

Mayra Perez
Stevenson Elementary School
Second Step & PBS Interventionist and RTI Support

Elizabeth Ruiz
Village of Glenview
Office Assistant/Permit Clerk

Augusta Sceske
Willard Elementary School
Second Grade Two-Way Immersion Classroom Teacher's Aide

Veronica Seda
Erie Neighborhood House
School Age Assistant

Aisha White
Delaware North Companies Sportservice at Soldier Field
Human Resources Coordinator & Human Resources Assistant

Darcy White
Small World Learning Center
Maple Street Site 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) Teaching Support Group; 2) meeting with President Sharon Hahs; 3) meeting with Provost Richard Helldobler; and 4) meeting with Ombuds Bradley Ginn. 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 during 2012-13 will lead to the a new tenure-track professor in spring 2013, **Marcos Feldman**, but this will still leave our tenure stream faculty stretched thin, particularly with our deep participation in the interdisciplinary programs (AFAM, LLAS, WGS). The university administration forced us to cut our course offerings for past year, despite the loss of tuition revenue and threat to retention of our majors. Despite high enrollments in our program and college—and high numbers of majors—we are also being forced to cut course offerings for the coming year. We are concerned that deep cuts to instruction will hurt both our General Education students and our majors (in addition to reducing tuition revenue).

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. With the arrival of Marcos Feldman this coming year, we will have no designated space for our two full-time Instructors Aneta Galary and Cristen Jenkins, and our dozen part-time Instructors and Adjuncts will be forced to continue to share one office with numerous other Instructors/Adjuncts in the basement of LWH. Several 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.
- **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. Class assignments often result in extremely difficult logistics for faculty. For example, our faculty frequently have back-go-back classes in Lech Walesa Hall and Bernard Brommel Hall, leaving them ten minutes to meet with students before/after class, go to the bathroom, set up/put away AV equipment, and walk across campus. Virtually all of our classes include small group discussion and class discussion, but many assigned classrooms are not equipped for this. In recent years, an increasing number of our classes have been located outside of Lech Walesa Hall, making it difficult for both students and faculty to make it to class on time as well as to attend office hours and visit the departmental office.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances

Gómez, Christina. “Too close to the work/There is nothing now,” with D. Diaz-Strong, M. Luna-Duarte, E. Meiners, in *Humanizing Research: Decolonizing Qualitative Inquiry With Youth and Communities*, edited by D. Paris and M.T. Winn, Sage Publications. 2013

Perlow, Olivia. “Parenting within the Nexus of Race, Class, and Gender Oppression in Graduate School at an Historically Black College/University.” In *Mothers in Academia*, edited by Mari Castaneda and Kirsten Isgro, 111-122. New York: Columbia University Press, 2013.

Stockdill, Brett C. “ACT UP (AIDS Coalition to Unleash Power).” In *The Blackwell Encyclopedia of Social and Political Movements*. Eds, David A. Snow, Donatella Della Porta, Bert Klandermans, and Doug McAdam. Oxford, United Kingdom: Wiley-Blackwell. 2013.

2. Articles and Abstracts, Local Exhibitions or Performances

Armato, Michael, Laurie Fuller, Nancy A. Matthews, and Erica R. Meiners. “Pedagogical Engagements: Feminist Resistance to the Militarization of Education.” *Review of Education, Pedagogy & Cultural Studies* 35, 2 (2013):103-126. doi: 10.1080/10714413.2013.778668.

Armato, Michael. “Of War and Men,” review of *Of War and Men* by Ralph LaRossa. *Social Forces*, 91 (2012):1. doi: 10.1093/sf/sos080.

Stockdill, Brett C. “Sociology 312 (Sociology of Health and Illness): Bearing Witness to Chicago Police Torture Project.” Syllabus on display in the Chicago Torture Justice

Memorial Project's *Opening the Black Box: The Charge is Torture* exhibit. School of the Art Institute of Chicago. October 4-December 21, 2012
(<http://chicagotorture.org/project/>).

3. Conference Presentations, Group Shows

Armato, Michael and Cassandra Cantú. "The Contextual Bases of Masculinity: Men's Sexual Violence Against Women in the U.S. Military." Paper presented at the annual meeting for the American Sociological Association, Denver, Colorado. August 17-20, 2012.

Bérubé, Lisa. "Sexual and gender embodiment: new research." Panel organizer and discussant at Engendering Change Conference, May 15 2013, in Chicago, Illinois.

Gómez, Christina. "Undocumented Latino Youth," *Migration, Identity and Place Conference*, Northeastern Illinois University, Chicago, IL. September 27, 2012.

Gómez, Christina. "Immigrant Communities in the Midwest II [Formal Paper Session]. Organizer/Presider/Discussant. Midwest Sociological Society Annual Meeting. Chicago, IL. March 28, 2013.

Gómez, Christina. "Oppression in the Classroom." Midwest Sociological Society Annual Meeting. Chicago, IL. March 29, 2013.

Gómez, Christina. "Latino Identity in the U.S," Dia de Español, The Ancona School, Chicago, IL. May 17, 2013

Jenkins, Cristen. "A place that's our own: Exploring free spaces for urban youth." Paper presented at the annual meeting for the Midwest Sociological Society, Chicago, Illinois, March 27-30, 2013.

Jenkins, Cristen. "Fight the power: Chicago Teachers Union versus corporate education." Paper presented at the annual meeting for the American Educational Research Association, San Francisco, California, April 27-May 1, 2013.

Johnson, Brooke. "We Dream a World: Social Problems, Solutions, and Stories of Change [Formal Paper Session]." Discussant. Midwest Sociological Society, Chicago, Illinois, March 28, 2013.

Johnson, Brooke. "*Ask, Tell, Talk Back: Resistance to Gendered Heteronormativity at a Military-Style Charter School.*" Midwest Sociological Society, Chicago, Illinois, March 29, 2013.

Perlow, Olivia. "Practicing What We Teach: Social Justice Inside and Out of the Classroom." Paper presented at the annual meeting for the Association of Black Sociologists, Denver, Colorado, August 16-18, 2012.

Perlow, Olivia. “Activist Intellectuals Challenging Hierarchy at the Corporate University” Paper presented at the annual meeting for the Midwest Sociological Society, Chicago, Illinois, March 27-30, 2013.

Perlow, Olivia. “A Black Feminist Perspective on Sex Work” Paper presented at the annual meeting for the National Council on Black Studies, Indianapolis, Indiana, March 13-16, 2013.

Ritsema, Joel. “From One Graduate Student to Another: Advice on Teaching.” Midwest Sociological Society Annual Meeting. Chicago, IL. March 29, 2013.

Savas Kourvetaris, Andreas Y. “We Dream a World: Social Problems, Solutions, and Stories of Change.” Organizer/Presider of the Formal Paper Session at the annual meeting of the Midwest Sociological Society, Chicago, Illinois, March 27, 2013.

Stall, Susan. “Community Activism—Expanding Its Definition and Location(s) as an Engaged Teacher and Scholar.” Midwest Sociological Society, Chicago, Illinois, March 28, 2013.

Stall, Susan. “Jane Addams and Hull House Revisited.” Panel Organizer/Presider. Midwest Sociological Society, Chicago, Illinois, March 29, 2013.

Stall, Susan. “Hull House Tour.” Organizer/Presider. Midwest Sociological Society, Chicago, Illinois, March 29, 2013.

Stockdill, Brett C. (with Mary Yu Danico). “Author Meets Critic: Transforming the Ivory Tower.” Association for Asian American Studies (AAAS) Annual Meeting. Seattle, WA. April 20, 2013.

Stockdill, Brett C. “Navigating the Job Market as an LGBTQ Person.” Midwest Sociological Society Annual Meeting. Chicago, IL. March 29, 2013.

4.Service

Academic & Professional Service

Gómez, Christina.

Visiting Associate Professor, Latin American, Latino and Caribbean Studies Program, Dartmouth College, Hanover, New Hampshire, Summer 2012.

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 2012.

Reviewer, *Sociological Forum*

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*.

Stockdill, Brett.

Reviewer, *Latino Studies*.

Thompson, Martha

Visiting Professor of Pedagogy, Sociology Department, University of Illinois-Chicago.
SOC 593: The College Teaching of Sociology.

Community Service

Gómez, Christina

Illinois Coalition for Immigrant and Refugee Rights, Volunteer for the Family Network and Hotline.

Reviewer of Senior Portfolios for Pedro Albizu Campos High School, Spring 2013.

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.
Member, Northside Action for Justice.

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. Presentations, conference papers, symposium participation, publications

Dennis, Alexis. “Post-racial, Post-feminist Society: Black Women and the Negotiation of Race and Gender.” Midwest Sociological Society Annual Meeting. March 28, 2013.

Sceske, Augusta. “Cultural Meanings of Quilting.” Midwest Sociological Society Annual Meeting. March 28, 2013.

2013 NEIU Student Research and Creative Activities Symposium Presentations:

Dennis, Alexis. (Faculty Sponsor: **Michael Armato**) “Post-racial, Post-feminist Society: Black Women and the Negotiation of Race and Gender.”

Sceske, Augusta T. (Faculty Sponsor: **Michael Armato**) “Crafting Culture: Appalachian Quilters and the Gendered Cultural Meanings of Quilting.”

Schneider, Jakob K. (Faculty Sponsor: **Brett C. Stockdill**) Contextualizing Urban Redevelopment: Lessons from Uptown’s Wilson Yard.”

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

Selected List of Sociology Majors Accepted into Graduate School—Fall 2013

Aviles, Sebastino (2011). Accepted into the Master’s in Social Work Program, University of Illinois—Chicago—Illinois; pursuing a dual degree in Public Health and Social Work.

Dennis, Alexis (2013). McNair Scholar, accepted into the University of Wisconsin, Madison Department of Sociology PhD program with a full fellowship.

Mucci, Katelyn (2012). Accepted into the Masters of Social Work program at Aurora University.

Schneider, Jakob K. (2013). Honors Program, accepted into Rutgers University’s Masters in Urban Planning and Public Policy with a full fellowship.

Valdes, Peggy (2012). McNair Scholar, accepted into the University of Iowa PhD Program in Higher Education with a full fellowship.

Honors Program

Schneider, Jakob K. Advisor: **Brett Stockdill.** “Housing the Poor in the Neoliberal City: A Case Study of the Contested Wilson Yard Redevelopment in Chicago.”

Sceske, Augusta T. Advisor: **Michael Armato.** “Crafting Culture: Appalachian Quilters and the Gendered Cultural Meanings of Quilting.”

McNair Scholars

Dennis, Alexis. Mentor: **Michael Armato.** “Post-racial, Post-Feminist Society?: Black Women and the Negotiation of Race and Gender.”

Valdes, Peggy. Mentor: **Brett Stockdill.** “First-Generation College Students: Identifying Successful Strategies on the Road to Graduation.”

C. Alumni News

Ahlm, Jody (2011). Completed second year in PhD Program in Sociology at University of Illinois—Chicago.

Aviles, Sebastino (2011). Completed first year of Master’s in Public Health at the University of Illinois—Chicago.

Baber, Ashley (2011). Completed first year of Master of Arts in Sociology program at Roosevelt; received a graduate assistantship.

Burgos, Xavier (2012). Completed first year of Masters in Policy Studies in Urban Education Graduate Program at the University of Illinois—Chicago.

Chhetry, Ujwal (2005). Completed first year of Doctorate in Public Health Program, Morgan State University, Baltimore MD.

Davis, Georgiann, PhD (2004). Completed first year and retained as Assistant Professor, Department of Sociology, Illinois State University-Edwardsville; presented paper, “(Un)natural Sex, Questionable Gender: Transgenderism, Transexualism and Intersexuality.” Midwest Sociological Society Annual Meeting. March 28, 2013.

Gómez, Stephanie (2012). Completed first year of Master of Arts in Latin American Studies at the University of Florida.

Holzman, Jessica (2011). Completed first year of PhD in Sociology Program at the University of Illinois-Chicago; received a full fellowship.

Hussain, Bilal (2011). Completed first year of PhD in Sociology program at Loyola University; received a full fellowship.

Jaros, Joanna (2009). Completed Master of Arts Program in Rehabilitation Counseling, Northeastern Illinois University, 2012.

Kelly, Jennifer (2010). Completed third year in the Clinical Professional Psychology Program at Roosevelt University; academic tutor at Roosevelt University, Schaumburg.

Luna-Duarte, Maria (2002). “Immigrant Communities in the Midwest I [Formal Paper Session].” Discussant. Midwest Sociological Society Annual Meeting. March 27, 2013.

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.

Ortiz, Jorge (2010). Completed his third year in the PhD in Sociology Program at the University of Illinois-Chicago; “The American Nightmare and the Suburban White Power Structure.” Midwest Sociological Society Annual Meeting. March 29, 2013.

Owens, Amanda (2012). Completed first year in the Masters in Social Work Program with a Community Practice focus at DePaul University.

Poulos, Chris (2009). Completed Master’s degree in Urban Planning and Policy, University of Illinois-Chicago; “Tax Increment Financing in Chicago: Building Neoliberal Exclusion One School at a Time.” Midwest Sociological Society Annual Meeting. March 29, 2013.

Rollerson, Eileen, PhD (2004). Hired as Director of McNair Scholars Program, Loyola University; “A Place at the Table: Nonprofit Community-Based Organizations, Social Capital, and Resource Allocation.” Midwest Sociological Society Annual Meeting. March 29, 2013.

Vandermore, Erica (2012). Completed first year in the Master of Arts in Sociology Program at DePaul University.

Wicklund, Ingrid (2011). Completed her second year in the Masters of Education in Cultural and Educational Policy Studies at Loyola University.

SOCIOLOGY

Assessment Report 2012-2013

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 2012-13 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 student worker Simone Bruch.

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.	92%
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.	65%
D. Evaluate the strengths and weaknesses of different research methods (e.g., surveys, in-depth interviews, participant observation) for answering specific research questions.	96%
E. Gather information to make an argument based on evidence.	100%
F. Discuss percentages and tests of significance in a two variable table.	89%*
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.	96%
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 statistics 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.	91%

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.	80%
B. Community, political, or other volunteer activity	65%
C. Mentoring program, where a faculty member or student worked closely with you.	30%
D. Service learning project, where you worked in an agency or in the community as part of a class.	54%
E. Faculty research project.	8%
F. Job fairs, on-campus interviews by firms, career-related mentorship programs, or other networking opportunities	19%
G. Leadership development such as how to work in a group	65%
H. Sociology Club	27%
I. Honors Program	23%
J. McNair Scholars Program	4%
K. Attended a local, state, regional, or national sociology meeting	15%

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.	81%
B. The quality of graduate school advising.	81%
C. The quality of career advising.	71%
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.	89%
F. The interaction with your fellow sociology majors.	92%
G. The quality of teaching.	100%
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. Half (50%) of graduating sociology students intend to pursue graduate school within one year after graduation. Many students (89%) plan to obtain a new job within one year after graduation. Still, 38% of students indicated that they will continue to work at their current job. 65% 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 2007 Program Review). Dr. Taub made 25 Recommendations in four issue areas. In the fall and spring semesters 2012-2013, we continued to address her comprehensive recommendations. In a few cases the remedy or response depends on the decisions of administrators and/or decreased 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 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. **Brett Stockdill** met with Mark McKernin to discuss the new Sociology webpage on the new NEIU website.

Academic Advisement and Career Preparation:

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 (*Sociology Matters*) in December (Fall/Winter 2006). Since then we have created and circulated 8 more newsletters, the most recent, Fall 2011, Spring, 2012, Volume 9, during summer 2012. 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 two brown bags featuring Sociology alumni, Sebastino Aviles and Joanna Jarosz, who spoke about their graduate school, internship, and work experiences. 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 18: 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 20: 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 collected assessment data in our annual Exit Survey of in our capstone courses. 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.

Recommendation 22: Continue to underline the importance of a greater operating budget for travel, photocopying, and multimedia (such as videos and computer software). Such funding is necessary to maintain and enhance the quality of sociology education.

Response: This issue was communicated to the Dean, Provost, and President this year.

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 2012-2013

Submitted by Sylvia Atsalis

Executive Summary

Central to the mission of the Student Center for Science Engagement (SCSE) is to support students in the challenges they face in their academic and career development. The SCSE assists students who are engaged in the STEM (Science, Technology, Engineering and Mathematics) fields offered at NEIU: Biology, Chemistry, Computer Science, Earth Science, Environmental Science, Mathematics, Physics, and Psychology. Faculty and students from these departments participate in the Center's programs and activities, and the Center works closely with both to strengthen science engagement and to foster cross-disciplinary interaction and collaboration. Since the Center's official establishment in 2009 and its subsequent institutionalization in October 2011, NEIU has made significant progress in overall recruitment of undergraduate, under-represented and low-income students in the STEM disciplines, and in preparing them for graduate studies, or STEM careers including those in the health sciences. In addition to offering academic support to students in the STEM disciplines through advising, peer-tutoring, and study space, the Center conducted or hosted over 30 workshops, seminars and networking events to meet student academic needs and enhance their professional growth. The Center has supported 48 students in undergraduate summer research projects (2012, 2013). During this reporting period, student research efforts have resulted in 40 conference presentations at external venues and 2 peer-reviewed publications.

Detailed Report

The overriding aim of the SCSE is to serve the diverse community of students for which NEIU is known. Specific goals of the Center's mission are:

- 1) To increase the number of students, especially low income, Hispanic and other under-represented groups, majoring in STEM disciplines.
- 2) To provide programming that educates students on professional options related to their degrees and on ways to implement and achieve long-term goals.
- 3) To increase student participation in scientific research, on and off campus.
- 4) To develop partnerships on and off campus that will support student engagement in science disciplines and activities.

A large part of the success of the Center comes from the proactive and responsive

approaches of the SCSE staff to the issues that students face. Advisors provide guidance the educational and professional paths of our students through one on one advisement as well as through workshops on academic and professional issues. The Center assists students in developing relationships with NEIU faculty, as well as with local research-intensive institutions and government agencies. The Field Museum and the USDA are two of our partner institutions. At the Center, students will find vetted peer tutors for upper level science courses. Furthermore, the Center aspires to foster broad interest and engagement in the sciences by offering a selection of general science magazines as well as by posting articles on noteworthy science news. A small number of books addressing professional development issues can be signed out.

One-on-one professional and academic advising is the cornerstone of the SCSE's success with recruitment and retention. Through holistic advising and close mentorship the SCSE works individually with students to explore choices when selecting majors and investigating future options. Advisors also assist with cover letter and resume writing and help students create effective personal statements for graduate and professional school applications. Since September 2012, advisors have had one-on-one sessions with approximately 500 different students.

To improve student recruitment and retention in the sciences, SCSE advisors conduct classroom visits of introductory and first-year STEM courses encouraging students to begin preparing early for their careers by engaging with the Center's advisors and attending workshops and other activities; in Fall 2012 approximately 20 classrooms were visited. Several Senior Seminar courses were attended giving advisors additional opportunity to interact with students.

Advisors routinely meet with students to assist them in gaining experience within their field, including finding and securing internships and volunteer opportunities, job shadowing, and networking, as well as pinpointing appropriate opportunities for post-graduate employment and study. Advisors, who have graduate degrees in the sciences themselves, encourage students to engage in scientific research to advance their professional training. As part of the SCSE's summer research programming, competitive research proposals by faculty are supported so that NEIU students can gain experience working on their projects. Participation in faculty research projects contributes significantly to the advancement of NEIU students and the intellectual growth of the university. Between July and September 2012, 39 students and 14 faculty members participated in research supported through the SCSE at NEIU, while an additional 9 conducted research off campus. Students were required to meet with our advisors twice during the summer to evaluate their research experience. The culmination of these research efforts was the NEIU/ SCSE 4th Annual Research Symposium held in September 2012.

In conjunction with the symposium, SCSE staff and departmental faculty from Biology, Computer Science, and Earth Science accompanied students to the SACNAS National Conference in Seattle, WA where they presented their research and were exposed to the larger world of the STEM disciplines. Forty-nine students attended SACNAS and 22 presented posters of whom three Biology students were granted awards for their

presentations. SACNAS was the first conference experience for many of these students and with the help of Marilyn Saavedra-Leyva (SCSE Office Support Associate) students applied for the SACNAS travel scholarship to cover conference expenses. Of the 49 students that attended SACNAS, 45 received travel scholarships. In preparation for SACNAS, SCSE advisors presented a workshop for the students on professional conduct and networking skills. In addition, with the support of the USDA campus representative, nine students, accompanied by a SCSE advisor attended the special Student Track at the 26th Annual Conference of HACU (Hispanic Association of Colleges and Universities) held in October 2012 in Washington DC. Fourteen students attended the 2013 LSAMP Annual Spring Symposium and Student Research Conference and five received awards.

Starting in May 2013, we began our fifth year of providing support to faculty and students doing research at NEIU. This summer we have 48 paid research students doing internships at NEIU. They are funded from the following sources: Title III, CAS-SCSE fund, CREAR, LSAMP, McNair, and an award from NEIU's provost. An additional 13 volunteers are also working with NEIU faculty. The research being conducted is in the following departments: Biology, Chemistry, Computer Science, Mathematics Physics and Psychology. Several projects are interdisciplinary with faculty from more than one department working together. Our administrative support helps with student payments, travel scholarships, and faculty research materials budget. Furthermore, the SCSE Office Support Specialist has played an important role in supporting student researchers under two different US Department of Agriculture grant-funded programs: CREAR (Collaboration and Retention through Environmental and Agricultural Research) which supported 12 students doing research at NEIU, and the TIERRA grant (Targeted Investigations of Earth Resources Related to Agriculture), which supported 16 students doing research at NEIU, and eight interns at Purdue University.

As part of the professional partnerships and collaborations developed by the SCSE, NEIU students have been able to take advantage of research and volunteer opportunities beyond the NEIU campus; 34 students are engaged in research activities with 23 institutions including the Field Museum, Purdue University, University of Illinois, Chicago and the Botanical Gardens. Representatives from collaborating organizations have visited NEIU to present workshops or participate on career panels. Select partnerships and collaborators include:

Off Campus: Field Museum, USDA, Environmental Protection Agency, Chicago Botanic Gardens, Peggy Notebaert Nature Museum, Illinois Fish and Wildlife Service, Friends of the Chicago River, Argonne National Laboratory, Wrigley-Mars Incorporated, Triton College, Thoughtworks, Lincoln Park Zoo, Forest Preserve District of Cooke County, Morton Arboretum, American Lung Association, Howard Brown Health Center, The Rehabilitation Institute of Chicago, Towers Watson, The Shedd Aquarium, The University of Chicago, Illinois State Police, Forensic Science

The SCSE also collaborates widely with many offices **On Campus:** Career Services, TRIO, McNair Scholars, Chicago Teacher's Center, Advising Office, Transfer

Center/Enrollment Services, Accessibility Center, The Learning Center, Women's Resource Center.

The SCSE offers many workshops that address various student needs. Handouts and PowerPoints are often made available to students who attend workshops. Workshops and activities are well received by students. The following is a list of select workshops and other activities offered between September 2012 and July 2013:

SACNAS conference preparation workshop – 47 students participated in this mandatory (for all summer research students) event (September 2012). The objective was to ensure that the students make effective presentations and positively represent NEIU.

Student Support Services workshop – 14 students participated in this collaborative effort with the Office of Career Services, Counseling Services, Trio Student Support Services, Student Leadership Development Office, Learning Support Center and Center for Academic Writing (September 2012).

HACU workshop – 11 students attended this workshop conducted in collaboration with Julio Puentes, USDA Hispanic-Serving Institution (HSI) Regional Director to present information on the HACU National Internship Program, conferences and scholarships (September 2012).

Major and Minor Exploration workshop – 5 students attended this event to hear a brief presentation on STEM majors and related careers and engage with a panel of current students representing several STEM departments (September 2012).

How to give a dynamite presentation workshop – 20 students participated in this workshop that assisted students presenting at our annual symposium and at SACNAS (September 2012).

NEIU/SCSE 4th Annual Research Symposium – Every group that conducted research through the SCSE presented their findings at the Research Symposium, with over 100 students, faculty and external partners in attendance. The event highlights student engagement in exciting, cutting edge research and serves as a step to preparing for the SACNAS National Conference. Dr. Stephanie Levi, former Coordinator of the SCSE and current STEM Outreach and Evaluation Specialist and Mentor at the YMCA was the keynote speaker.

McNair Scholars Workshop – 10 students attended this event conducted in collaboration with the McNair office to increase the number of STEM McNair scholars (October 2013).

Leadership is everyone's job workshop – 10 students participated in this workshop conducted in collaboration with Student Leadership Development and The Women's Resource Center (October 2012).

Citizen Scientists at the Adler Planetarium speaker – 12 students attended this event, which focused on engaging students in on the grounds sciences related to the Adler Planetarium (October 2012).

Graduate School Workshop – 20 students attended this informational workshop about best practices for successful application to graduate school including how to obtain fee waivers, scholarships and find the right school (October 2012).

USDA field trip to NCAUR Research Facility in Peoria –16 students attended this field trip in November 2012, prepared through our close collaboration with the USDA representative on campus. The purpose of the visit was to expose students to the research conducted by the USDA.

USDA Career Fair and Career Panel – 98 students participated in this event which was done in collaboration with Career Services and the on-campus USDA representative with the aim to help students gain insights into applying for government positions (November 2012).

Internship /REU workshop – 37 students attended this event to prepare for finding and securing a summer research opportunity (December 2012).

Developing professional communication skills-conducting the informational interview workshop – 11 students participated in this interactive workshop on how to communicate effectively as science professionals with special emphasis on conducting informational interviews (January 2013). This workshop was conducted in collaboration with Dr. Alvarez, Department of Communication, Media and Theatre.

EPA field trip – 10 students accompanied by SCSE staff toured the EPA Chicago facility for an introduction to the research projects conducted there (February 2013).

Women in STEM panel @NEIU – 30 students attended this event, which explored diverse paths to a satisfying career in science and health through short talks and networking with 11 professional women representing many science disciplines. The event was part of Women's History Month of March 2013, which focused on women in STEM disciplines, and was developed through close partnership with NEIU's Women's Resource Center and the Pedroso Center.

Linked-In workshops – 11 students attended 2 hands-on workshops (February 2013/April 2013), which encouraging them to create a profile as part of their professional networking efforts. Students continued contacting the SCSE for individual appointments to discuss how to use LinkedIn. Comprehensive handouts were made for students to assist them with creating their own profiles.

USDA NCAUR Spring Immersion week – 12 students were selected to conduct research for a week at the USDA NCAUR research facility in Peoria (Spring break, March 2013). Word of mouth by students has made this activity a highly sought after research experience.

Path to Medical School Workshop – 11 students attended this workshop that provided guidelines for applying to medical school (March 2013).

Transfer to STEM@NEIU event – 16 community college students attended this presentation followed by breakout meetings with various science departments, a resource and student organization fair, and a campus tour. Several campus units (Transfer Center, Career Services, Pre-Professional Advising, Financial Aid and Scholarships), departments (Biology, Chemistry, Computer Science, Earth Science, Math, Physics and Psychology) and student organizations (SACNAS, Earth Science Club, Chemistry Club and the Society of Physics Students) were involved. (April 2013)

Alternatives to health careers workshop – 20 students attended this event in April 2013 conducted in collaboration with the Coordinator of Student Services and which explored a wide array of non-clinical career paths.

ILSAMP Conference – 14 students presented their research at the 2013 Annual Spring Symposium and Student Research Conference in February, which was supported by the SCSE and five students received awards for their presentations.

Summer 2013 Research Potluck – All students doing research on and off campus were invited to help bridge the connection between students of different majors. Approximately 30 students and 15 faculty and staff were present at the event (June 2013).

Insider tips for getting into grad school – 20 students attended this talk given by Dr. Alison Anastasio, Graduate Program Manager for Ecology & Evolution and Organismal Biology and Anatomy at the University of Chicago. (May 2013)

The SCSE has hosted a number of speakers who discussed their careers, or described their institutions and the research conducted there. Outside visiting speakers discussed the potential for students to do internships or volunteer work. Outside speakers included: Dr. Matt Von Konrat, Botany Department, Field Museum – 22 students attended; Ken Ramirez, Shedd Aquarium – 30 students attended; Lisa Gilbert-Hill, Forensic Scientist – 22 students attended to hear Latent Print Examiner at the Illinois State Police, who spoke about the myths and realities of forensic science, a typical day for a forensic scientist and preparation and training for a career in the field/ University of Illinois in Urbana Champagne – discussed summer research opportunities with 10 students and 8 faculty members' Dr. Eric Westhus, Biometry Department, St Louis University – 25 students attended to receive information about Biostatistics as a career option and the results of research on mosquitoes as vectors of disease in American cities.

The Center has hosted talks by faculty members: Dr. Emily Boom, Biology and Anuj Mubayi, Mathematics. Furthermore, the Center supports organizations and departments in their various activities. For instance, the Center offered financial support to the Department of Mathematics to assist with Mathematical Modeling

Workshops and one of the instructors, Dr. Eric Westhus, was recruited after he had given a talk hosted by the SCSE for students.

To help with the retention of students, we continue to allocate funds to support peer tutors that offer a minimum of 10 hours free open tutoring hours in: Biology, Chemistry, Computer Science, Earth Science, Genetics, Mathematics, and Physics. Tutors are typically located in the SCSE's study space BBH 247, greatly improving the accessibility of services for higher-level courses in particular. Furthermore, the SCSE funded one Peer Led Team Learning (PLTL) course in Biochemistry in Fall 2012.

The SCSE study space is continuously used for tutoring, by students studying, and by faculty meeting with students. The Center averages 75 students weekly, helping to develop a sense of community for all the science majors. The Center uses the study space to give talks to classrooms that visit, students taking tours of the campus, and for visitors to the SCSE and NEIU. For a few weeks in spring 2013 the SCSE hosted brown bag lunches for faculty to facilitate meeting of faculty across departments and to support exchange of ideas.

The SCSE offers a free GRE Prep Course. In summer 2013 instruction was offered three times/week on Verbal, Writing and Math Sections, with 51 students attending. The course began with a diagnostic test, to assign students to separate sections allowing for differentiated instruction, particularly in math. Students had a final practice exam in the last week to gauge improvement.

The SCSE engages in recruiting efforts through outreach to community colleges through a dedicated Academic Services Specialist:

Outreach to Community Colleges: City Colleges of Chicago (Wright College, Harold Washington College, Malcolm X College, Daley College, Truman College and Olive-Harvey College), College of Lake County, Triton College, Morton College, Harper College, Oakton Community College, Moraine Valley Community College, Elgin Community College, College of DuPage and Saint Augustine College.

Recruitment Events at Community Colleges: transfer fairs, individual table visits, presentations to College Advisors and Transfer Center Directors, individual appointments and unofficial transcript evaluations with prospective transfer students to NEIU in STEM fields, workshops on how to apply for an undergraduate research experience, joint presentations with admissions counselors to students in college success classes, panel discussion of current STEM students at Oakton Community College and workshops and meetings with community college faculty and staff.

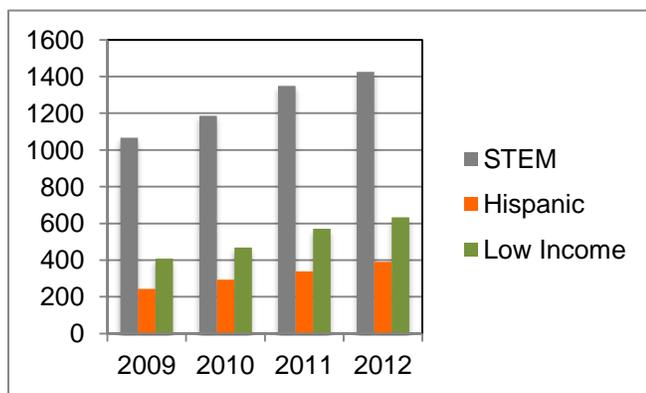
Other Outreach Activities: meeting with Noble Charter High Schools College Advisors and Alumni Coordinators, participation in panel discussion on preparation for STEM majors at Trinity Higher Education Corporation (THEC), and participation in Project Exploration events.

I. Quantitative Assessment

The following statistics showcase success in reaching the Center's goals:

	Enrollment in STEM Majors by Year					
	2008 (Pre- SCSE)	2009 (SCSE begins)	2010	2011	2012	% Increase 2008- 2012
Total Students	1080	1065	1186	1346	1425	32%
Hispanic Students	267	243	292	338	390	46%
Low Income Students	-	406	468	569	632	56%*

* since 2009



Demographics of STEM majors at NEIU

(Bars on left are STEM; in center Hispanic; right, low income.)

In addition to the above data which depict an increase in STEM majors each year, at the SCSE we have noticed an increase in students attending our workshops and events, meeting with advisors and tutors, and using the SCSE study space. Moreover, through word of mouth and attendance at our various events, students are realizing the value of engaging in summer research. Increasingly, students are requesting to be part of our summer research program. We are also discovering that more students are willing to engage in volunteer work and many are now venturing to outside organizations to gain such experience.

II. Program Plan

A. Long term goals

The stated central mission of the SCSE is to recruit and retain students, especially under-represented groups, into STEM disciplines. We 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 them for graduate study or careers that leverage their scientific training. The SCSE seeks to intensify engagement of students in science related disciplines and to increase comprehension by students of the importance of scientific literacy and analytical thinking skills in building an informed and engaged citizenry. Toward achieving these goals, the SCSE will continue to recruit students to the Center by promoting workshops and activities, paying classroom visits at the beginning of each semester, and, as described below, strengthening connections with community colleges. Retention will be reinforced through intensification of advising through new advisor hires replacing outgoing staff members, by following up with all SCSE participant students at the end of each semester, by improving tutoring services, and finally by offering established and new workshops that address student needs. Furthermore, to improve retention and graduation rates of students in the STEM disciplines, the Center will continue to encourage students to engage in the sciences through volunteering, internships, undergraduate research, and scientific conference participation. Toward this goal, the Center aspires to create a foundation of social capital for our STEM students by establishing a network of connections in graduate schools, health professions and industry. The network will include new connections that we plan to make and past alumni willing to serve as contacts for our current students. Our new LinkedIn website will be instrumental to maintaining connection with all students.

The SCSE will continue to target students transferring into the STEM disciplines from area community colleges. Through our Student Academic Services Specialist, we are actively involved in providing outreach to these institutions, advising prospective students through individual appointments, and establishing STEM-specific articulation agreements. Toward this purpose we will continue to co-host, with the Transfer Center, an annual event targeting prospective and admitted transfer students, and we will continue with outreach to new and established partner community colleges through other recruitment events. Transfer guides for additional community colleges are being developed and we continue to collaborate with the Transfer Center to develop articulation agreements for the City Colleges of Chicago and the College of Lake County for math, sciences and psychology majors. Finally, we are planning initial outreach efforts to select feeder high schools to highlight STEM majors at NEIU.

B. Program Plan Requirements/projected needs

1. Faculty/Staff

In March 2013, Dr. Sylvia Atsalis replaced interim coordinator Dr. Joe Hibdon. The principal responsibilities of the coordinator of the Student Center for Science Engagement are: to oversee the advising and other services and activities provided by the Center and to supervise the SCSE team, to initiate and oversee the development,

coordination, and implementation of new programs, to conduct outreach to various organizations, universities and businesses especially in the Greater Chicago area in order to create additional internship and volunteer opportunities for NEIU students, and to represent the Center in on-campus and off campus events. Other duties include identifying potential grant opportunities and assisting with writing grant proposals. To replace Atsalis and Hibdon who have moved on to new positions as SCSE coordinator and Math faculty respectively, two new advisors, for Life Sciences and Physical Sciences, will be hired to begin in Fall 2013. They will focus on recruiting students to using the services of the Center and will undertake full time advising duties. The Student Academic Specialist, Laura West, will continue to assist the center by initiating outreach to community colleges, advising incoming transfer students interested in STEM, and serving as the point person for various SCSE projects and programs. The Office Support Specialist, Marilyn Saavedra Leyva, will continue to manage, with the coordinator, the budgets that come through the SCSE, and will oversee the smooth functioning of the Center, student aides, the Center's social media, and represent the SCSE at various events.

2. Equipment

Funds received from the NEIU Foundation in Spring 2013 were used to purchase a display case that is located outside the office and it will be used to promote the various activities organized by the Center, and to highlight the internships, symposia, conferences and other experiences in which NEIU science students engage. Showcasing awards and accomplishments of students is important to intensify peer participation in events and to show students the positive outcomes that can be derived from active professional engagement. The hallway has heavy foot traffic ensuring that students, faculty, staff, and visitors see the many events and activities associated with the SCSE. For the benefit of science engagement of the students that reaches beyond classroom instruction, our new tack boards will be used to post scientific articles. New recycling bins will not only accept paper, bottles and cans, but also batteries, which will be disposed of separately by the Center.

3. Other Resources

Storage space continues to be a challenge for the SCSE, and when we are at full capacity, after the hire of two new advisors, the need for office space must also be addressed.

III. Accomplishments

A. Staff Research/Creative Activities

1. Conference Presentations, Group Shows

Laura West and Sylvia Atsalis presenters.

- Laura West, Joseph E Hibdon, Jr., Marilyn Saavedra-Leyva, Sylvia Atsalis, "Developing a Mindset of Outreach Across Campus and in the Community ." ILACADA Conference: Setting Your Advising GPS, Illinois State University, Normal, IL. May 30, 2013.

2. Service

Atsalis, Sylvia

- Conservation Committee, American Society of Primatology.
- Educational Outreach-Conservation Leadership and Protection of Primates, The Gambia, West Africa. June 2013.
- Expanding Your Horizons; Inspiring girls to recognize their potential and pursue opportunities in science, technology, engineering and mathematics. University of Chicago, Spring 2013.
- Reviewer-miscellaneous peer-reviewed journals.

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)*, *Society for Industrial and Applied Mathematics Editorial*, *Communications in Nonlinear Science and Numerical Simulation Journal*.

B. Student Achievements

1. Presentations:

SACNAS

- 1) Daniel Westcott, Blaire Sorenson, Alexandra Sakols, Sarah Vorpahl, Stefan Tsonchev, Emina Stojkovic, Kenneth Nicholson. “Structural characterization of red light photoreceptors using atomic force microscopy.” SACNAS National Meeting, Seattle, WA. October 11-14, 2012.
- 2) William Freyman*, Maria J. Rios, Joel P. Olfelt. “Molecular Phylogeny of the North American *RHODIOLA* (CRASSULACEAE)” SACNAS National Meeting, Seattle, WA. October 11-14, 2012. *Award Winner
- 3) Nima A. Missaghian, Cynthia N. Hernandez, Angela E. Varela, Marcella M. Marcus, Rachel King, Aaron E. Schirmer, Emina A. Stojkovic. “Structural and sequence analysis of an unusual bacteriophytochrome from *R. palustris*.” SACNAS National Meeting, Seattle, WA. October 11-14, 2012.
- 4) Salina Wunderle, Yaiyr Astudillo-Scalia, Pamela Geddes, Joel Olfelt, Aaron Schirmer. “Intra-population variability in microsatellite markers for cattail species.” SACNAS National Meeting, Seattle, WA. October 11-14, 2012.
- 5) Edgar Mantes, Wil Bogue, Barbara Popkiewicz, Andrew Urdiales, Frederick Prete, Aaron Schirmer. “First analysis of circadian rhythms in the ERG, compound eye pigment migration, and responses to prey-like stimuli in the praying mantis, *Hierodula multispina* (Insecta: Mantodea).” SACNAS National Meeting, Seattle, WA. October 11-14, 2012.
- 6) Barbara Popkiewicz, Edgar Mantes, Aaron Schirmer, Fredrick Prete. “The first analysis of the electroretinogram in the praying mantis (Insecta: Mantodea).” SACNAS National Meeting, Seattle, WA. October 11-14, 2012.

- 7) Dayvis Blasini*, Maria Rios, Yaiyr Astudillo-Scalia, Pamela Geddes, Joel Olfelt. "Geographic variation in microsatellite markers from cattail plant species throughout the Midwest." SACNAS National Meeting, Seattle, WA. October 11-14, 2012. *Award Winner
- 8) Andrew Urdiales, Wil Bogue, Edgar Mantes, Aaron Shirmer, Frederick R. Prete. "First analysis of the electroretinogram in the Madagascar hissing cockroach *Gromphadorhina portentosa*." SACNAS National Meeting, Seattle, WA. October 11-14, 2012.
- 9) Jacqueline Meraz, Angela Varela, Stephanie Puetz, Anna Baker, John T. M. Kennis, Aaron Schirmer, Emina A. Stojkevic. "Structure-based engineering of an infrared fluorescent protein marker." SACNAS National Meeting, Seattle, WA. October 11-14, 2012.
- 10) Kevin D. Gallagher*, Hardik K. Patel, Nicole C. Woitowich, Svetlana E. Kovaleva, Rachael St. Peter, Wesley B. Ozarowski, Cynthia N. Hernandez, Aaron E. Schirmer, Emina A. Stojkovic. "Characterization of a red-light photoreceptor in the life cycle of myxobacterium *Stigmatella aurantiaca*." SACNAS National Meeting, Seattle, WA. October 11-14, 2012. *Award Winner
- 11) Christopher Craddock, Deepti Bellur, Jonathan Staley. "The impact of PRPF8 mutations that cause retinitis pigmentosa on spliceosome assembly and activation." SACNAS National Meeting, Seattle, WA. October 11-14, 2012.
- 12) Jose Zavala, Lowell Gentry. "Spoon River nitrate investigation." SACNAS National Meeting, Seattle, WA. October 11-14, 2012.
- 13) Mairead O'Connor-Maleney, Emily Rumchlag-Booms. "Determining the role of differentially linked sialic acids in H5N1 influenza entry." SACNAS National Meeting, Seattle, WA. October 11-14, 2012.
- 14) Oana Vadineanu, Lisa Murata, Matt von Konrat, Thomas Campbell. "Accelerating the pace of biodiversity documentation and discovery in early land plants: bridging the taxonomic endeavor with broader impact activities." SACNAS National Meeting, Seattle, WA. October 11-14, 2012.
- 15) Brian Lampert, Blaire Sorenson, Fernando Tobias, Anna Gawedzka, Max Goldmeier, Alexandra Sakols, Emina Stojkovic, Stefan Tsonchev, Kenneth Nicholson. "Imaging bacterial photoreceptors by scanning tunneling microscopy." SACNAS National Meeting, Seattle, WA. October 11-14, 2012.
- 16) Ricardo Vicencio, Adriana Roman, Rickie Wright, Laura Sanders, Jean Hemzacek, Kenneth Voglesonger. "Variations in soil chemistry and biological activity with tree cover in an urban nature center." SACNAS National Meeting, Seattle, WA. October 11-14, 2012.
- 17) Joshua Sievers, Danielle Whitfield, Jean Hemzacek, Laura Sanders, Kenneth Voglesonger. "Relationship between soil properties and erosion in a stream affected by urban runoff." SACNAS National Meeting, Seattle, WA. October 11-14, 2012.
- 18) Jonathan Shaier, Jeremy Firestein, Alex Velez, Kenneth Voglesonger, Jean Hemzacek, Laura Sanders. "Variation of soil properties with water saturation in a swale." SACNAS National Meeting, Seattle, WA. October 11-14, 2012.
- 19) Mariah Green, Gregory Rodriguez, Pedro Solis, Jean Hemzacek, Laura Sanders, Kenneth Voglesonger. "Interpretation of sand layers within a soil profile in an urban nature center." SACNAS National Meeting, Seattle, WA. October 11-14, 2012.

- 20) Bradley Martin, Bella Arroyo, Laura Sanders, Kenneth Voglesonger, Jean Hemzacek. "Relationship of runoff, erosion, and sediment properties in an urban drainage channel." SACNAS National Meeting, Seattle, WA. October 11-14, 2012.
- 21) Steven Roothaan, Caroline Williams, Sergio Guerrero, Paulo Acioli. "Optimization of small scale wind turbines in urban areas." SACNAS National Meeting, Seattle, WA. October 11-14, 2012.
- 22) Esosa Ogbomo, Thomas McLaughlin, Max Hansen, Paulo Acioli. "Building a wind turbine from recycled components." SACNAS National Meeting, Seattle, WA. October 11-14, 2012.

LSAMP

- 1) Mariah Green, Gregory Rodriguez, Pedro Solis, Jean Hemacek, Kenneth Voglesonger and Laura Sanders. "Interpretation of sand layers within a soil profile in an urban nature center." 2013 Spring Symposium and Student Research in STEM, IL-LSAMP, Lisle, IL. February 15-16, 2013.
- 2) Wil Bogue, Andrew Urdiales, Edgar Mantes, Frederick Prete, and Aaron Schirmer. "First analysis of the electroretinogram in the Madagascar hissing cockroach (*Gromphadorhina portentosa*)." 2013 Spring Symposium and Student Research in STEM, IL-LSAMP, Lisle, IL. February 15-16, 2013.
- 3) Cesar Bustos*, Jazmin Villegas, Ricardo Barron, Jean Hemzacek, Laura Sanders, and Kenneth Voglesonger. "Effects of de-icing salts on soil chemistry in an urban detention basin." 2013 Spring Symposium and Student Research in STEM, IL-LSAMP, Lisle, IL. February 15-16, 2013. *Award Winner (2nd Place – Geosciences Poster)
- 4) Oscar Herrera*, Ethan Zheng, and Yun Wang. "Investigating the over sporulation effect of *A. fumigates* induced by *P. aeruginosa*." 2013 Spring Symposium and Student Research in STEM, IL-LSAMP, Lisle, IL. February 15-16, 2013. *Award Winner (1st Place – Chemistry Poster)
- 5) Yesenia Herrera*, Sean O'Hara, Genet Duke, and Anthony Mariano. "Isotopic variability of C and O in carbonatites – Proterozoic to recent." 2013 Spring Symposium and Student Research in STEM, IL-LSAMP, Lisle, IL. February 15-16, 2013. *Award Winner (1st Place – Geosciences Poster)
- 6) Angelina Jaimes*, Anthony Cam, and Elvira Gonzalez de Meija. "Lunasin internalization is mediated by clathrin-dependent endocytosis and macropinocytosis but inhibited by Brefeldin in human macrophages." 2013 Spring Symposium and Student Research in STEM, IL-LSAMP, Lisle, IL. February 15-16, 2013. *Award Winner (3rd Place – Biology Poster)
- 7) Adriana Roman, Rickie Wright, Ricardo Vicencio, Jean Hemacek, Kenneth Voglesonger, and Laura Sanders. "Variations of soil chemistry and biological activity with tree coverage in an urban nature center." 2013 Spring Symposium and Student Research in STEM, IL-LSAMP, Lisle, IL. February 15-16, 2013.
- 8) Chelsea Stronjny*, John F. Brooks, and Mark Mandel. "The DnaJ co-chaperone protein and its influence on symbiotic biofilm formation in *Vibrio fischeri*." 2013 Spring Symposium and Student Research in STEM, IL-LSAMP, Lisle, IL. February 15-16, 2013. *Award Winner (3rd Place – Biology Oral).

- 9) Maria Jazmin Rios*, Dayvis Blasini, Yaiyr Astudillo-Scalia, Pamela Geddes, and Joel Olfelt. "Variation of intra-population and inter-population cattail plant species from a broad geographic range using microsatellite markers." 2013 Spring Symposium and Student Research in STEM, IL-LSAMP, Lisle, IL. February 15-16, 2013. *Award Winner (2nd Place – Biology Oral).

Other Conferences / Workshops

- 1) Meg Ford, Conference in Madrid Spain supported by GNOME open source software. Presented work on Google summer of code.
- 2) William Freyman, Stephen Packard, and Justin Pepper. "Restoration Map: a web-based tool for spatially explicit planning of ecological restoration projects." Ecological Society of America 97th Annual Meeting, Portland, OR. August 5-10, 2012.
- 3) Yesenia Herrera, Sean O'Hara, and Genet Duke. "Isotopic Variability of C and O in Carbonatites- Proterozoic to Recent." 2012 Geological Society of America, Charlotte, NC. November 4-7, 2012.
- 4) Caroline Williams, Blaire Sorenson. 2013 Midwest Conference for Undergraduate Women in Physics, University of Illinois Urbana-Champaign, Urbana, IL. January 18-20, 2013.
- 5) Joselyn Galvez. iMath Conference, St. Charles, IL. January 25-26, 2013. Maria Jazmin Rios, Dayvis Blasini, Yaiyr Astudillo-Scalia, Pamela Geddes, and Joel Olfelt. "Intra- and inter-population variability in microsatellite markers for cattail plant species." 2013 Wetland Conference, Sheboygan, WI. February 12-14, 2013.
- 6) George Harris. Statistical and Applied Mathematics Sciences Institute Undergraduate Workshop, Research Triangle Park, NC. February 21-22, 2013.
- 7) Jacqueline Meraz, Emina Stojkovic, and Aaron Schirmer. "Structure-Based Engineering of an Infrared Fluorescent Protein Marker." Chicago Area Undergraduate Research Symposium, Chicago, IL. April 16, 2013.
- 8) Kevin Gallagher* and Emina Stojkovic. "Characterization of a Red-light Photoreceptor in the Life-cycle of the myxobacterium *Stigmatella aurantiaca*." Chicago Area Undergraduate Research Symposium, Chicago, IL. April 16, 2013. *Award Winner (Biology Overall)
- 9) Nima Missaghian and Emina Stojkovic. "Structural and Sequence Analyses of an Unusual Bacteriophytochrome from *Rhodospseudomonas palustris*." American Society for Biochemistry and Molecular Biology, Boston, MA. April 20-24, 2013.

Papers / Publications

- 1) Prete FR, Dominguez S, Komito JL, Theis R, Dominguez JM, Hurd LE, Svenson GJ, (2013). Differences in Appetitive Responses to Computer-Generated Visual Stimuli by Female. *Rhombodera basalis*, *Deroplatys lobata*, *Hierodula membranacea*, and *Miomantis* sp. (Insecta: Mantodea), *Journal of Insect Behavior*, 26:261-282, DOI 10.1007/s10905-012-9340-x
- 2) Popkiewicz, B, Prete, FR (2013) Macroscopic Characteristics of the Praying Mantis Electroretinogram, *Journal of Insect Physiology* 2013.

2. The following is a list of NEIU students that met with an SCSE advisor and who obtained an internship or other research opportunity outside of NEIU, or is now in graduate or professional school, or has new employment.

Bartholomew Brylak	Consultant, Magellan Corporation
Aaron Kleyn	MS Statistics, Northwestern University Statistics
Adelf Alvarado	Analytical Chemist, SA Analytical, LLC
Aleksandra Todosijevic	Pharmacy, University of Illinois Chicago
Alexander Turton	MS Nursing, DePaul University
Alyssa Sockol	MS Meteorology, University of Hawaii
Amena Hussaini	Nvision Detail Web Design
Anna Krembs	Vascular Ultrasound Program, Rush Univ.Med.Cntr.
Anton Tsekov	Jr Java Developer , Federal Reserve Bank of Chicago
Bjoan Slavnik	MD - Chicago Coll.Osteopathic Med.Midwestern Univ
Brendan OHandley	Teacher, Funston Elementary
Brian Lampert	PhD Chemistry, University of Illinois
Camila Peralta	Baccalaureate Admissions Prog.Dental Schl, U.of I.
Chris Craddock	PhD Molecular Biology, University of Chicago
Christopher Sferra	Foreman at Osmose
Dan Brennan	Ophthalmology, University of Illinois
Daniel Carrasco	Programming, Allstate
Dhanashree Sawant-Desai	WNS Global Services
Esther Loskove	MA Math Education, University of Illinois Chicago
Farah Syed	Software/Web Developer Intern, McKlein USA
Fernando Tobias	PhD Chemistry, University of Illinois Chicago
Francesca Senas	MS Geology, San José State University
George Harris	MS Biostatistics, University of Michigan
Hannah Callen	Dental School, City University of New York
Heather Merchantz	MS Chemistry, NEIU
Ian Stark	PhD Geology, Oklahoma St. University
Isaias Perez	MS Mathematics, NEIU, / Math Sub Teacher CPS
Jackie Meraz	Prep Program, University of Chicago
Jordan Keller	MS Nursing, DePaul University
Julie Schwaiger	Dental school, Southern Illinois University
Keith Arntson	PhD Chemistry, University of Minnesota
Kirsten Veldman	Physician Assistant School, Butler
Maggie Gorczynska	MS Geology, Southern Illinois University Carbondale
Marcella Marcus	MS Biomedical Science, Mississippi College
Max Goldmeier	Manufacturing Chemist, Spherotech, Inc.
Mike Page	MS Zoology, Southern Illinois University Carbondale
Ngan Tran	MS Pharmaceutical Chem. Northeastern Univ.
Patrycia Leja	Pharmacy School, Kentucky
Rafeal Turek	Research Assistant, Chemistry, Polyera Corp
Ridouan Bani	PhD Applied Math, McGill University
Robert Levendosky	PhD Microbiology, John Hopkins University
Sadaf Dhorajiwala	Vascular Ultrasound Program, Rush Univ.Med.Cntr.
Sean O'Hara	PhD Geoscience, University of Illinois, Chicago

Taylor Morrison
Thach Nguyen
Veena Parkash
William Freyman

Illinois College of Vet
PhD Chemistry, University of Minnesota
Med. Collections Specialist, MRI Lincoln Imaging Ctr.
PhD Integrative Biology, Univ. of California Berkley

Internships/Research

Veronica Lopez
Brendon Reidy
Xenia Alava
Cesar Bustos
James Beer
Nimbus Shrestha
Eric Heunman
Bri Yarger
Maryam Khan
Daniel Westcott
LaDoris Lee
Christopher Castro
Yesenia Herrera
Dayvis Balsini
Dana Anderson
Angelina Jaimes
Jose Zavala
Jenna Palmer
Matthew Jastrebski
Agustin Flores
Randy Champaign
Veronica Padilla
Ernesto Melcho
Chelsee Strojny
Anthony Smith
Meg Ford
Dayani Pierri
Edith Morales
Rogelio Avila
Ravand Samaeekia
Edwin Garcia
Nicholas Lash
Enrico Espina
Grunberg Alex
Kachaochana Shana
Caruvana Kelli
Marconi Micheal
Nicholas Nerwin
William Ramos
Jeff Jang
Ravand Samaeekia

Field Museum, Chicago, IL
Field Museum, Chicago, IL
Field Museum, Chicago, IL
Purdue University (TIERRA), IN
Purdue University (TIERRA), IN
Purdue University (TIERRA), IN
Purdue University (TIERRA), IN
Purdue University, IN
Centre for Disease Modeling, York University, Canada
REU Molecular Genetics/Cell Bio, Univ.of Chicago
Growing Up STEM RESU, North Dakota State Univ.
Duke Clinical Research Institute, N.Carolina State U.
SURGE program, Stanford University, CA
Chicago Botanic Gardens, IL
Biology Fellows Program UIUC, IL
iology Fellows Program, UIUC, IL
Biology Fellows Program, UIUC, IL
Harvard School of Public Health (MA)
MTBI - University of Arizona, AZ
MTBI - University of Arizona, AZ
NORC - University of Chicago, IL
SROP – Northwestern University, IL
SROP – Northwestern University, IL
Oral Science Department, UIC, IL
NCAUR, Peoria, IL
Argonne National Laboratory, IL
Argonne National Laboratory, IL
Northwestern University – NIH program, IL
Northwestern – NIH program, IL
University of Chicago Cancer Research Institute, IL
Friends of the Chicago River, IL
ASP.net Web Developer
PHP Develop - KGA Associates
CTC - Tutor
CTC - Tutor
Chicago Commons, IL
Inland Environmental
Crabtree Nature Center, Barrington, IL
Engage Social Media
Rush University Medical Center, IL
University of Chicago Cancer Research Institute, IL

Sarah Tulicki

N/a'an ku se Wildlife Sanctuary, Namibia

C. Alumni

Elizabeth Gammal

Geological Society of America Research Grant

Anna Baker

National Science Foundation Research Grant

Angela Verala

National Science Foundation Research Grant

Sara Vorphal

Department of Defense Research Fellow

Yaiyr Astudillo-Scalia

PhD Marine Biology, Arizona State University, AZ

Rebecca Jones

PhD Applied Mathematics, Northwestern University, IL

Helen Wondownseen

Pharmacy Interviews, Midwestern Univ. IL and CSU

Douglas Lewit

Applied Mathematics at Illinois Institute of Technology

Anna Gawedzka

PhD Applied Mathematics – Oxford University, UK

Sumira Phatak

Researcher, Utah Division of Wildlife Resources, UT

TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE

Annual Report 2012-2013

Submitted by Jeanine Ntahirageza

Executive Summary

During 2012-2013 academic year, the Teaching English as a Second/Foreign Language Program (TESL/TEFL) continues to grow remarkably well. It is excelling in preparation of teachers of English as a second or foreign language for local and global purposes. In addition, it constitutes a service program as it offers FYE and TESL minor courses and supervises the adult ESL program offered at El Centro. Moreover, it keeps strong ties with ELP and the Writing Lab by offering graduate assistants for this program

TESL's 2012-2013 goals included preparation of the IBHE 2012-2013 Program Review and self-study. 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. In order to perform a serious self-study, each of our dedicated faculty engaged in analyzing and collecting data in various components of the program. Larry Berlin was in charge of assessment. Teddy Bofman and William Stone collected data using alumni surveys. Jeanine Ntahirageza worked on the introduction and program description, program delivery, and summary and Marit Vamarasi was in charge of external scanning. The self-study was not concluded due to administrative issues.

Additionally, TESL/TEFL, connected to the needs of the changing job market, keeps sight of its applied focus and continues to align its program goals, objectives, and outcomes with the professional standards established by Teachers of English to Speakers of Other Languages (TESOL) (see Appendix A). To that end, the program is engaged in the development of an updated and relevant assessment plan (see Appendix B) in collaboration with the College of Education (COE) in order to ensure that students are emerging from their academic program with the ability to demonstrate that they meet industry expectations.

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”).

A degree or endorsement in TESL/TEFL is seen as a clear asset for careers in language teaching in particular, but has also come to be recognized in the areas of curriculum development, program administration, educational publishing, product branding, speech pathology, natural language processing, translation and interpretation, law, education, and other professions within the social and behavioral sciences, especially those concerned with language policies and practices in multilingual settings. Students may also view the MA as a terminal degree or as a bridge to PhD programs.

Furthermore, insight into future opportunities and professional advancement go beyond the course offerings. In addition to the active involvement in scholarly activities undertaken by the faculty and students (see Section III, “Accomplishments”), TESL/TEFL faculty have active roles in the state organization, Illinois Teachers of English to Speakers of Other Languages and Bilingual Educators (ILTESOL/BE).

PROGRAM ACCOMPLISHMENTS

1. Faculty Awards

In Fall 2012, the program celebrated Teddy Bofman’s award of the highly competitive Audrey Reynolds Excellence Award in Teaching. In addition, Dr. Larry Berlin received a Fulbright award to teach at Universidad Distrital Francisco Jose de Caldas, Bogota, Colombia. Jeanine Ntahirageza was awarded an Educational Leave for two months for January 2014 through June 2014.

2. Awarded Innovation grants

a. Adult TESL Certificate Program

Beginning Fall 2014, the TESL program will also offer a short term, certificate program for participants who 1) want to work with adult students; 2) may not have a teaching degree; 3) may not be interested in an M.A. This new Adult TESL Certificate program aims to provide high quality preparation for students who plan to teach Adult ESL in diverse settings, including those offered through non-profit organizations, community colleges, and in international locations.

Graduates with an adult ESL program certificate will be equipped to work at a variety of organizations such as the Jane Adams Resource Center and Heartland Alliance, resettlement agencies, K-12 school ESL programs for parents (usually after school), faith-based centers, park district community ESL programs, diversity training programs, adult ESL programs housed in higher education

institutions such as NEIU's community-based ESL program at El Centro, missionary training programs and the like. These organizations, which are often held in diverse locations with limited resources, are crucial to providing English language instruction to immigrants (who may range in age from 18 to 80 with an equally wide array of educational backgrounds) who need to enter the workforce, build relationships with their children's schools and network in their community at large. Hence the need of such a program.

b. Intensive English Program

Faculty in TESL/TEFL, in collaboration with the International Programs, also received funds to hire a curriculum developer for an Intensive English Program (IEP), also to be housed at the El Centro campus.

3. Summer Institutes

- a. A two-week intensive Culture Connections Institute (CCI) for Chicago area teachers whose primary goal was cultural awareness.

CPS awarded funds to our program so that we can create and offer a two-week intensive Culture Connections Institute (CCI) for Chicago area teachers whose primary goal was cultural awareness.

- b. A four-week all day Business English Summer Institute (BESI) for Korean students from Kyung Hee University

In collaboration with the International Programs Office, Business School, our program organized and offered a four-week all day Business English Summer Institute (BEESI) for Korean students from Kyung Hee University.

- c. A four-week all day Physical Education English Summer Institute (PEESI) for Korean students from Kyung Hee University

With combined efforts from the International Programs Office and the Health, Physical Education, Recreation & Athletics department, TESL put together and offered a four-week all day Physical Education English Summer Institute (PEESI) for Korean students from the same university.

The TESL program, as a whole, is designed for full- or part-time students. It offers a flexible schedule to accommodate student needs. The undergraduate courses are offered during the day, in the evenings, and on Saturdays in fall, spring, and summer. Graduate courses are offered in the evenings and Saturdays to cover a wide range of student scheduling needs. Recently, some undergraduate and graduate level courses have been scheduled together to open more options to students.

The faculty are also intensively involved in partnerships that TESL has established in the last four years. At the undergraduate level, the TESL/TEFL Program offers courses that are required for undergraduate students in English/Secondary Education and Teacher Education/Bilingual-Bicultural, as well as a course that is optional in Latino & Latin American Studies. At the graduate level, the TESL/TEFL Program offers courses that are required for the MA or MSI in Teacher Education/Bilingual-Bicultural and the MA, MAT-Language Arts, and MSI-Language Arts in Teacher Education/Elementary, as well as optional courses for the MA's in Latin American Literatures and Cultures and Linguistics.

In addition, the program collaborates with other departments and institutions inside and outside NEIU. Courses and collaborations exist in the First-year Experience Program and the African Summer Institute. Moreover, the program is actively involved in the Chicago Teachers' Center (CTC). With the collaboration of CTC and BLBC, TESL recently acquired a grant, ENLITEN, to collaborate with the Bilingual/Bicultural program to (1) ensure that the NEIU's teacher preparation programs meet national and state standards regarding the instruction of ELs set for full implementation by 2013; (2) review and streamline the currently existing BLBC and TESL programs' endorsement/approval sequence; (3) utilize the revision and streamlining of the collaboration to develop and deliver a new, combined endorsement/MA in ENL; and (4) increase access to those endorsements and/or programs for in-service teachers through new and innovative delivery systems.

TESL/TEFL program also maintains a close relationship with El Centro campus as the latter houses the Adult Community ESL, and it is going to be the site for the Intensive English Program as well as the Adult TESL Certificate program anticipated to start in Fall 2014. The TESL/TEFL program is also proud of the relationships it has established with Truman College and other institutions around to city for ESL Practicum purposes. These are the same institutions that have hired many of our graduates.

Another fact worth considering is that all TESL/TEFL faculty share responsibilities for service to students that is officially 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).

The faculty need is heightened by the fact that two retirements are expected within the next four years. If the number of students increases—and we anticipate it will—we cannot hope to meet the demand of courses with the current faculty. It is important to

emphasize the fact that, within the region, as shown by the external scanning and indicated in the self-study, NEIU is the primary TESL preparatory institution in Illinois; as numbers of English language learners in the public schools and the community continue to increase, more and more teachers who are highly qualified and professionally trained in TESL/TEFL are needed.

I. Assessment

See section below at end of TESL/TEFL report.

II. Program Plan

A. Ongoing program goals

Strategic Goal One: Student Success

Ensure student success from recruitment through graduation by creating a culture in which all members of the University community are engaged in attracting, educating, and graduating students who achieve the objectives for baccalaureate and graduate degrees.

Action Steps

- 1.1: Submit the Adult TESL certificate program proposal and its courses through governance.
- 1.2: Update TESL website and program flyers.
- 1.3: Expand articulation agreements and foster strong relationships with K-12 schools, community colleges and other organizations to ensure smooth placement for observation, clinicals and practicum.
- 1.3: Recruit students for the new Adult TESL Certificate program.

Strategic Goal Two: Academic Excellence and Innovation:

Develop an environment that supports curricular and pedagogical innovation aligned with the mission of the institution, the standards of the disciplines, student needs, and career and civic opportunities in a global society.

Action Steps

- 2.1: Program Review/Self-study
TESL started its program review/self-study this past year, but due to administrative issues, the process was not concluded. It is our goal to ask the administration to help us finish it.
- 2.2: Revise and implement the MA graduation requirements.
Due to the unsatisfactory assessment tool, the program currently uses, TESL faculty are planning to revamp the graduation requirements and send them through governance for approval. The ultimate goal is to have a full-fledged assessment plan that effectively responds to the needs of the TESL instruction.

- 2.3: Implementation of the ENLITEN Grant
The TESL program will continue to implement the ENLITEN grant in conjunction with the Bilingual/Bicultural program to streamline coursework towards ESL and Bilingual endorsement.
- 2.2: Align the Adult TESL certificate courses to those of the endorsement and MA TESL program.
- 2.3: Support professional development opportunities for students through clinicals and practicum.
- 2.4: Schedule course offerings at El Centro for the new Adult TESL Certificate Program and the Intensive English Program.

Strategic Goal Three: Urban Leadership:

Work collaboratively with educational, social service, governmental, and business institutions in Chicago and the region to build upon NEIU's tradition of community involvement.

Action Steps

- 3.1: Strengthen our community partnerships for smooth placement of the Adult TESL certificate graduate students.
- 3.2: Encourage and support research projects that focus on such contemporary urban issues as education reform, immigration, economic development, and the environment for a better understanding of English language learners.

Strategic Goal Four: Exemplary Faculty and Staff:

Invest in faculty and staff to make NEIU a world-class metropolitan university and an employer of choice.

Action Steps

- 4.1: Create a climate in which support for scholarship, professional development, and training is provided to faculty and staff based on best practices.

Strategic Goal Six:

Fiscal Strength: Enhance the University's financial position by reducing reliance on state general funds and student tuition, diversifying revenue sources, and strengthening institutional relationships with federal, state, and local governments, and private sponsors.

Action Steps

- 6.1: Support faculty and staff efforts to secure external funding that strengthens curricular, co-curricular and community development.

B 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. 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.

C. Program Plan Requirements/Projected Needs

1. Faculty

In order to meet the needs of a relatively young program and its students, and in light of the multiple commitments of some of its faculty to other units at the university, TESL/TEFL has a dire need of a new full-time tenure-track position. All in all, TESL highly needs T/TT faculty to respond to the growing demand of well-trained teachers of English as a Second Language regionally, nationally and internationally.

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, and assist in the development of initiatives (e.g., cohorts, professional workshops).
- 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, Lawrence. N., and Anita Fetzer (Eds.) (2012), *Dialogue in Politics*. Amsterdam/ Philadelphia: John Benjamins, 2012.

2. Book Chapters:

Berlin, Lawrence. N. “The making of a new American revolution or ‘a wolf in sheep’s clothing’: “It’s time to reload”.” In *Dialogue in Politics*, edited by Lawrence. N. Berlin & Anita Fetzer, 167-192. Amsterdam/Philadelphia: John Benjamins, 2012.

Berlin, Lawrence. N., and Anita Fetzer, "Introduction." In *Dialogue in Politics*, edited by Lawrence. N. Berlin & Anita Fetzer, 3-18. Amsterdam/Philadelphia: John Benjamins, 2012.

Wheeler, Durene, I., and **Jeanine Ntahirageza**. "Teach Me about Africa: A Social Justice Approach to Training K-12 Teachers." In *Teaching Africa in the 21st Century Classroom* edited by Brandon D. Lundy, 104-112. Bloomington: Indiana University Press, 2013.

3. Website

Bofman, Teddy, Jeanine Ntahirageza and Paul Prez. "Kirundi-English Dictionary". Last modified May 2013
<http://neiu.edu/~kirundi/dictionary/translators>

4. Conference Presentations

Berlin, Lawrence. N. "Follow-ups in Mediated Political Discourse." Organized a panel at the International Pragmatics Association Conference in New Delhi, India, 2013.

Bofman, Theodora. "Teaching Vocabulary and Grammar in Meaningful Ways." Workshop presented at Indo-American Center, Chicago, Illinois, June 5, 2013.

Bofman, Theodora. "Teaching vocabulary to Freshmen." Workshop presented at First Year Experience Workshop, Northeastern Illinois University, Chicago, Illinois, May 8, 2013.

Bofman, Theodora. "Words to Live By: Combating Social Disadvantage through Lexical Acquisition." Audrey Reynolds Distinguished Teaching Lecture, Northeastern Illinois University, Chicago, Illinois, April 10, 2013.

Bofman, Theodora. "Getting ESL Students to Talk." Workshop presented at BIR Training Center, Chicago, Illinois, December 6, 2012.

Bofman, Theodora. "Creating Culturally Sensitive Learning Environments." Workshop presented at Oakton Community College, Skokie, Illinois, August 28, 2012.

Ntahirageza, J., et. al. "Culture of Dialogue in Higher Education", Workshop presentation at EXPO 2013. Chicago, Illinois, 2013.

5. Service

Berlin, Lawrence N.
Colombian Journal of Applied Linguistics (Editorial Board)
The Reading Matrix (Editorial Board).
Illinois TESOL/BE (Board)

Bofman, Theodora H.
US Department of Education Consultant
Illinois TESOL/BE (Book Review Editor)
External Evaluator—faculty tenure, University of Denver

Ntihirageza, Jeanine
TEFL Institute for Korean Teachers of English (Coordinator)
Pan-African Organization (refugee resettlement consultant)

Vamarasi, Marit
Associate Editor. *Global Studies Journal*. 2011-12.

B. Student Achievements

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

Helen Lanzourakis,. 2013. “Do Special Needs Children possess pragmatic awareness?” Presentation at the 2013 NEIU Student Symposium. Sponsored by Larry Berlin

Kate Adams, Mary Jude Ramirez, and William Stone. 2013. “Testing the Affective Filter Hypothesis in the ESL Classroom.” Presentation at the Illinois TESOL-BE Convention.

Tracy Fiddler, “Politeness Levels and Indirect Speech Acts Used by ESL Students When Making Requests.” Presentation at the NEIU Student Symposium 2012. Sponsored by Larry Berlin.

Lisa Kaplan, 2013. Special Education & English Language Learners. Presentation at the CPS/TEFL Summer Institute. Northeastern Illinois University.

Tiffany Kupkowski, 2012 and 2013. Teaching Science. Presentation at the CPS/TEFL Summer Institute. Northeastern Illinois University.

Merilee Aguire, 2012 and 2013. Teaching Math. Presentation at the CPS/TEFL Summer Institute, 2012 and 2013.

Ashley Jahraus, Malgorzata Gawron, Margaret Moore-Taylor and Jacqueline Trademan, “Wikis: A Technology Tool You Should Know About.” Presentation at the Illinois TESOL-BE Spring Workshop 2012.

C. Alumni News

- **Armour, John**, 2013: Hired: ELP coordinator: NEIU.
- **Cole-Goldsmith, Ellisa**, 2013: Hired: Full time ESL instructor: Illinois Institute of Technology, Chicago, IL.
- **Thusat, Joshua**. “Practical Use of Corpora for the English Language Learner. “Presentation at the Illinois TESOL-BE Spring Workshop 2013.

TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE **Assessment Report 2012-2013**

Submitted By William Stone

This is a report on what the Program has done so far, and what we plan to do for the coming year.

Alignment of courses with professional standards

In 2011 Dr. Larry Berlin created a table which showed how the MA TESL program aligns with the domains and standards of the TESOL (Teachers of English to Speakers of Other Languages) professional organization. (See the following pages) For each required course in the program, at least one assessment, whether a project or paper or exam, meets one of the standards. Since each course is taught by a variety of instructors, and because we had not talked together about the content of our courses since the formation of the TESL/TEFL program in 2009, these assessments were not being used by all the instructors for a given course. On March 28, 2013 I sent an email to all the full-time TESL/TEFL instructors, asking all those who teach the same courses to discuss their summative assessments in light of the information on the table that had been issued two years earlier.

TESL 445: Language Variation is our one required course in the Culture domain. The final exam is the instrument which meets the TESOL standards. But since the course has been taught by mostly one person, and only once each by two others, there was no agreement on the use of the exam.

TESL 402: So far this has been taught by 2 faculty members and one full-time instructor. They all agreed on both the topics and the project on data gathering and analysis, which meets the TESOL standards for Language.

Table 1: Alignment of TESOL Domains & Standards with MA TESL and SPA

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 Implementing Standards-Based ESL and Content Instruction	TESL 410*/Graduation Project	Project/Graduation Project	1, 2, 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

* Project may be slightly different depending on professor, but general content remains the same.

** Course and associated project are not required of all students.

*

** At present, students are not required to work through the program to complete their state-required 100 clinical hours; therefore, documentation may not exist within the program. Efforts are underway to establish a 1-credit course whereby graduate students would earn credit for undertaking their clinical experience and be assured faculty observation and input.

Plans for 2013-14 include getting agreement on the topics and assessments for TESL 460, 468, 410, 414, and 452.

MA TESL/TEFL Final Assessment

When the TESL/TEFL Program began in 2009, we instituted a new form of final assessment for the students, which is called the 'graduation project'. It is a reflective piece, in which students write about all the courses they have taken, grouped together in 5 domains (Language, Culture, Assessment, Professionalism, and Instruction) and discuss how what they have learned will inform their ESL/EFL instruction in the future or informs their instruction at the present. The project is expected to be 50-60 pages in length. One TT faculty member is assigned to supervise each student. A second reader is also required. The rubric in Table 2 was planned for this assessment, but faculty did not find it particularly useful and therefore did not systematically rely on it.

	Approaches expectations	Meets Expectations	Exceeds Expectations
Knowledge of language domain and ability to integrate it with language pedagogy	Student demonstrates inadequate knowledge of language structure or is unable to integrate it with ESL pedagogy. Standard 1a	Student demonstrates adequate knowledge of language structure and integrates it into ESL pedagogy. Standard 1a	Student clearly demonstrates adequate knowledge of language structure and clearly integrates it into ESL pedagogy. Standard 1a
Knowledge of culture domain and ability to integrate it with language pedagogy	Student demonstrates inadequate knowledge of how culture affects language learning and school achievement or inadequately integrates this knowledge into ESL pedagogy. Standard 2b	Student demonstrates adequate knowledge of how culture affects language learning and school achievement and integrates this knowledge into ESL pedagogy. Standard 2b	Student clearly demonstrates adequate knowledge of how culture affects language learning and school achievement and clearly integrates this knowledge into ESL pedagogy. Standard 2b
Knowledge of assessment domain and ability to integrate it with language pedagogy	Student knows an inadequate variety of assessment tools and techniques related to language learning or inadequately integrates this knowledge with language pedagogy. Standard 4c	Student knows how to use a variety of assessment tools and techniques related to language learning and integrates this knowledge with language pedagogy. Standard 4c	Student knows how to use a large variety of assessment tools and techniques related to language learning and clearly integrates this knowledge with language pedagogy. Standard 4c
Knowledge of professional practice and ability to integrate it with language pedagogy	Student demonstrates inadequate knowledge of history, research, and current practices in the field of ESL teaching or inadequately integrates this knowledge with language pedagogy. Standard 5a	Student demonstrates knowledge of history, research, and current practices in the field of ESL teaching and integrates this knowledge with	Student clearly demonstrates knowledge of history, research, and current practices in the field of ESL teaching and clearly integrates this knowledge

		language pedagogy. Standard 5a	with language pedagogy. Standard 5a
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Table 2. **ASSESSMENT RUBRIC GRADUATION PROJECT**

There is some dissatisfaction among the faculty about this assessment. Because many students require multiple drafts, a single project can take many hours of a faculty member's time, and this work is not considered to be part of our workload. The papers themselves are often dry, repetitive, and not creative. Furthermore, it is not clear that they actually assess what students have learned (that is, their content knowledge), as they can choose to write about only those topics that they are confident about.

The TESL faculty have discussed changing this final assessment to a different type of instrument. One thing we have considered is a test of TESL content. One such test is produced by ETS. It is a multiple-choice test that covers the major areas of the field—Foundations of Linguistics and Language Learning (linguistic theory, language and culture, second language learning, literacy), Planning, Implementing, and Managing Instruction (instructional theory, teaching techniques, materials, managing the classroom and students), Assessment (knowledge of tests and standards, appropriate use of tests, interpreting and applying assessment results), and Cultural and Professional Aspects of the Job (cultural understanding, legal and ethical issues, role of the ESL teacher, and professional development). We could choose to eliminate some of the questions, especially those that relate to topics we don't concentrate on in our courses. We could also use this test to guide our own curriculum development, to ensure that our students are learning what the field requires them to know. At this point, faculty in TESL do not seem to favor this test as it does not substantially test areas that the program, as it currently stands, values.

Plans for 2013-14 are to either revise the Graduation Project assessment or to select another form of assessment for our M.A. students.

Exit Survey

While the Graduation Project, or whatever we choose to replace it with, will assess our students, it does not tell us about the effectiveness of the program. For that we need an Exit Survey. A survey of Program alumni was sent out as part of the TESL/TEFL Program Review in 2012, and that survey could be revised to serve as an exit survey.

Plans for 2012-13 are to create an exit survey and for graduating M.A. students to begin taking it in the fall of 2013.

Student Tracking

Although a student tracking system in the form of a data base was set up a few years ago, with changes in the office staff and the administration, that system has not been maintained over the past 1-2 years. This system would make us aware of student progress toward graduation and allow us to intervene where progress is not being made, either because students have stopped taking courses, or because they are doing poorly in the courses they have taken.

WOMEN'S AND GENDER STUDIES PROGRAM

Annual Report 2012-2013

Submitted by Nancy A. Matthews

Executive Summary

Women's and Gender Studies began the year with a new name, a new minor, eleven new faculty members from across campus, and a new coordinator. Our name change from Women's Studies to Women's and Gender Studies reflected our expanded curriculum, as well as changes in the field over the past several decades. The approval of the new minor in Lesbian, Gay, Bisexual, Transgender and Queer Studies (LGBTQS) last year was an exciting step for our program, and officially implementing the minor this year produced much robust and enthusiastic discussion and planning. Several of the new faculty who joined as core or affiliate faculty were drawn to the program because of the new minor. We are excited to have diversified the disciplinary areas of our faculty, with new members from Communications, Media & Theater, World Languages and Cultures, Social Work, Art, English and Sociology. Nancy Matthews, of Justice Studies, became the new coordinator, following the completion of Durene Wheeler's term.

The Women's and Gender Studies Program represents an interdisciplinary approach to feminist and LGBTQ scholarship, the purpose of which is to re-examine from feminist perspectives traditional bodies of knowledge taught in the university and distributed through society at large. In Women's and Gender Studies we are concerned with the political and historical nature of the production of knowledge. The curriculum emphasizes rigorous critical thinking, imagination, and creativity, and assists both students and faculty to develop knowledge from feminist, LGBTQ, anti-racist, multicultural, and global perspectives. WGS continues to have only one full-time dedicated faculty member, Dr. Laurie Fuller, but has 37 faculty who are related as either "core" or "affiliate" members. Core faculty are expected to participate fully in the program's meetings and to teach at least one WGS-related course per year. Affiliate faculty are those whose work and academic interests are related to our program, who teach occasional WGS-related courses.

This year we had 15 WGS majors and 29 WGS minors. The new LGBTQ minor gained 10 students. Five of our students graduated this year: Morgan Brown, Alexis Dennis

(Summa Cum Laude), Larone Ellison, Kristen Ronne (Magna Cum Laude), and Ryan Rueda. Several students were honored with awards for their achievements and contributions. The Barbara Scott Women's and Gender Studies Distinguished Student Award was given to Alexis Dennis and Alison Greer for outstanding scholarship in Women's and Gender Studies. The Renny Golden Student Activism Award was given to Larone Ellison, Shantez Tolbut, and Jorge Vargas for their activist work on campus and in the wider community. In addition, we are proud that WGS major Larone Ellison was also awarded the Black Heritage Committee Student Award of Excellence.

Faculty were also recognized for their outstanding work. Erica Meiners was given the Martha Thompson Outstanding Women's & Gender Studies Faculty Award this year. Five WGS faculty members were honored with Excellence Awards: Shelley Bannister (Service), Tim Barnett (Service), Vicki Byard (Service), Ellen Cannon (Research/Creative Activities), and Erica Meiners (Research/Creative Activities). NEIU Student Choice Awards, based on students' votes, honored several of our colleagues as well, including Mike Armato, Laurie Fuller, Christina Gomez, Olivia Perlow, and Deberah Bernstein.

Two new Research Community Awards from Academic Affairs went to WGS faculty. The first, to Timothy Barnett, Vicki Byard, and Francesca Morgan focuses on "LGBTQ History: Diversifying the Curriculum." The program provided additional travel money for the students in this research community to visit archives in Washington, DC in the summer of 2013. Tim Scherman, with Mary Thill, also will lead a research community focused on "Archival Research on 19th Century American Women Authors."

As in past years, Women's and Gender Studies was very involved in the life of the university beyond courses. The extensive programming that we have traditionally done around issues that are central to our field (violence against women, women's history, equal pay, leadership, education, intersections of inequality) was immensely aided this year by the presence on campus of the new Women's Resource Center and LGBTQA Resource Center, as well as the other Pedroso Centers. We worked closely with Joanna Snawder, director of the WRC, to transition major planning of Women's History Month events from WGS to the WRC. We were also happy to work extensively with the African, African American Resource Center, and the other parts of the Pedroso Center for Diversity and Intercultural Affairs on a number of programs. In addition, we co-sponsored numerous events with other academic departments. These cross-campus collaborations provide vibrant co-curricular programming for our students, and many WGS faculty support the programs by bringing or sending students to attend these events.

Some examples of these collaborations in 2012-13 included:

- Book signing event for Dr. Brett Stockdill's *Transforming the Ivory Tower*, Co-sponsored with Sociology, AFAM, LLAS and Angelina Pedroso Center for Diversity and Intercultural Affairs (APCDIA);

- Panel discussion and screening of the award winning documentary “Cruel & Unusual” about the treatment of transgender prisoners, co-sponsored with the LGBTQA Resource Center;
- Take Back the Night event addressing violence against women, co-sponsored with the Feminist Collective, Women’s Resource Center, NEIU Programming Board, several student organizations and Student Health Services;
- Participatory art project - panty pulping workshop organized by WGS minor Alison Greer, Co-sponsored with Art Department and Women’s Resource Center;
- Panel presentation “The Work that Makes all Work Possible: Chicago’s Domestic Workers Rights” organized with co-sponsorship from Justice Studies, AFAM, LLAS, Educational Leadership and WRC;
- Presentation by author David Ebershoff, co-sponsored with English and LGBTQA Resource Center;
- Presentation by feminist author Jessica Stern, co-sponsored with APCDIA;
- Participated and promoted with Sociology a Jacket & Hoodie Drive to benefit the Broadway Youth Center;
- “Stories of Survival – Healing through the Arts” was an art exhibit and performance event co-sponsored with several Apna Ghar, Between Friends and other community groups, the Student Union and Justice Studies organized in recognition of Domestic Violence Awareness Month. WGS Coordinator Nancy Matthews gave the keynote talk;
- “Caravan for Peace” presentation, co-sponsored with Sociology;
- “Feminists Making Herstory” dramatizing feminist figures was organized by Erica Meiners and students from her WGS 202 class (Feminist Activism);
- A panel presentation at Deborah’s Place (an organization that serves homeless women), co-sponsored with Social Work.

In addition, a major event WGS co-sponsored was the Second Annual Black Women’s Leadership Summit. This event is emblematic of our program’s commitment to intersectional understandings of women’s experiences, viewed in relation to racial and ethnic inequalities, gender and sexual orientation, and class. The summit, scheduled to occur on the cusp between Black History Month and Women’s History Month, brought several excellent speakers to campus. The keynote event, a talk by Dr. Regina Dixon-Reeves on mentoring and peer support, was held at the Caruthers Center for Inner City Studies as part of our effort to reach out to the communities served by CCICS. The following day of workshops and speakers included Gaylon Alcaraz, community organizer and Executive Director of the Chicago Abortion Fund, Manesha Stiff, Interim Director of Project Success, and Dr. Olivia Perlow of the Sociology Department, AFAM, and WGS. This event was planned under the leadership of Dr. Durene Wheeler (WGS, AFAM, and College of Education), Kim Everett (African, African American Resource Center), Michelle Morrow (Scholarship Office), and Sharron Evans (Office of Student Rights and Responsibilities), and Nancy Matthews (Coordinator, WGS). Again, collaborations

across campus were central to the success of this event, which was co-sponsored by the AFAM Program, the African, African American Resource Center, College of Business and Management and the College of Arts and Sciences. We were fortunate to receive generous financial support from Student Affairs that facilitated the success of the event.

The new minor in Lesbian, Gay, Bisexual, Transgender and Queer Studies led to some vibrant activities and discussions this year. Tim Barnett coordinated the start-up of the minor and facilitated several gatherings of faculty and students interested in LGBTQ issues, such as hosting an LGBTQ Reading Group. New WGS faculty member Brandon Bisbey facilitated a meeting of interested NEIU faculty with faculty from other local institutions teaching in this area. In addition, the new LGBTQ Resource Center (part of the Pedroso Centers for Diversity and Intercultural Affairs) and we co-sponsored programming that dramatically increased the visibility and legitimacy of this part of our student community. NEIU has a history of being relatively welcoming to LGBTQ faculty, but students have not always felt welcomed, so these developments on campus are a great stride forward.

Community-building activities are especially important for an interdisciplinary program like WGS, since the faculty all have other primary academic homes on campus. Some of the community-building events we held this year included our WGS/LGBTQS Open House for students and faculty and the annual New Faculty Reception held by WGS, AFAM and LLAS to welcome and introduce new NEIU faculty to our programs. We celebrated International Women's Day with an interactive art project and spoken word performances by students. The art project, aided by the design work of Vida Sacic (Art and WGS) and Art student Sofia Park, was an IWD banner on which attendees could write graffiti for the occasion. VP of Institutional Advancement Melba Rodriguez helped us pitch fundraising at the event. Thanks to Alison Greer (Art and WGS) for helping facilitate the event.

Our 8th Annual Women's and Gender Studies Student Symposium was a huge success this year, with 19 student presentations. This year, the student presenters were assigned the theme "What was missing from your WGS education?" The issues students presented ranged from religion to fat acceptance, to health care. The program always uses the presentations as part of the assessment process, but this symposium yielded particularly rich data about students' perceptions of the breadth and depth of our curriculum. The section on Assessment, below, will discuss the findings further.

Celebrating our students' accomplishments is equally important to our community-building mission, and our major event is the Activist Graduation, co-sponsored with our sister interdisciplinary programs, LLAS and AFAM, and Sociology, Justice Studies and World Languages and Cultures. This year we also enjoyed the co-sponsorship and support of the Women's Resource Center and LGBTQ Resource Center. The Activist Graduation is open to all students who identify as activists; the students decorate stoles to wear at the NEIU Commencement and we honor them in a brief ceremony. This year we had the most participants ever, overflowing the tables set up in the lobby of the controversially-named LWH building, which we renamed Activist Hall for the occasion.

A core commitment of our field is to examine and challenge issues of power, oppression and privilege. Thus our participation in the debates of the NEIU community is a reflection of our core mission and values. It was exceedingly ironic that the very year that our university established a new LGBTQ minor and a new LGBTQA Resource Center, we also faced the reality that one of our major buildings on campus had been named for an international figure, Lech Walesa, whose hateful homophobic comments became world news this year. WGS faculty organized the response to Lech Walesa's anti-gay comments and participated fully in the University discussions. WGS faculty and allies created the action plan to propose re-naming the LWH building. We will continue to participate and press for the University to live up to its stated values so that we can become a community in which all members are included and honored.

I. Assessment

This year 11 faculty served on the Assessment Working Group. It is very gratifying that so many of our core and affiliate faculty, who have obligations in their home departments, are willing to devote time during the early summer to reading our students' portfolios, assessing them with our rubrics for program goals, and meeting to discuss the findings so that we can assess our program. The Assessment Report below provides details.

II. Program Plan

Maintain the stability of the WGS major and minor and the new LGBTQ minor in the face of challenging budget times.

Recommendations:

- Secure funding for another tenure-line position in Women's and Gender Studies and joint lines shared with other departments/programs, particularly one in the area of history (see Assessment Report).
- Support new affiliated faculty through mentoring, inclusion in curriculum planning and decision-making about program plans.
- Implement plans to recruit additional majors and minors through marketing, educating academic advisors about the program and courses.
- Maintain stable course offerings so our majors and minors can continue to make progress toward graduation.
- Continue our assessment process to strengthen student learning and our curriculum.

Offer relevant, high-quality and diverse co-curricular programming on campus and in the community.

Recommendations:

- Continue to build partnerships with other departments and programs on campus and with community organizations to offer students events featuring WGS-related themes and issues.
- 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 local and national interdisciplinary communities through conferences and committee involvement.
- Organize field trips to program-related events in the community.

Build our visibility, accessibility and engagement.

Recommendations:

- Revise and improve content on the WGS website as part of NEIU’s rollout of the new website.
- Continue to update and enhance our program’s “brand” and image through updated brochures and well-coordinated web-based information.
- Continue to be engaged actively with the College of Arts and Sciences and NEIU community through participation on committees and events, and support of initiatives such as the Food Summit and the Rebecca Skloot campus visit.
- Continue to support and promote the Activist Graduation and other events that support and celebrate student achievement.

Ensure the development and growth of WGS students, faculty and staff through effective mentoring, networking and research and teaching opportunities.

Recommendations:

- Strengthen relationships with community organizations to increase internship and job opportunities for students.
- Maintain and strengthen alumni relationships, working with the Alumni Association to help WGS alumni remain connected to NEIU.
- Develop strategies to strengthen alumni relationship to facilitate networking for employment opportunities and support each other in further study.
- Continue participation in the Chicago Area Women’s and Gender Studies Internship and Job Fair for students.
- Continue to support WGS-affiliated faculty by providing documentation for their retention, promotion, and annual review processes.
- Continue to build relationships with other academic departments so that WGS-affiliated faculty receive credit for work they do in support of WGS.
- Facilitate staff development and support by encouraging staff to participate in workshops, trainings, and other opportunities.

III. Accomplishments

Additional faculty accomplishments can be found listed in the annual reports for the faculty members' home departments.

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances

Stockdill, Brett C. "ACT UP (AIDS Coalition to Unleash Power)." In *The Blackwell Encyclopedia of Social and Political Movements*. Eds, David A. Snow, Donatella Della Porta, Bert Klandermans, and Doug McAdam. Oxford, United Kingdom: Wiley-Blackwell. 2013.

2. Articles and Abstracts, Local Exhibitions or Performances

Armato, Michael, Laurie Fuller, Nancy A. Matthews, and Erica R. Meiners. "Pedagogical Engagements: Feminist Resistance to the Militarization of Education." *Review of Education, Pedagogy & Cultural Studies* 35, 2 (2013):103-126. doi: 10.1080/10714413.2013.778668.

Armato, Michael. "Of War and Men," review of *Of War and Men* by Ralph LaRossa. *Social Forces*, 91 (2012):1. doi: 10.1093/sf/sos080.

Bisbey, Brandon. "Hacia una literatura de disidencia sexual en México con dos Bildungsromane bisexuales: Púrpura de Ana García Bergua y Fruta verde de Enrique Serna," *Revista Valenciana* 10 (2012): 35-59.

3. Conference Presentations, Group Shows

Armato, Michael and Cassandra Cantú. "The Contextual Bases of Masculinity: Men's Sexual Violence Against Women in the U.S. Military." Paper presented at the annual meeting for the American Sociological Association, Denver, Colorado. August 17-20, 2012.

Bisbey, Brandon. "Humor, homofobia y la integración gay a la modernidad mexicana" (Paper presented at the XVIII Congreso de Literatura Mexicana Contemporánea, University of Texas-El Paso, March 7-9, 2013).

Johnson, Brooke. "Ask, Tell, Talk Back: Resistance to Gendered Heteronormativity at a Military-Style Charter School" (Paper presented at Midwest Sociological Society Annual Meeting, March 27-30, 2013).

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.

Stockdill, Brett C. (with Mary Yu Danico). "Author Meets Critic: Transforming the Ivory Tower." Association for Asian American Studies (AAAS) Annual Meeting. Seattle, WA. April 20, 2013.

Stockdill, Brett C. "Navigating the Job Market as an LGBTQ Person." Midwest Sociological Society Annual Meeting. Chicago, IL. March 29, 2013.

4. Service

Byard, Vicki. Team Member, "Assessment in Action" Project, funded by a grant Mary Thill received from the Association of College & Research Libraries.

Perlow, Olivia. Member, Girl Talk

B. Student Achievements

Bermudez, Samantha. "Whiteness." 8th Annual Women's and Gender Studies Student Symposium, NEIU, April 5, 2013.

Chico, Jeryl. "Feminism and Judaism." 8th Annual Women's and Gender Studies Student Symposium, NEIU, April 5, 2013.

Dennis, Alexis. "Fat." 8th Annual Women's and Gender Studies Student Symposium, NEIU, April 5, 2013.

Dennis, Alexis. 2013 BarBara Scott Women's and Gender Studies Distinguished Student Award.

Dennis, Alexis. Accepted into the University of Wisconsin - Madison Department of Sociology PhD program.

Ellison, Larone. 2013 Renny Golden Student Activism Award.

Ellison, Larone. 2013 Black Heritage Committee Student Award of Excellence.

Frale, Rebecca. "Feminist Art." 8th Annual Women's and Gender Studies Student Symposium, NEIU, April 5, 2013.

Ghazavi, Parisa. "Feminism and Religion." 8th Annual Women's and Gender Studies Student Symposium, NEIU, April 5, 2013.

Greer, Alison. "Feminist Art." 8th Annual Women's and Gender Studies Student Symposium, NEIU, April 5, 2013.

Greer, Alison. 2013 BarBara Scott Women's and Gender Studies Distinguished Student Award.

Grossman, Jacob. “Aging Invisibly.” 8th Annual Women’s and Gender Studies Student Symposium, NEIU, April 5, 2013.

Koszewski, Michelle. “Christian Feminist Theology: Being Rebellious and Feminist.”

8th Annual Women’s and Gender Studies Student Symposium, NEIU, April 5, 2013.

Krystal, Esther. “Feminism and Judaism.” 8th Annual Women’s and Gender Studies Student Symposium, NEIU, April 5, 2013.

McDonald, Jamie. “Feminism and Disability Studies.” 8th Annual Women’s and Gender Studies Student Symposium, NEIU, April 5, 2013.

Mika, Kristopher. “Hip Hop Feminism.” 8th Annual Women’s and Gender Studies Student Symposium, NEIU, April 5, 2013.

Nawls-Walker, Rebecca. “Cultural Commodification.” 8th Annual Women’s and Gender Studies Student Symposium, NEIU, April 5, 2013.

Peppers, Julianna. “Feminism and Religion.” 8th Annual Women’s and Gender Studies Student Symposium, NEIU, April 5, 2013.

Ronne, Kristin. “Feminism in Music.” 8th Annual Women’s and Gender Studies Student Symposium, NEIU, April 5, 2013.

Smith, Christine. “Birthing Culture.” 8th Annual Women’s and Gender Studies Student Symposium, NEIU, April 5, 2013.

Tolbut, Shantez. “Feminism and Disability Studies.” 8th Annual Women’s and Gender Studies Student Symposium, NEIU, April 5, 2013.

Tolbut, Shantez. 2013 Renny Golden Student Activism Award.

Vargas, Jorge. “Fat.” 8th Annual Women’s and Gender Studies Student Symposium, NEIU, April 5, 2013.

Vargas, Jorge. 2013 Renny Golden Student Activism Award.

Waller, Sabrina. “Sexual Violence and the Military.” 8th Annual Women’s and Gender Studies Student Symposium, NEIU, April 5, 2013.

Zabrzewska, Edyta. “Feminism and Ageism.” 8th Annual Women’s and Gender Studies Student Symposium, NEIU, April 5, 2013.

WOMEN'S AND GENDER STUDIES PROGRAM

Assessment Report 2012-2013

Submitted by Nancy A. Matthews

Eleven faculty served as our Assessment Working Group to assess student learning and our program goals. The Working Group this year included: Kris Over, Emily Garcia, Tim Barnett, Erica Meiners, Audrey Natcone, Nancy Matthews, Catherine Korda, Olivia Perlow, Terri Stirling, Durene Wheeler, and Laurie Fuller.

Our assessment plan is based on collecting portfolios from students who participate in WGS 350 Seminar in Women's and Gender Studies, which is required for both majors and minors. Part of the seminar is devoted to guiding students in the preparation of the portfolio, which includes several papers from past classes, new reflection papers on each of those documents, and a paper examining their learning in the program. Using a rubric based on our program goals, members of the Assessment Working Group read and rate the portfolios holistically. Each portfolio is read by at least two faculty. The numbers are then averaged and compared to previous years' results to help assess how we are meeting the learning goals we have for our students. The AWG meets to discuss the findings and their impressions from reading the portfolios. These discussions have yielded very rich and useful data over the last decade, which we have used to improve the program.

In recent years, we averaged about 10 or fewer portfolios; this year we had 19!

The rubric we use to assess the program goals is:

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	

This year we decided to score our portfolios more holistically, thus the table below shows only one outcome for each of the major learning goals.

Women's Studies Goals and Objectives	2009/10	2010/11	2011/12	2012/13
	Avg	Avg	Avg	Avg
A. Understand implications and applications of feminist theories.	2.4	3.8	4.0	3.8
1) Read and understand feminist theory				

2) Compare different theories	3.4	3.9	4.1	
3) Create own feminist perspective	2.9	3.1	3.9	
	3.6	3.6	4.1	
B. Recognize intersections of inequality, power and oppression and apply them to own and others' lives.	3.0	4.0	4.5	4.1
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	
C. Analyze the relationships between and among various social institutions in the context of inequality, power and oppression.	3.1	4.1	4.1	3.9
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	
	2.8	3.2	3.9	
2) Analyze the relationship between past feminist struggles and social change				
D. 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	3.9
	3.5	3.2	4.2	
1) Demonstrate familiarity with substantive information about women's diverse experiences	3.6	3.1	3.7	
2) Compare and contrast women's changing status historically using the intersections of race, class, age, ability, sexuality, and other dimensions of inequality.				
E. Development of clear and effective writing in the discipline	3.4	na	na	3.9
	3.6	na	na	
	3.7	na	na	
1) Understand audiences	3.6	na	na	
2) Makes clear argument	3.8	na	na	
3) Develops conclusions and implications	3.4	na	na	
4) Mechanics				
5) Appropriate academic style (APA, Chicago, etc.)				

F. Development of thinking and writing skills	na	4.1	4.1	3.8
	na	3.7	4.2	
1) Compare and contrast concepts and ideas	na	3.4	4.0	
	na	3.5	4.2	
2) Conceptualize different understandings of feminisms				
3) Craft a theoretical perspective				
G. Development of research skills by distinguishing the relative weight and value of library sources	3.5	3.8	4.0	4.0

Overall, our students' scores on our learning goals rubric are holding steady. This year's group of students in the Seminar (from which the portfolios are drawn) was large, but all but two of the students were minors in WGS rather than majors. We speculated that the slight drop in some of the averages is accounted for by this fact.

We are very satisfied with our students' demonstrated understanding of the intersections of inequality, power and oppression, i.e., the ways that gender inequality—misogyny, homophobia, transphobia, etc. – is intertwined with racism, classism and other “isms” such as discrimination against people with disabilities, against immigrants, and so on. The ongoing shortcoming that we find in our students' understanding of WGS ideas continues to be in the area of historical understanding. We continue to discuss ways to make sure that students get more exposure to historical knowledge.

Assessment of our students' presentation skills is also part of our plan. All students in the senior seminar participate in our WGS Student Symposium. This year, the theme of the presentations was to address what the students considered gaps in their learning as majors and minors. This yielded very thought-provoking presentations. As the numbers below show, our students did very well in their presentation skills.

<u>WS Presentation Goals and Objectives:</u>	Percent rated “Strong” or “Outstanding”
Development of Presentation Skills	87
Development of Discussion Skills	90
Understanding Feminist Theories	78
Recognize Intersectionality and apply	85
Analyze Relationships between Social Institutions	90
Evaluate Women's Changing status using Intersectionality	72

WORLD LANGUAGES AND CULTURES

Annual Report 2012-2013

Submitted by Denise Cloonan Cortez de Andersen

Executive Summary

In November 2013 our Spanish and French Teacher Certification Programs were again evaluated by the National Council for Accreditation of Teacher Education (NCATE). We were recognized as having “met with conditions” three of the five NCATE standards. Our department worked very hard to surpass the “met with conditions” evaluation that we had been given in February of 2012. Dr. Paul Schroeder Rodríguez worked tirelessly with faculty from the College of Education including, Dr. Katy Smith, Dr. Timothy Duggan and Dr. Elliott Lessen to write these reports. Subsequent to this evaluation, Dr. Schroeder Rodríguez coordinated several phone conferences with the ACTFL liaison to NCATE, to ensure our success for the next evaluation round. We are confident that we will be fully accredited this September.

Our department sponsored a Web Design Contest, with the goal to create a new website and mobile device application for *Revista Consenso*, the online Spanish language literary and cultural journal run by graduate students in the M.A. program in Latin American Literatures and Cultures. Malik Bilal, a computer science major at NEIU, won a \$5000 stipend to develop the new website and downloadable application to read the magazine on Android and Apple mobile devices. The application is nearly complete, while the website is being developed by the student to work on the university’s new web platform. It is expected to be launched in Fall 2013 when the new website content management system is deployed.

We upgraded the learning and teaching software in the Language Learning Lab to include a program called Faronics Insight, which combines with existing security software from that same company to allow instructors to monitor and interact with students while teaching in the lab. The software allows two way communications between teachers and students, screen sharing, demonstrations, testing and classroom management, and monitoring of appropriate computer use. The software also allows the Multimedia Communications Specialist, Tom Griffin, to monitor and maintain the computers by remote control.

Some individual accomplishments of our departmental members are listed below:

- Dr. Paul Schroeder Rodríguez, Chair, was invited to be a panelist along with the Honorable Jesús Rodríguez, General Consul of the Bolivarian Republic of Venezuela, and Dr. Antonio Martínez, Member of the Board of Directors of La Colmena, at the Albany Park Arts Festival Cultural Conference: “The Role of Art in Cultures of Liberation and Cultures of Oppression” held at NEIU on July 19, 2012.
- Dr. Paul Schroeder Rodríguez, Chair, offered a week-long “Seminar on Latin American Cinema” at the Universidad de Guanajuato in México, as part NEIU’s partnership with that institution, March 10-17, 2013.
- Dr. Paul Schroeder-Rodríguez, Chair, was awarded an Educational Leave for Fall 2013.
- Dr. Vicki Román-Lagunas, Vice Provost for Academic Affairs and Professor of Spanish, served as Acting Provost during the 2012-2013 AY while the national search for a new Provost was conducted.
- Sanaa Rahman, Instructor of Arabic, was selected to attend the Study Türkiye 2013 Summer Program, an all-expenses paid, cultural immersion study tour in Turkey sponsored by the prestigious Niagara Foundation.
- Dr. Lucrecia Artalejo, Associate Professor of Spanish, and Dr. Denise Cloonan Cortez de Andersen, Professor of Spanish, were both selected to receive Student Choice Awards at the ceremony held on April 1, 2013.
- Jeanette Hernández taught social studies with the Dorothy Stang Popular Education Adult High School, the only bilingual high school completion program serving Latino adults in the Midwest from September 2012 through May 2013.
- Jeanette Hernández was keynote speaker at the 2012 Annual Fall Benefit for Dorothy Stang Popular Education Adult High School. Her remarks were entitled: “Give According to Ability and Take According to Need in a Time of Privatization” on October 11, 2012.
- Jeanette Hernández elected PEOPLE (Public Employees Organized for Political and Legislative Equality) Chair with AFSCME Council 31—Local 1989 in March, 2013.
- Jeanette Hernández and Tom Griffin were both honored with Service Awards in Spring 2013 for having completed 20 years of service to NEIU.

As a department, we co-sponsored and/or hosted a number of cultural events which are listed below in chronological order:

- As part of Polish Heritage Month, our department co-sponsored, with the Chicago Chapter of the Kosciuszko Foundation, “Tadeusz Kosciuszko’s (Nameday) Imieniny,” featuring an award ceremony honoring Dr. Anna Szpindor, and with remarks by Mr. Tom Rusnak on The Kosciuszko Foundation Art Enrichment English Camp in Poland, and a piano performance by Igor Lipinski. This was followed by a reception on October 23, 2012.
- We co-sponsored “Bouzouki in the Name of Music,” concert of ethnic and classical music by local Greek musicians and vocalists; Auditorium, October 27, 2012.
- Our department co-sponsored “MOSTRA III,” which is part of a city-wide Brazilian film festival. A reception followed with catering by Brazil Legal Café and Begio de Chocolat on November 12, 2012.
- Emily Masó, Instructor of Spanish, along wither Beginning Spanish I students from CCICS took a “Day of the Dead” guided tour at the National Museum of Mexican Art on December 15, 2012.
- We co-sponsored the theater performance of “Coljan,” a play written by Spanish Instructor Raúl Dorantes Resendiz at El Centro on March 28, 2013.
- Dr. Mary Ellen McGoey, Associate Professor of French, along with her students from her course entitled “Regions of France: Yesterday and Today” visited the French Impressionist Collection at the Art Institute on April 4, 2013.
- We hosted and co-sponsored, with Contratiempo, an event of “Poesía en Abril,” a city-wide poetry festival featuring readings by various poets from Chicago, Latin America and Spain; it featured Latino hip-hop poet/artist Scheme Navarro on April 15, 2013.
- Our department co-sponsored “Middle Eastern Traditions, Music and Food” with the Middle Eastern Culture Club on April 29, 2013.
- Our department co-sponsored “Activist Graduation,” with Women and Gender Studies, and Latino and Latin American Studies, on May 3, 2013.
- Dr. Brandon P. Bisbey, Assistant Professor of Spanish, organized the presentation of the book, *En cualquier lugar fuera de este mundo* by Mexican novelist Iván Medina, on March 12, 2013.
- Professor Czeslawa Kolak, Instructor of Polish, coordinated and hosted a film screening of “The Jeweller’s Shop,” a film based on Pope John Paul II’s best-selling book about the struggles of two Polish couples whose children meet later in Canada. It was followed by discussion and a Polish pastry reception, on May 17, 2013.

- Our department co-sponsored, with the Office of International Programs, “Los Moldes y los Contrastes del Cuento en Latinoamérica,” a lecture by acclaimed Argentinean writer Laura Massolo, on May 23, 2013.
- During the Spring 2013 semester, as part of her course Topics in Latin American Popular Culture (SPAN 430-1), Prof. Catalina María Johnson coordinated the following international and local performers to provide live presentations or presentations via Skype: Juan Dies, Aroeste Music , Maya Jensen, Carlo Basile, Song Money Inc., Outernational Music Inc., Maya Fernández, Raúl Fernández, and Laura Cambrón.

I. Assessment

A description of how we assess our BA programs in Spanish and French Studies (including links to the different rubrics that we use), is posted at www.neiu.edu/~fldept/assessment.htm. The assessment results are attached 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 to D2L for our assessment data collection as well as the platform for our online courses.
- 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 engagement via the Spanish and French Honor Societies.
- Design more courses at the graduate and undergraduate levels to meet the needs of our Heritage Language Learners.

B. Program Plan Requirements/projected needs

1. Faculty

Our department needs an officially designated coordinator from the College of Education to coordinate the assessment components that have to do with Spanish and French teacher candidates' pedagogical preparedness, including but not limited to teacher candidates' evaluations by cooperating teachers and their students, teacher candidates' dispositions, and pedagogic exams required of teacher candidates by the State of Illinois. There are two accreditation bodies that require reports on our teacher certification programs on a regular basis. There is an annual report required by the state of Illinois, the State Educator Preparation and Licensure Board (SEPLB), and a periodic evaluation conducted by the National Council for Accreditation of Teacher Education (NCATE, now known as CAPE). These evaluation reports have been a source of struggle for our department because communication channels and responsibilities have never been adequately defined with the College of Education, or with the bodies that accredit

our teacher certification programs. Because of this, we end up having to repeatedly revise and resubmit our reports, and have had to appear in person more than once before the SEPLB. A dedicated coordinator from the COE who can keep up to date with the changing assessments and who can serve as the point of contact between our department and the College of Education would be able to prepare and submit these reports with analyses that conform to the state and national standards. We spend an inordinate amount of time trying to comply with these requirements, but we lack the necessary human resources to do so. [Our department is the only department at NEIU without designated COE faculty support for this purpose.]

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books:

Rizzo-Vast, Patricio

- *Ser libre*. Chicago: Studio Mosaic, 2013.

2. Articles and Abstracts, Local Exhibitions or Performances:

Bisbey, Brandon P.

- “Hacia una literatura de disidencia sexual en México con dos Bildungsromane bisexuales: Púrpura de Ana García Bergua y Fruta verde de Enrique Serna,” *Revista Valenciana* 10 (2012): 35-59.

3. Conference Presentations, Group Shows

Bisbey, Brandon P.

- “Humor, homofobia y la integración gay a la modernidad mexicana.” XVIII Congreso de Literatura Mexicana Contemporánea. University of Texas-El Paso. March 7-9 2013.

4. Service

Cloonan Cortez de Andersen, Denise

- Editorial Review Board Member: *The Linguistics Journal*.
- Book Manuscript Review Board Member: *International Reading Association*

B. Student Achievements

1. 2013 Calixto Masó Scholarship Award winner was Spanish Major **Diana Valdez**.
2. 2013 Jewell Berlinger Scholarship Award winner was Spanish Major **Claire Greene**.

3. The following 15 students were inducted into Sigma Delta Pi, the National Honor Society in Spanish on May 3, 2013: Crystal Arroyo, Dulce Arroyo, Verónica Calderón, Victoria Castellanos, Zanoní Cuesta, Rita Florenzano, Guadalupe García, Vianty González, Enrique González-Zamora, Claire Greene, Alondra Juárez, Karina Klimek, Presley Loranca, and Bárbara Suárez.

4. The following two students were accepted into Pi Delta Phi, the National Honor Society in French: Antoinette Senjanovich and Karina Klimek.

C. Alumni News

Buitrón, Gabriela (B.A., Spanish, 2011)

- Accepted with full funding to University of Colorado (Boulder) for the Ph.D. program in Spanish.

WORLD LANGUAGES AND CULTURES

Assessment Report 2012-2013

Submitted by: Denise Cloonan Cortez de Andersen

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 Studies and Spanish are required to pass the Oral Proficiency Interview (OPI), administered by ACTFL, with a score of Advanced Low or above. During AY 2012-2013 all but one of our teacher candidates met this requirement. The one Spanish student that did not meet the requirement is spending the summer in Costa Rica and will re-take the exam in August 2013. We are confident that this student will meet the requirements.
2. **Writing Proficiency:** We expect our Majors in French Studies 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.

Rubric 8c (Last used Fall 2012)

Research Paper: Advanced Mid¹

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 and the context of the target culture at the time of production 	<ul style="list-style-type: none"> Connects the text/practice/product 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 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 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) 	<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) 	<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) 	<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 competing perspectives from relevant peer-reviewed scholarship 	<ul style="list-style-type: none"> Attempts to describe competing perspectives from relevant peer-reviewed scholarship 	<ul style="list-style-type: none"> Does not incorporate relevant peer-reviewed scholarship

¹ Advanced Mid courses are mostly seminars numbered 350-399.

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:

Data table of candidate scores/results including the number of candidates who took the assessment, the range and mean of the scores and the pass rate. Do not include individual candidate names as the data must be summative.

		Unacceptable	Acceptable	Target
Fall 2011	N= 12	0	8 (66.7%)	4 (33.3%)
Spring 2012	N= 28	3 (10.7%)	19 (67.8%)	6 (21.4%)
TOTALS:	N=40	3	27	10

Does not approach standards (unacceptable)	0 – 17 points
Approaches standards (acceptable)	18 – 26points
Meets standards (acceptable)	27– 31 points
Exceeds Standards (target)	32 – 36 points

Discussion of data results:

40 students took the assessment. Of these, 37 or 93% scored acceptable or target. For this assessment, candidates design language and cultural lesson plans according to the following language learning objectives: communication, cultures, connections, comparisons and communities. The task is developed and completed during and in the WLC 302 (Introduction to Teaching World Languages) prior to Student Teaching. It is assessed using Rubric 7L, which measures performance in five areas: 1) articulation of instructional goals and objectives; 2) organization; 3) preparation; 4) length of lesson plans, and 5) linguistic accuracy.

WLC 302 Project № 1 Parameters:

PROJECT I: YOU WILL DESIGN A **LESSON PLAN** AROUND THE FOLLOWING CRITERIA. PLEASE USE THE HUNTER MODEL, OR A SIMILAR FRAMEWORK, TO ORGANIZE THE CONTENT AREA OF YOUR PLAN. THE STRUCTURE WILL INCLUDE, IN ADDITION TO THE ITEMS MENTIONED BELOW: WARM-UP, STIMULATION, TARGET LESSON, VERIFICATION, WARM-DOWN. THERE WILL BE DESCRIPTIONS OF DIFFERENTIATED INSTRUCTION FOR SPECIAL EDUCATION STUDENTS, SPECIAL NEEDS STUDENTS AND TALENTED/GIFTED STUDENTS.

1. Identify the age of the students that you will be teaching: pre-school, Kinder, Grades 1-12 (state the grade).
2. Identify the proficiency level (according to ACTFL standards) of the students that you will be teaching: novice, intermediate, advanced, superior
3. Indicate how many students you have and which types of participation structures you plan to incorporate: whole group, individual, peer-tutoring, team-learning or learning center.
4. List all materials needed.
5. Describe the theory of language learning to which your methodologies belong: Natural Approach, Artificial Approach (Silent Way), Communicative Approach, Cognitive Approach, Strategic Interaction, etcetera.
6. Select one of the ACTFL Foreign Language Standards found in the Appendix of your text.
 - Communication 1.1, 1.2, 1.3
 - Cultures 2.1, 2.2
 - Comparisons 3.1, 3.2
 - Connections 4.1, 4.2
 - Communities 5.1, 5.2
7. Write a lesson plan around a topic/theme of your choosing that incorporates at least one of the objectives of the goal that you have selected. For example, if you select Communication, you must write an activity that incorporates at least one of the three communication modes: 1.1, 1.2, or 1.3. You will find that your activity may involve more than one Standard (communication and cultures, for example).

You need to describe (2-3 pages) the activity that you have planned. If you have discussions with the students, you need to provide me with the guiding questions that you plan to use to get the discussion going. If you make reference to vocabulary, you need to provide a copy of the list of vocabulary words. If you give a worksheet, you need to provide a copy of it.

8. Your project will be graded on how well the lesson plan and activity fit the standard, the age and the proficiency level of the students that you have selected. See Rubric 7L.

Rubric 7L Evaluation of Lesson Plan

Elements	Approaches Standard (1 pts.)	Meets Standard (2 pts.)	Exceeds Standard (3 pts.)
Language acquisition theories (1)	Candidates seem to understand the key concepts of language acquisition theories and their application to K-12 learners at various developmental levels. They are somewhat able to connect theory with practice as well as make the connection between student learning and the use of instructional strategies.	Candidates understand different language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment. They draw on their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	Candidates effortlessly apply language acquisition theories to instructional practice. They use a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates produce original lesson plans that incorporate instructional strategies that reflect language acquisition theories.
Target language input (2)	Candidates use the target language for specific parts of classroom lessons at all levels of instruction, but there are some non-normative forms: calques, semantic extensions, and loan words. They use some strategies to help students understand oral and written input.	Candidates use the target language to the maximum extent in classes at all levels of instruction. They use normative language with minimal usage of calques, semantic extensions, and loan words. They adjust language use to students' developing proficiency levels. They use a variety of strategies to help students understand oral and written input.	Candidates structure classes to maximize use of the target language at all levels of instruction. They use normative language without calques, semantic extensions, and loan words. They assist students in developing a repertoire of strategies for understanding oral and written input. They use the target language to teach a variety of subject matter and cultural content.
Scaffolding (3)	Candidates use only minimal forms of scaffolding to assist students in their negotiation of meaning.	Candidates demonstrate an understanding of many forms of scaffolding and employ them on a regular basis to help students negotiate meaning.	Candidates make use of the full range of scaffolding techniques, including, but not limited to: modeling, requests for clarification, reducing degrees of freedom, recruiting, maintaining focus, and techniques to avoid frustration, to help students negotiate meaning.

Elements	Approaches Standard (1 pts.)	Meets Standard (2 pts.)	Exceeds Standard (3 pts.)
Meaningful classroom interaction (4)	Candidates use communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials.	Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks are standards-based and have meaningful contexts that reflect curricular themes and students' interests.	Meaningful classroom interaction is at the heart of language instruction. Candidates engage students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals.
Dispositions for creating a supportive classroom environment (5)	Candidates employ exercises and activities that require students to provide predictable and/or correct answers. Candidates assume a traditional role of teacher as director of learning. The feedback that candidates offer students is primarily evaluative in nature and focuses on the accuracy of their language. Candidates encourage students to progress within the framework of instructional materials.	Candidates employ exercises and activities that require students to provide open ended, personalized responses. Candidates often assume the role of facilitator in classroom activities. Some activities provide opportunities for them to learn with their students. Candidates provide feedback to students that focuses on meaning as well as linguistic accuracy. They view errors as a normal part of the language acquisition process. Candidates employ strategies to encourage and affirm student progress. Candidates encourage students to take risks in using the target language.	Candidates use an approach in which personalized, creative language use is central to all activities. The principal role of the candidate is as facilitator of learning in the language classroom. Candidates value opportunities to learn with their students. Candidates engage students in monitoring their own progress and in asking for assistance from the teacher. They engage students in tracking their own errors and their progress and in providing feedback to their peers. Candidates reward students for taking risks in using the target language.

Elements	Approaches Standard (1 pts.)	Meets Standard (2 pts.)	Exceeds Standard (3 pts.)
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Theories of learner development and instruction (6)	Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. Candidates recognize the need to adjust instruction to accommodate their students' developmental needs.	Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate these differences.	Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They adjust instruction to meet the developmental needs of their students.
Understanding of relationship of articulated program models to language outcomes (7)	Candidates recognize that different foreign language program models (e.g., FLES, FLEX, immersion) exist and lead to different language outcomes.	Candidates describe how foreign language program models (e.g., FLES, FLEX, immersion) lead to different language outcomes.	Candidates design and/or implement specific foreign language program models that lead to different language outcomes.
Adapting instruction to address students' language levels, language backgrounds, learning styles (8)	Candidates recognize that their students have a wide range of language levels, language backgrounds, and learning styles. They attempt to address these differences by using a limited variety of instructional strategies.	Candidates seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.	Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.

Elements	Approaches Standard (1 pts.)	Meets Standard (2 pts.)	Exceeds Standard (3 pts.)
Adapting instruction to address	Candidates recognize that students approach	Candidates identify multiple ways in which students learn when engaged in language	Candidates plan for and implement a variety of instructional models

students' multiple ways of learning (9)	language learning in a variety of ways. They identify how individual students learn.	classroom activities.	and strategies that accommodate different ways of learning.
Adapting instruction to meet students' special needs (10)	Candidates identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction accordingly.	Candidates implement a variety of instructional models and techniques that address specific special needs of their students.	Candidates anticipate their students' special needs by planning for alternative classroom activities as necessary.
Critical thinking, problem solving ability and creativity (11)	Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem solving.	Candidates implement activities that promote critical thinking and problem-solving skills and creativity in the language.	Candidates reward their students for engaging in critical thinking and problem solving and creative use of language.
Participation Structures (12)	Candidates teach primarily with large-group instruction. Pair- and small group activities generally consist of students grouped together but working individually. Students rarely have assigned roles within the group	Candidates conduct activities in which students work collaboratively in pairs and small groups. They define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow up activity. Each member of the group has an assigned role and is held accountable for that task.	Candidates provide regular opportunities for students to work collaboratively in pairs and small-groups. They teach their students strategies for assuming roles, monitoring their progress in the task, and evaluating their performance at the end of the task. Each member of the group has an assigned role and is held accountable for that task.

Elements	Approaches Standard (1 pts.)	Meets Standard (2 pts.)	Exceeds Standard (3 pts.)
Use of questioning and tasks (13)	Candidates use short answer questioning as the primary strategy for eliciting language from students.	Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.	Candidates have an approach to planning and instruction that integrates the appropriate design and use of both questioning strategies and task-based activities, based on instructional objectives and the nature of language use that they want to elicit from students.
Dispositions about student diversity (14)	Candidates adapt instruction to address students' needs when they are given specific instructions of how to do so.	Candidates seek out opportunities to learn about their students, their backgrounds, and their special needs. They adapt instruction to address students' needs.	Candidates seek out Candidates value diversity in their classrooms. They work with students, parents, colleagues, and others to address the special needs of their students.

Scale:

Unacceptable: 0-20 pts.
 Acceptable: 21-35 pts.
 Target: 36-42 pts.

Data table of candidate scores/results including the number of candidates who took the assessment, the range and mean of the scores and the pass rate.

		Unacceptable	Acceptable	Target
Fall 2011	N=6	0	1(20%)	5 (80%)
Spring 2012	N=3	0	1(66.7%)	2 (33.3%)
Totals:	N=9	0	2	7

Discussion of data results:

9 students took the assessment. Of these, 100% scored acceptable or target.

How this assessment is aligned with National and/or State standards:

This assessment corresponds with ACTFL's National Standards for Foreign Language Learning¹. Communication (1.3 Presentational); 2. Cultures (2.1, 2.2); 3. Connections (3.1, 3.2); 4. Comparisons (4.1, 4.2); 5. Communities (5.1, 5.2), and IPTS Standards 1, 2, 3, 4, 6, and 7.

All programs in the unit use the same rubric with a 25 point scale based on the IPTS Standards. The assessment is done during the midterm and final evaluation processes. All pre-service teachers enrolled in the SCED 305J course are evaluated.

Related rubric or scoring guide (see below)

NORTHEASTERN ILLINOIS UNIVERSITY STUDENT TEACHING EVALUATION

**On the Scantron sheet provided, please complete the identifying items on the front. On the back, for Items 1 – 25 , please “bubble” the number that most accurately describes your overall observation of the quality of the student teacher’s performance while assigned to you. There is also space for additional written comments.
Thank you.**

- 1 = Needs significant support in this area, atypical of a beginning teacher
- 2 = Demonstrates this behavior with moderate support/prompting
- 3 = Demonstrates this behavior competently, benefitting from the occasional support or professional development
- 4 = Demonstrates this behavior at an exemplary level and without the need of any support

A. TEACHING DIVERSE LEARNERS (also inherent in many additional items on this form)

- 1 Recognizes the impact of his/her personal perspectives and biases on teaching and makes adjustments accordingly in order to maintain a respectful learning environment
Candidate designs a respectful learning environment through reflection on his/her own perspectives and biases.
- 2 Connects instruction to each student’s strengths, interests, prior learning, language, culture, and social/emotional needs
Candidate uses student data to design instruction that connects to student background.

B. CONTENT AREA AND PEDAGOGICAL KNOWLEDGE

- 3 Demonstrates knowledge of major concepts and modes of inquiry central to the subject areas taught
Candidate demonstrates knowledge of major content in the subject area(s) taught.
- 4 Has command of an array of content area literacy strategies to make all subject matter accessible to each student
Candidate uses several research-based, content-area-related literacy strategies to help each student learn.
- 5 Creates learning experiences that allow each student to integrate knowledge, skills, and methods of inquiry from various subject areas
Candidate makes visible and purposeful connections among disciplines.
- 6 Develops/uses curricula that encourage each student to see, question, and interpret ideas from multiple perspectives

Candidate uses more than one strategy to teach the same content.

C. PLANNING FOR DIFFERENTIATED INSTRUCTION

- 7 Creates and presents differentiated lessons and activities that meet the developmental and individual needs of diverse learners
Candidate uses student data to plan lessons that allow for variation of individual learning needs.
- 8 Develops and implements short- and long-term plans to achieve the expectations for student learning
Candidate develops and implements short- and long-term learning experiences based on knowledge of students' individual needs, effective instructional strategies, and district and Illinois learning standards.
- 9 Plans for ongoing student growth and achievement
Candidate utilizes a wide range of information and instructional strategies to plan for ongoing student growth and achievement.

D. LEARNING ENVIRONMENT

- 10 Creates a safe and nurturing learning community in which diversity is valued and each student's individual characteristics are respected
Candidate knows students by name, and treats each student respectfully and equitably.
- 11 Applies principles of effective classroom management by using a range of strategies that promote cooperative relationships and a positive learning environment
Candidate creates clear, positive expectations and procedures for communication and behavior to promote cooperation and learning.

E. INSTRUCTIONAL DELIVERY

- 12 Enhances learning through the use of a wide variety of instructional strategies, materials, technologies, and resources that promote and reflect active learning
Candidate uses a variety of instructional materials in creative ways to enhance active learning, supplementing as indicated by students' needs and interests.
- 13 Manages the resources of time and space to engage each student actively in productive learning
Candidate varies use of time and space to match the desired learning outcome(s).
- 14 Uses questioning and discussion strategies to engage students in critical thinking and problem-solving
Candidate demonstrates the ability to ask various levels of questions and to stimulate discussion.

F. READING, WRITING, AND ORAL COMMUNICATION

- 15 Effectively integrates technology to support, enhance, and enrich each student's learning
Candidate uses various forms of technology appropriate to learning in the content area in his/her instruction.
- 16 Communicates effectively with students and adults verbally and through print and electronic writing
Candidate speaks and writes in grammatically correct, contextually appropriate language.

G. ASSESSMENT

- 17 Uses a variety of assessment tools (formal and informal) to evaluate the outcomes of her/his teaching and student learning
Candidate evaluates, develops, and applies formal and informal assessment tools with consideration of technical adequacy, timeliness, and appropriateness to the individual and context.
- 18 Makes use of student assessment/performance data to design, modify, and differentiate instruction
Candidate generates, applies, and reflects on valid and representative assessment data for the purpose of individualizing instruction.
- 19 Draws from a repertoire of assessment strategies to flexibly and sensitively facilitate each student's highest learning potential

Candidate adjusts plans and instruction based on each student's responses and unexpected situations.

H. COLLABORATIVE RELATIONSHIPS

- 20 Collaborates appropriately, effectively, and respectfully with others
Candidate interacts cooperatively with parents, guardians, families, school colleagues, and members of the community.
- 21 Participates in planning as a collegial activity in order to foster each student's cognitive, physical, linguistic, and social and emotional development
Candidate's planning is done in consultation with the cooperating teacher.
- 22 Works collaboratively with school colleagues and supervisors by accepting constructive feedback and implementing suggestions
Candidate evidences growth by incorporating feedback from others.

I. PROFESSIONALISM, LEADERSHIP, AND ADVOCACY

- 23 Exhibits professional behavior by incorporating constructive feedback and engaging in ongoing professional development.
Candidate accepts constructive feedback, utilizes existing resources, and seeks out additional resources to refine her/his teaching practices.
- 24 Exemplifies professional and ethical behavior in all situations.
Candidate demonstrates professional and ethical behavior and respects each student's privacy and confidentiality of information when consulting with students, teachers, parents, and other school professionals.
- 25 Provides evidence of reflection, self-assessment, and learning as ongoing processes
Candidate reflects on his/her professional practice, and identifies strengths and weaknesses and ways to address them.

Data table of candidate scores/results including the number of candidates who took the assessment, the range and mean of the scores and the pass rate.

Eight candidates took this assessment and scored as follows:

	Unacceptable	Acceptable	Target
Fall 2011	0	0	5
Spring 2012	0	0	3

Discussion of the data results

Teacher candidates in the Spanish program met (2 points) or exceeded (3 points) specific standards. In averaging the scores, if we count below 2 as unacceptable, 2.0-2.49 as acceptable, and 2.5-3.0 as target, then all of the teacher candidates were target because all averaged scores of 3 or close to 3.

How this assessment is aligned with National and/or State standards:

This assessment is aligned with IPTS Standards 1, 2, 3, 4, 5, 6, 7, 8, and 9. This assessment consists of a pre-test, test, and post-test evaluation of students on the content of a lesson taught by the teacher candidate during SCED 305J (Secondary Student Teaching and Seminar in Spanish).

This assessment is imbedded into the Student Teaching Evaluations that are conducted during the SCED 305J (Secondary Student Teaching and Seminar in Spanish)

Discussion of data results

Average scores in items 20-25 of the student teaching evaluations were always above 2.5, meaning that candidates met or exceeded standards.

How this assessment is aligned with National and/or State standards:

This assessment is aligned with IPTS standards 8, and 9.

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).