
PROFILES

in

EXCELLENCE



A Word from the Provost



It is with great pride that I present to you the 2013-2014 edition of Chicago State University's *Profiles in Excellence*. In it you will discover the extraordinary work of our faculty: their expertise, ingenuity, and scholarship.

Our faculty are leaders in their respective fields—they are invited to present at conferences across the nation and around the world; their work is published in the most selective academic journals; their research unearths, defines, and explains new territory—which they then bring back to campus, enriching the lives and minds of those around them.

It is my pleasure to be able to champion the endeavors of our faculty through our Center for Teaching and Research Excellence (CTRE) Grants Program, which has since its inception in 2011 burgeoned in ways previously only imagined. As of the printing of this booklet, faculty from each of our colleges have participated in the program, and in the process been awarded nearly \$400,000 in 2012-2013 alone. This funding has made it possible for them to attend and present at conferences, pursue research agendas, engage students in innovative ways, and acquire equipment to enhance learning. Over the past academic year, the sheer number of faculty participating in the CTRE Grants Program has grown by nearly a third, to over 200. And that is simply evidence of the incredible intellectual energy running through our campus. We expect the program to continue to grow in scope and ambition in the coming years.

But we would be remiss if we did not keep in mind that the people found within the pages of this booklet are the very same who build and shape the minds of our students. The examples our faculty set in pure excellence no doubt make deep impressions upon them well beyond graduation. And, as an institution of higher learning and transformation, that is one of the greatest achievements we could hope for.

Very truly yours,

Angela Henderson, Ph.D.

Interim Provost and Senior Vice President for Academic Affairs

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Wayne D. Watson, Ph.D.

**Interim Provost
and Senior Vice President
for Academic Affairs**
Angela Henderson, Ph.D.

CHICAGO STATE UNIVERSITY

1867

Teacher Training School,
Blue Island

1869

Cook County Normal School,
Englewood

1897

Chicago Normal School,
Chicago Board of Education

1913

Chicago Normal College

1938

Chicago Teachers College

1961

Chicago Teachers College,
South

1965

Illinois Teachers College:
Chicago South

1967

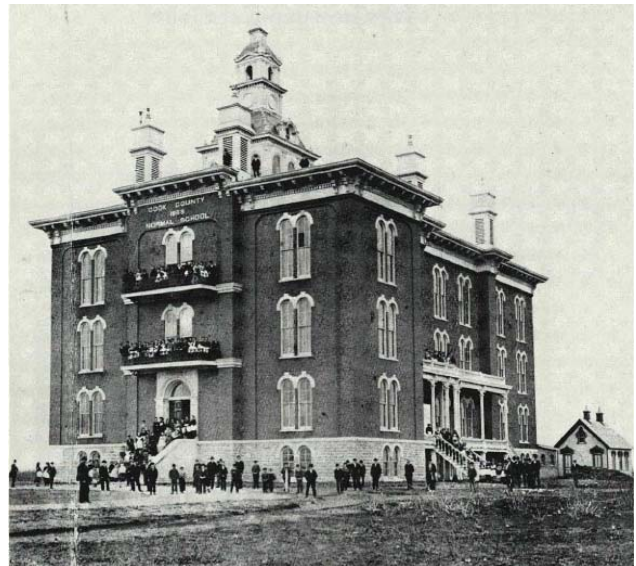
Chicago State College

1971

Chicago State University



Replica of boxcar used
for Teacher Training School



Cook County Normal School
c. 1870



Chicago Normal School “Dome Building”
c. 1905

CTRE Grants Program Overview

The Center for Teaching and Research Excellence (CTRE) was created to provide faculty with the resources they need to pursue their professional goals in teaching, research, and beyond. To that end, the CTRE Grants Program was established in 2010 to provide funding for faculty projects that enrich scholarly life on campus. The program has witnessed incredible growth since that time, now with total requested funds in one quarter exceeding the program's entire annual budget.

Funding opportunities through the Grants Program are offered under three categories, each with its own unique aim:

Faculty Development Stipend

The Faculty Development Stipend allows faculty to facilitate activities that directly enhance individual research and/or teaching. Funds can be used to support conference attendance, equipment purchases, or other resources related to research, teaching, and assessment.

Faculty Development Seed Grant

The purpose of the Faculty Development Seed Grant is to provide a stimulus to emerging research projects that might, upon further development, attract external grants and contract awards.

Faculty Development Award

The Faculty Development Award is offered to encourage the active engagement of CSU students outside the classroom, enhance teaching effectiveness, create professional development opportunities, and increase research productivity.

To learn more about the CTRE Grants Program, visit:

www.csu.edu/ctre/grants.htm

Faculty Development Stipend Highlights

Foreign Direct Investment in Africa: An Empirical Analysis of Constraints and Expected Strategic Role of Sub-Saharan Africa Regional Trade Blocs

10th African Finance Conference



Derrick Collins
Dean,
College of Business



Wolanyo Kpo
Professor
of Management



Roosevelt Martin
Assistant to the Dean



Louis Osuji
Assistant Professor of
Management, Marketing,
and Management



Barbara Roper
Assistant Professor
of Accounting

For decades now, the threads of globalization have increasingly shaped daily life for billions of people around the world. With every passing year, the international integration and exchange of ideas, products, and money, have grown exponentially. Economies large and small are now intricately linked, for example, by a dizzying array of multinational enterprises, free trade zones, and foreign direct investment, or FDI. And while each of these can greatly affect a country's growth, FDI in particular can serve as a tremendous boost for a developing country by building industries and infra-

structure, creating jobs, advancing technology, and raising overall standards of living. “The importance of foreign direct investment (FDI) in the development of a nation has been widely recognized by policy makers and academics alike,” notes Dr. Louis Osuji.

To many developing countries, FDI can seem like a stairway to join the ranks of the wealthy economies of the world, like the “Asian Tigers” of the 1960-1980s, or the BRIC countries of the 2000s. Given the youthful labor force and high concentration of natural resources found in many African countries, one might expect to see high levels of FDI there as well. However, as Dr. Osuji explains, “Many African countries have been mired in poverty for a number of reasons, ranging from deteriorating terms of trade to faulty economic policies. The result is that many countries have balance-of-payment deficits which have virtually halted economic growth and development. [And now] FDI is being directed more intensely to the emerging economies of South-east Asia” than Africa. According to the United Nations Conference on Trade and Development, FDI inflows during 2012 were \$111 billion for the 11 countries of South-east Asia, and a little over \$50 billion for the entire continent of Africa.

Although Africa’s share of global FDI over the past five years has increased, it became clear to Dr. Osuji and colleagues Dean Derrick Collins, Dr. Wolanyo Kpo, Prof. Roosevelt Martin, and Prof. Barbara Roper that more needs to be done to provide a new approach to old investment problems in Africa, particularly Sub-Saharan Africa (SSA). After a series of dialogues, they looked at assessing investment inflow to economic

groupings or regional trade blocs in SSA countries, and how such economic blocs can enhance much-needed foreign direct investment. Their subsequent study and recommendations have since been brought to the attention of African leaders and policy makers, most recently at the 10th African Finance Conference, pushing for a fresh strategic approach to tackling nagging investment and economic development problems. For example, they have recommended that SSA countries create a supra-investment agency at the level of the African Union, harmonizing trade incentives and facilitating cooperative economic agreements.

“Globalization in practice cannot be complete if some areas are left out or not fully part of the process,” Dr. Osuji explains. “Since the [College of Business] not only teaches international business, but is involved in our students being internationalized, it becomes more auspicious than ever before for the professors in the college to be intellectually involved in foreign direct investment as an integral part of international business.”

Hopefully with the insight and solutions they offer, their work will positively affect the lives of millions of people in Africa—and billions across the globe.

“Globalization in practice cannot be complete if some areas are left out or not fully part of the process.”

Rural Field Experiences with Urban Pre-Service Teachers

International Academic Research Conference



Miguel Fernandez
Associate Professor
of Bilingual Education



Timothy Harrington
Associate Professor
of Education



Cynthia Valenciano
Director,
Teacher Development
Center

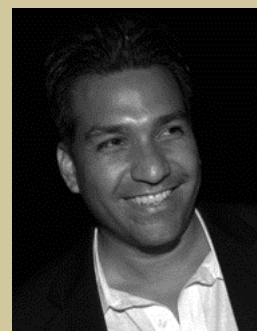
— with students —



Diana Carrasco



Angela Biggins Logwood



Mark Wesolowski

Diversity can manifest itself in a variety of ways. The difference between urban and rural environments, for example—historically an overlooked segment of the diversity spectrum—can be particularly valuable for educators to be familiar with. “Our pre-service teachers, who traditionally work in urban placements” notes Dr. Timothy Harrington, “need a more global look at the similarities and differences in other settings.”

After a series of discussions between Dr. Harrington and colleagues Dr. Miguel Fernandez and Dr. Cynthia Valenciano, plans emerged for a week-long immersion experience for pre-service teachers in various rural environments. The three of them traveled around the Midwest to find appropriate sites, in the process recognizing the full sig-

“Our pre-service teachers, who traditionally work in urban placements, need a more global look at the similarities and differences in other settings.”

nificance of the program they were creating. As part of the immersion experience they were developing, it became apparent that a research study should accompany the program, with the pre-service teachers themselves guiding it.

The program proceeded with ten pre-service teachers from five different College of Education programs spending one week in three different rural environments: a small farming town school; a K-6 school with only three teachers; and a tribal school on a reservation. From their experiences, they were then asked to share their personal insight through a series of research questions.

“I participated in the program,” explains student teacher Mr. Mark Wesolowski, “in order to understand how bias affects the developing educator in a number of ways, from how learning materials are created to student-teacher interaction.” That understanding, however, was not intended to be passively observed, but actively engaged with on a personal level. In a very real way, the focus of the immersion experience was not necessarily the students or the rural communities, but the pre-service teachers themselves. As fellow participant, Ms. Angela Biggins Logwood, says about her own involvement, “I went into this experience with an open mind. I was a sponge, prepared to absorb and learn anything and everything I could about teaching in a setting that is unfamiliar, and to see the inherent biases that can come with that.”

Of the ten pre-service teachers who participated in the immersion experience, three decided to join Drs. Fernandez, Harrington, and Valenciano, in the research process that followed. The paper that resulted, titled, “Rural

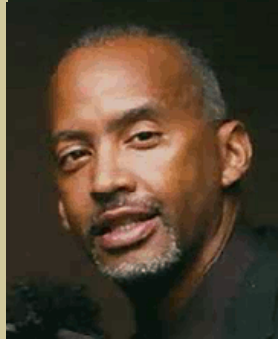
Field Experiences with Urban Pre-Service Teachers,” was co-presented by the six of them at the Center for Scholastic Inquiry’s International Academic Research Conference in Scottsdale, Arizona. Their paper so impressed fellow conference goers that, among the 50 institutions in attendance, representing 23 states and 4 countries, they were awarded both “Best Session Presentation—Education Track” and “Best Paper—Education Track.” Their paper has since been published in the *Journal of Scholastic Inquiry: Education*.

With the remarkable success of the program thus far, its sponsors have no intention of slowing down. In fact, they see potential for further development. “We hope to look specifically at the tribal school site, to research cultural diversity and acceptance within its community as it relates to what our students at CSU think about cultural diversity and belonging,” explains Dr. Harrington. Whatever direction the program takes in the future, one thing seems certain: many future educators will be treated to an invaluable experience of discovery.

“I went into this experience with an open mind. I was a sponge, prepared to absorb and learn anything and everything I could...”

Truth 'n' Trauma: Youth Empowerment Response to Community Violence Exposure

International Conference on Violence, Abuse, and Trauma



Troy Harden
Assistant Professor of Social Work



Thomas Kenemore
Associate Professor of Social Work



Kimberly Mann
Associate Professor of Social Work



Karen Jean Martinson
Lecturer of Communications,
Media Arts, and Theatre

Michael Edwards
Associate Professor,
Counseling Department
(not pictured)

“Violence, both its cause and how young people are affected by it, continues to be one of the most challenging issues facing urban populations throughout the nation,” says Dr. Troy Harden. But despite what to many may seem to be an overwhelming problem, he and colleague Dr. Thomas Kenemore decided to confront it head-on. Together, they developed the Truth ‘n’ Trauma (TNT) program as a creative initiative to respond to violence exposure and prevention for youth living in the communities contiguous to CSU’s campus.

“The aim of the Truth ‘n’ Trauma project was to facilitate empowerment of the participants and enable them to positively impact violence prevention and healing from trauma in their own communities,” says Dr. Kenemore. The program is driven by the

belief that youth, in partnership with adult allies, can be active agents in creating and implementing innovative strategies to address the issue of trauma in our community, developing innovative ways to introduce the community and other youth to radical healing. With this in mind, Drs. Harden and Kenemore reached out to additional faculty across campus to create a comprehensive approach to their program: Dr. Michael Edwards of the Counseling Department; Dr. Kimberly Mann of Social Work; and Dr. Karen Jean Martinson of Communications, Media Arts, and Theater. Once the team was formed, Dr. Harden took on the leadership role, and Dr. Kenemore was responsible for overall evaluation.

Funding became available for the TNT program through the Illinois Violence Prevention Authority (IVPA), allowing it to recruit and select 40 high school-age youth with leadership potential to participate. Participants came two days per week after school and all day on Saturdays during the 2012-2013 school year and were trained in trauma-informed practice and leadership skills, utilizing a curriculum developed by Dr. Mann.

From her perspective, being part of the TNT program was rewarding on a number of levels:

“I have been working in this area for many years, but it was very special to work directly with youth in my home community and to support their leadership with their peers.”

The contributions of Drs. Martinson and Edwards have also been equally invaluable to the project; as Dr. Kenemore points out, “Dr. Martinson was instrumental in working with the youth to create theatre events developed from

the participants’ personal stories, and Dr. Edwards provided a clinical perspective and was actively engaged in implementing a youth-adult partnership stance that was essential to the building of a restorative community within TNT.”

Beginning evaluation evidence has indicated that participating youth significantly improved in several areas of empowerment, including rational skills, creative use of art, music, and drama, self-esteem, strength and resilience in school environments, and awareness of challenges and dangers in their communities. “The TNT program model promises to be accessible to youth in challenged urban communities, providing a way to respond to violence exposure that utilizes strengths and assets, rather than deficits, thus promoting accessible, community-driven, and potentially effective ways to reduce violence in these communities,” notes Dr. Kenemore.

Partly helped by funding from the CTRE, the TNT leadership team has presented its program to local, national, and international groups and organizations. A number of writing projects are also being developed, aimed at reporting the program’s findings and articulating the model that was created.

You can learn more about the Truth ‘n’ Trauma program at:

www.csu.edu/socialwork/truthntrauma.htm

“The aim of the Truth ‘n’ Trauma project was to facilitate empowerment of the participants and enable them to positively impact violence prevention and healing from trauma in their own communities.”



Aref Aghaei Hervani
Associate Professor
of Economics

How Can We Increase Creativity in Online Teaching of Economics: The Case of Service Learning

**Academic Business World &
Learning and Administration
in Higher Education Joint Conference**

After having attended a number of focus group studies and technology workshops in which a variety of approaches to the teaching of microeconomics were discussed, it became apparent to Dr. Aref Hervani that

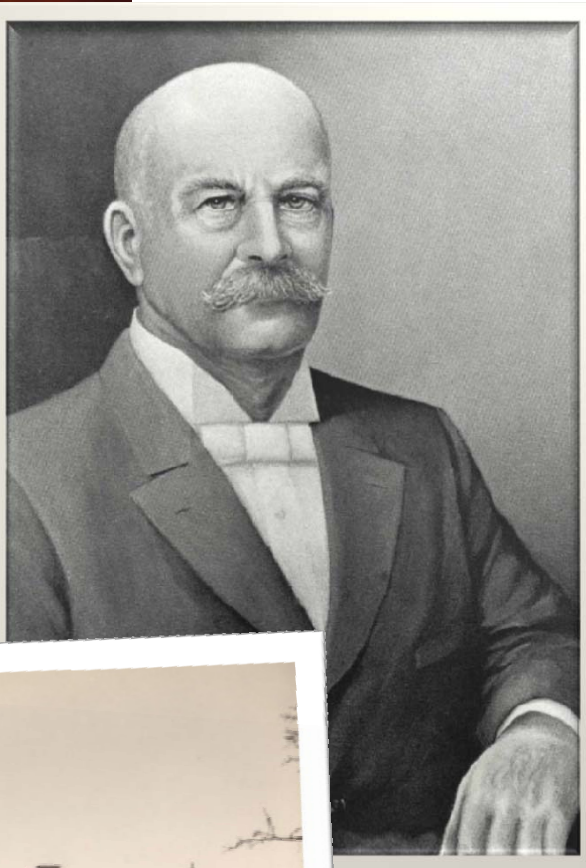
there was a widespread lack of interactivity in online economics courses. Having had experience with service learning pedagogy, he thought it might be an effective way to increase interactivity and engagement among students, particularly for online classes.

“Service learning pedagogy integrates the classroom learning into the community by assigning projects requiring structured reflection to benefit both students and the community,” explains Dr. Hervani. For example, with service learning in an economics course, students might utilize input-output models to do impact studies for local non-profit organizations. By being accountable in a very real way, students are strongly motivated to reinforce their mastery of the skills and understanding involved; in then sharing and building their knowledge with the surrounding community, an appreciable benefit is gained. And by including reflection as a critical piece of the learning experience, students are even more inclined to see value and relevance in what they are learning.

“By providing opportunities for students to work with community partners, they become prepared to participate in society.”

“Since 2002, I have undertaken several new innovative approaches in my teaching style aimed at improving teaching effectiveness and I wanted to share those with other faculty.” This then led him to his latest article and presentation, which brings service learning in economics to online teaching. No matter where students live, they can apply the basic principles of service learning to what they are doing. “I believe strongly in enabling students to take their knowledge in economics and apply it to resolving the problems that their communities are facing, by developing and writing projects that are aimed at offering practical solutions.” On a more personal level, he adds, “Civic leadership has always been a goal of mine, and I hope that, by participating in projects like these, it becomes personally meaningful for my students as well.”

COURSE OF STUDY
—IN—
PEDAGOGIC
—BY—
FRANCIS W. PARKE





Ephraim Das Janssen
Assistant Professor
of Philosophy

What's Sex Got to Do With It?: Identity and Identification

Gender in English Studies International Symposium

For Dr. Ephraim Das Janssen, presenting his paper, “What’s Sex Got to Do With It?: Identity and Identification” at the 2012 Gender in English Studies International Symposium in Szczecin, Poland, was an opportunity to

engage in a conversation that has immediate relevance to the lives of millions of people across the globe. “This field [gender studies] provides a lifetime’s worth of opportunities to question, observe, and analyze the phenomena of gender and sex,” he notes. “And these issues are not merely academic; the way we understand gender is

“When our sex marker on identification does not match up with our perceived gender in expected ways and this is noted by agents of the state, we risk marginalization, criminalization, and exclusion from the political process.”

a civil rights issue. The common misunderstanding of gender in the public sphere can result in citizens who cannot be properly understood, and thus cannot be properly served, by the state.”

How those misunderstandings manifest themselves across nations can vary widely, depending on such variables as language, cultural and religious norms, political systems, and more. In order to proceed with uncovering and rectify-

ing those misunderstandings, then, an interdisciplinary approach to researching and exploring them was initiated. The alternative was to allow misunderstandings to gain traction and become systematized in governments. “When our sex marker on identification does not match up with our perceived gender in expected ways and this is noted by agents of the state, we risk marginalization, criminalization, and exclusion from the political process,” explains Dr. Janssen. His goal, then, was mainly to explore the ways that identity is created by the state, and to contribute to the conversation taking place in the academy about that. “I was pleased to have been able to do this at a European symposium, in particular, because the conversation spanned nations and continents,” he notes.

Rather than publish conference proceedings, the organizers of the symposium opted instead to publish a collection of the essays presented as a monograph. An expanded version of Dr. Janssen’s paper has been accepted as a chapter in it, and will be published in the near future.

*An Open Letter to President Obama:
Chicago Teachers Speak
Out on Urban Education*

National Council of Professors of
Educational Administration Conference



Deborah Lynch
Assistant Professor
of Education

It is no secret that urban education faces a unique set of challenges, and that teachers often get the blame for them. “I was growing increasingly alarmed at teachers—particularly urban teachers—being scapegoated for low student achievement,” says Dr. Deborah Lynch. “I wanted to know how teachers felt

about this, and what they would like the public to know.”

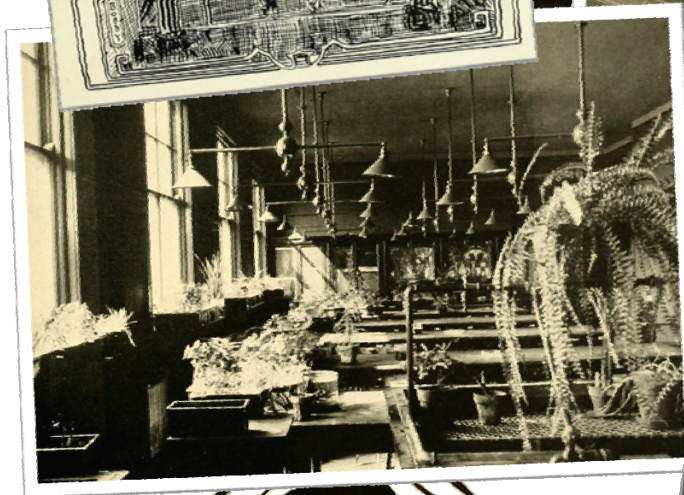
“[Urban school teachers] have much to say about restoring respect to the profession, improving urban schools, and closing the achievement gap. They want to be heard.”

Dr. Lynch sent a survey to Chicago Public School teachers, and invited them to be interviewed. The level of participation was remarkable: “Out of the 2,300 teachers who completed the anonymous survey,” she explains, “a whopping 700 agreed to be interviewed. I ended up interviewing 100 of them.”

From those survey data and subsequent interviews, Dr. Lynch wrote a book titled, *An Open Letter to President Obama: Chicago Teachers Speak Out on Urban Education*. Far more than a mere recitation of the challenges facing urban education, the book lays out a series of recom-

mendations—coming directly from teachers themselves—for President Obama, Secretary of Education Arnie Duncan, and education leaders throughout the country. “These teachers have much to say about restoring respect to the profession, improving urban schools, and closing the achievement gap,” she explains. “They want to be heard. They want our leaders in particular—and the public at large—to know what they think, how much they appreciate and accept the tremendous responsibility they have undertaken, and how much they truly care about the children they serve.”

You can learn more about Dr. Lynch’s research, and find updates and additional information about upcoming book presentations at proactivechicagoteachers.com, a website devoted to “telling the real story of urban teachers and urban education today.”



Faculty Development Seed Grant Highlights

South Side Simple Go 7 Health Coaching Program



Sarah Buck
Associate Professor
of Physical Education

Higher rates of health challenges among underserved segments of the population have been well documented. From heart disease to hypertension to diabetes, when left unchecked, these ailments can severely compromise one's quality and length of life. "Black women, particularly those of low income," explains Dr. Sarah Buck, "have one of the highest rates of risk factors related to early mortality and disease." But for Dr. Buck, this was not simply a statistical reality to be studied and analyzed—she wanted to do something about it. By combining her research interest of why people do not exercise, and conceptualizing a way to get them physically engaged, she has taken an active approach to addressing the problem. "Anytime we can improve the health of individuals, we are improving the health of our nation," Dr. Buck explains. "When individuals are healthy, the health care system is stronger, the work force is stronger, and even family systems are stronger. When people are sick—which in this context includes having diabetes, high cholesterol or blood pressure, and/or heart disease—we all suffer."

"Anytime we can improve the health of individuals, we are improving the health of our nation. When individuals are healthy, the health care system is stronger, the work force is stronger, and even family systems are stronger."

Dr. Buck developed a pilot project working with sedentary black women to educate them about healthy living, which includes mindful eating, stress management, emotional health, and physical activity. Participants regularly check their cholesterol levels, blood pressure, blood glucose, and weight; ideally, through a series of behavioral changes, lifelong healthy habits will be developed, dependency on medication will be reduced, and quality of life will be improved.

If the current phase of the project proves successful, Dr. Buck plans to expand it to become an ongoing initiative on the South Side and West Side communities of Chicago.



Nanotherapies for Treating Breast Cancer

Michael Danquah
Assistant Professor
of Pharmaceutical Sciences

With nanomedicine, the tools used to diagnose and treat patients are considered in billionths of a meter. That's about 100,000 times thinner than a piece of paper, and is the dimension by which some of the newest, most promising medical tools are being developed. Although it is still largely in its developmental stages, nanomedicine is being applied to the development of drug delivery vehicles, diagnostic devices, physical therapy applications, and more.

Particularly for cancer patients, nanotherapies offers the possibility of treatments previously only dreamed of. For Dr. Michael Danquah, the oncological breakthroughs were too promising to ignore. "With nanotherapies, cancer stem cells and bulk tumor cancer cells can be targeted much more accurately," he explains, "so the right cells are getting treatment, and thus patient outcomes are vastly improved."

"With nanotherapies, cancer stem cells and bulk tumor cancer cells can be targeted much more accurately, so the right cells are getting treatment, and thus patient outcomes are vastly improved."

His dedication to furthering this project was inspired by the idea that the potential cure for breast cancer lies in a combination of fundamental cancer biology, biomaterials, drug delivery, and nanotherapies. Oftentimes, only one treatment, or monotherapy is employed, and winds up being chemotherapy which, although it can be effective at destroying cancer cells, can also take a heavy toll on the patient with a variety of adverse side effects. And, as Dr. Danquah points out, "A majority of breast cancer patients relapse and regress to metastatic disease despite having a positive initial response to

chemotherapy." But nanomaterials offer the possibility of incorporating a combination of therapies that offer greater benefits and fewer drawbacks.

Dr. Danquah believes that such a combination has as yet been understudied, and deserves further attention. "So far, test results have indicated potential benefits that may accrue from this combination approach," he says. With the tremendous potential good that Dr. Danquah's research may realize in the future, it is little wonder what keeps him so earnestly dedicated to his work.

Seeing Japan: Beyond the Lens of Manga



Adam Fotos
Lecturer of Art

The interplay between the real and the imaginary can be a source of endless artistic fascination. For Prof. Adam Fotos, exploring this relationship led him to examine Japanese popular culture, which has created some of the most iconic, fanciful, and compelling imagery in the world, and in the process created a kind of separate, imaginary version of Japan itself.

“This imaginary Japan,” Prof. Fotos explains, “is built with imported manga, anime, toys, and video games that are themselves fantastic playscapes, yet are worlds that are rooted in Japanese culture,” he explains. Though originally he had explored only aspects of this imaginary Japan in his art-making, he gradually became more fascinated in the “real” Japan from which these imaginary worlds sprung—that is, what inspired them? Were they an escape? Social commentary? As his interest grew, he realized that there was only one way to more fully understand the “real” Japan: he had to go there.

*“By embracing
a new culture,
we broaden
our sense of
the world
around us.”*

Through the College of DuPage, Prof. Fotos spent five weeks steeped in the daily life of Kyoto, the former capital of Japan. “Kyoto was the perfect place to immerse myself in Japan as a nation inundated with past tradition, conflicted with the progress and change of modernization and globalization.” This invaluable experience gave Prof. Fotos the opportunity to more deeply understand the context of Japanese popular art forms within its culture.

By further developing and broadening his understanding of Japanese culture, Prof. Fotos looks forward to nurturing his students’ interest in a variety of aspects of Japanese culture and the world, and possibly starting a study abroad program for CSU students to go to Japan. He also plans to create a comic book about his experiences in Japan in order to make visible parts of Japan not often depicted in the West. “By embracing a new culture, we broaden our sense of the world around us,” explains Prof. Fotos. “I especially want students to see how other places in the world that might seem especially foreign or exotic are just different, and if we give up a little of ourselves to them, we can have a better appreciation of what our world is really like.”

Studies of Cosmic Radiation and its Applications to Astronomy and Archaeometry



Edmundo Garcia-Solis
Associate Professor of Physics



Ely Leon
Lecturer of Physics/Research Associate

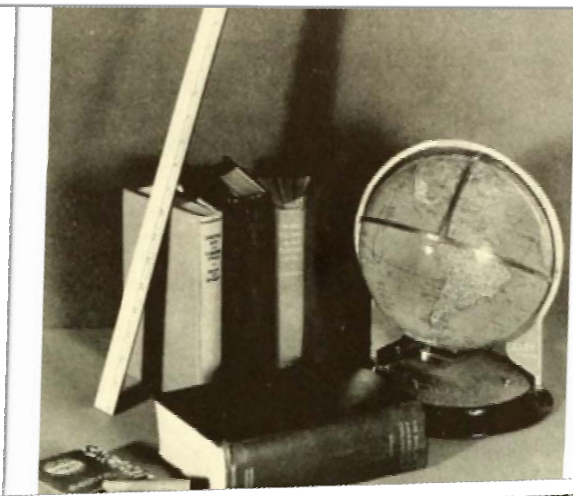
In many ways, it is the coupling of the newest and the most ancient: using the latest in particle and nuclear physics technology to discover archaeological sites thousands of years old.

For many years now, Dr. Edmundo Garcia-Solis and Dr. Ely Leon have been drawn to experimental physics particle detectors. Finding practical applications for such specialized theoretical work, however, can be challenging—a reality both physicists know well. But that all changed when they discovered the work of Nobel laureate Dr. Luis Alvarez, who located chambers in the pyramids of Giza in 1970 using muon detectors (muons are subatomic particles). “We adapted Dr. Alvarez’s techniques to modern detectors, and then applied it to more recent archaeological applications.”

Everything clicked. Drs. Garcia-Solis and Leon now find themselves deeply immersed in a vast, intellectually demanding field, at once technical, theoretical, and practical. “At the moment, we are in the research and development phase,” says Dr. Garcia-Solis. “In the next year or so we plan to have a working prototype of our muon tracker, and then apply for outside funding to construct the full detector.” And once that full detector is done, Dr. Leon says excitedly, “we plan to search for hidden chambers in Mesoamerican pyramids.”

“Ultimately, we plan to search for hidden chambers in Mesoamerican pyramids.”

The work that both men are immersed in has also proved to be a powerful teaching tool as well. “It has been a great program to introduce students to particle and nuclear physics, and generate continued interest in a field that can seem intimidating to many people,” notes Dr. Garcia-Solis. As their program develops at CSU, and additional funding becomes available—they are also looking to expand into atmospheric cosmic ray research, for example—he and Dr. Leon expect interest levels to continue to rise.



NORMAL'S PEP SONG

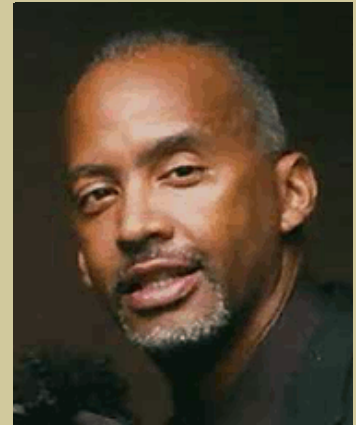
Nor-mal! To you our prais-es we sing, (Don't you hear us?)
 Our heart and hand we pledge you to-day. We'll put
 the Nor-mal Spi-rit In-to all our work and play.
 we'll fight your bat-tles for you (to a fin-ish.)
 just watch us and you will see!
 shout out Nor-mal! NOR-MAL! You'll
 N. C.!

Words by Evangeline Thayer
 Section 459



Faculty Development Award Highlights

Men of Social Work CSU Talks Leadership and Civic Engagement Series



Troy Harden
Assistant Professor
of Social Work

Much like in similar programs around the country, the majority of students in Chicago State University's Master of Social Work (MSW) program are women. And while this can yield a unique set of benefits, it can limit its inherent diversity. From the standpoint of Dr. Troy Harden and his colleagues, this was an opportunity to enrich the program. "We believed that by creating a focused space to involve male students of color, and include innovative practices and opportunities for leadership within the field, we could increase both interest in the field of social work, and enhance opportunities for them beyond the classroom."

"We believed that by creating a focused space to involve male students of color ... we could increase both interest in the field of social work, and enhance opportunities for them beyond the classroom."

After conducting a series of focus groups to assess the experiences of the men already participating in the MSW program, it became apparent that, beyond a gender gap in enrollment, there was a perceived unintentional bias focusing on women. "I decided to try a small experiment with a group of students, exploring interventions for males utilizing sports," he explains. "Several men within the social work program seemed to enjoy and benefit from this interaction." Out of this grew requests to create a male mentoring program that would encourage leadership opportunities in social services in communities.

The guiding principle that has pushed Dr. Harden's efforts forward is the belief that by increasing male involvement in learning about and practicing social work, the positive impact the field can have on communities can be strengthened. He and his colleagues hope to host a summit in 2014 that brings together CSU students, staff, faculty, and leaders in the field to explore such topics as masculinity, culture, and leadership.

3Cs: Student Engagement for Retention and Graduation in the College of Business



Wolanyo Kpo
Professor
of Management

“We need to develop first-generation college students to become the best they can be—global scholars and citizens,” notes Dr. Wolanyo Kpo. That was the vibrant guiding principle that led him to create the College of Business 3Cs program.

In the 3Cs program, approximately 5-6 highly motivated students are chosen who are models of academic excellence, eager for developmental challenges, highly social with other students, and have clear personal and professional aspirations. They represent a diversity of backgrounds and experiences, but share the common goal of working together to create opportunities for themselves beyond what is normal or expected. The students should also communicate regularly among themselves, and

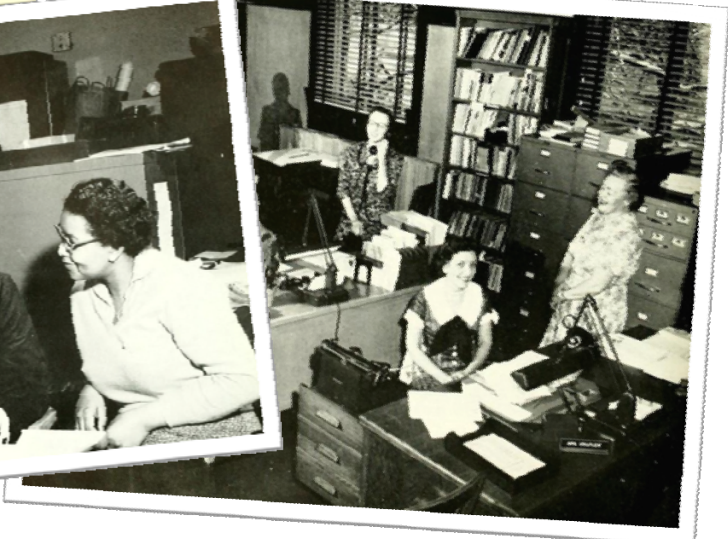
“We need to develop first-generation college students to become the best that they can be – scholars and global citizens.”

connect current events within the city, country, and around the world, to their own lives and the university, using a variety of channels, from social media to the spoken word, and be comfortable discussing their views of short- and long-term trends that they see developing in the future. “The overall goal of the 3cs program,” explains Dr. Kpo, “is to create a close-knit cadre of tomorrow’s problem solvers, who understand the personal connection between their own lives and the world, and that the capacity to create change

big and small lies within them.”

Having finished its pilot year, the 3CS program has gotten off to a strong start. Participants are more strongly engaged with how the things they are learning in the classroom can empower them to take on problems of all kinds. To be a part of it is a badge of excellence, which participants can literally display with their “3cs” lapel pins. “Hopefully, we’ll have ‘3cs’ blazers for them in the future,” Dr. Kpo says with a smile.

With the momentum already created with the 3Cs program, there is sure to be continued interest in the years to come.



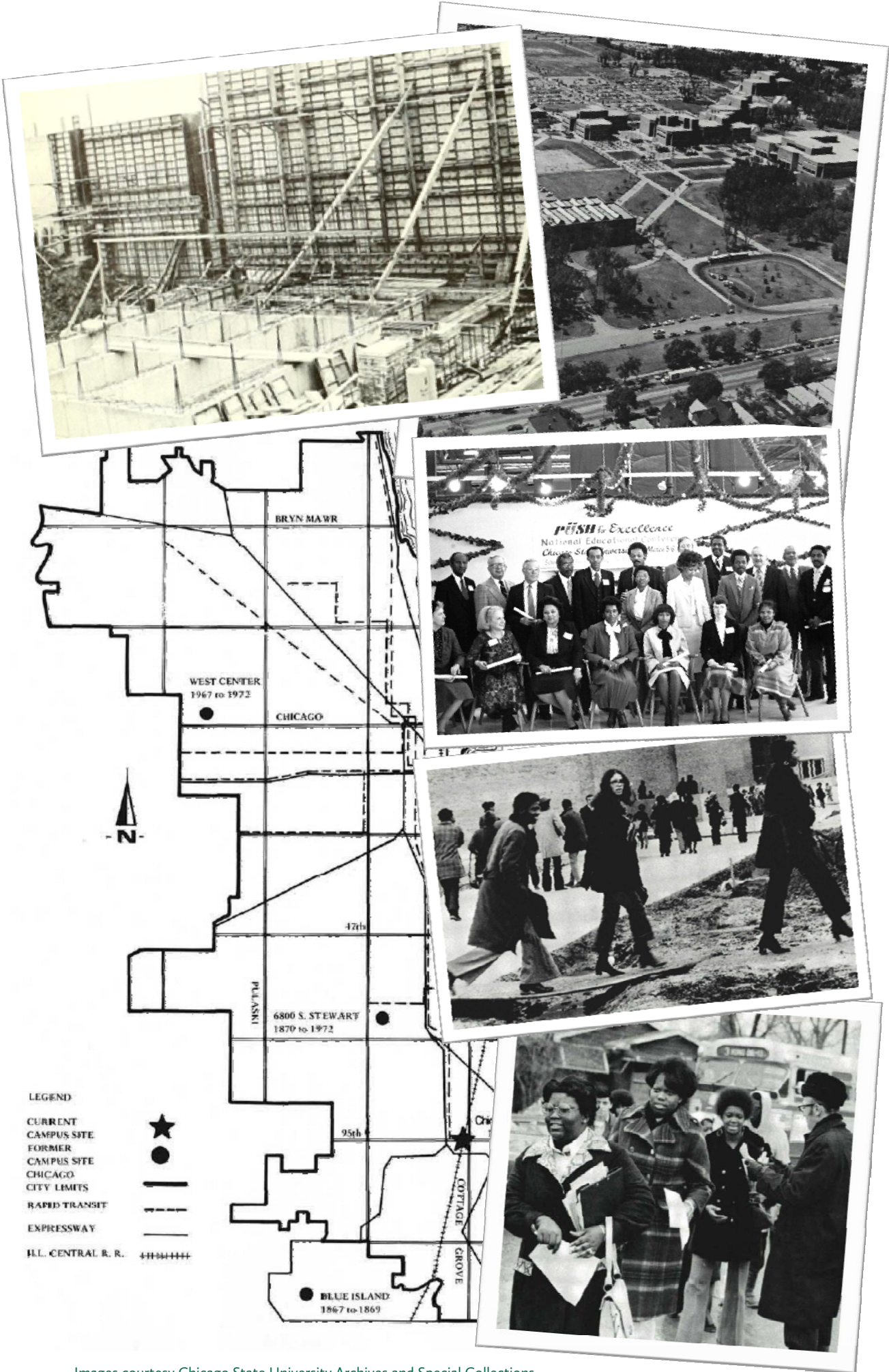
All Faculty Development Stipend Recipients September 2012—July 2013

Name	Dept.	Project
Brenda Aghahowa	EFLC	1) Attend Convention of the National Council of Teachers of English 2) Attend Annual Conference on College Composition and Communication 2013
Cindy Arocena	PP	1) Ambulatory Care Pharmacy Preparatory Review and Recertification Course at American College of Clinical Pharmacy Update in Therapeutics Meeting 2) Attend American Diabetes Association 73 rd Scientific Session
Rohan Attele Elaina Khasawneh Walter Ries	MCSE MCSE MCSE	Attend 2013 Mathematical Association of America Professional Enhancement Programs Inquiry-Based Learning Workshop
Moussa Ayyash	LIMS	1) Equipment to support advanced wireless computing research using OPNET simulator 2) Present "Current Trends in Native and Cross-Platform Mobile Application Development" at Institute of Electrical and Electronics Engineers Personal, Indoor, and Mobile Radio Communications Conference 2013
Anser Azim	BS	Lab Supplies for Graduate and Undergraduate Student Research
Zafar Bokhari	MMMS	Present "Partnership and Linkage between Business, Academia, and Governments are New Factor Endowment for 3rd World and International Economic Development" at Intellectbase International Consortium 2012
Quintella Bounds	GPED	Present "The Importance of Self-Determination Skills at the Secondary Level" at Illinois Council for Exceptional Children 63 rd Annual Fall Convention 2012
Debbie Bryant	NURS	Present "Embracing a Blended Learning Course Design Using Self-Learning Modules" at 2013 Teaching Professor Conference

Name	Dept.	Project
Sarah Buck	SEPR	Flip Cameras for Student Teaching Evaluation
Liyana Cabraal	EDDE	Present "Conceptualizing the Organizational Rationality of School as a Process 'Which Denies Itself the Solace of Good Forms'" at the National Council of Professors of Educational Administration Conference 2013
Johng-Chern Chern	MCSE	Attend Midwest Instruction and Computing Symposium 2013 for student presentations "Achieving Anonymity and Traceability in Wireless Mesh Networks with a Secured Architectural Design" by Johnayi Srikoo; and "Gesture-Based Human-Computer-Interaction Using Kinect for Windows Mouse Control and PowerPoint Presentation" by Toyin Osunkoya
Robert Chierico Sabah Hussein Stephanie Lewis-Ebo Saidou N'Daou Evelyne Norris Virginia Shen	EFLL PP IP GSHAASA EFLL EFLL	Development of Study Abroad Program
Shaila Christofferson	CMAT	1) Chair and present on panel discussion "Budget Crunch!" at 2013 Biennial Foundations in Art: Theory and Education Conference, <i>PostHaus</i> 2) Attend 23 rd International Sculpture Center Conference: Process, Patron, Public
Derrick Collins Wolanyo Kpo Roosevelt Martin Louis Osuji Barbara Roper	COB Dean MMMIS MMMIS MMMIS ACCT	Co-present "Foreign Direct Investment in Africa: An Empirical Analysis of Constraints and Expected Strategic Role of Sub-Saharan Africa Regional Trade Blocs" at 10 th African Finance Conference
James Davis	PSYC	Attend 14 th Annual Meeting of the Society for Personality and Social Psychology
Agber Dimah	CJPPS	Present "Intimate Relationships and Sexual Attitudes of Older African Americans" and chair panel discussion at Political Science, Sociology, and International Relations Conference 2013

Name	Dept.	Project
Regina Dixon-Reeves	SOC	Present "M ² P: Mentor-Mentee Matching Program" at 43 rd Annual Meeting of the Association of Black Sociologists
Duc Do	PS	Present "Design of Nanoparticulate Drug Delivery System for Cancer Therapy" and "Formulation of Oral Microparticulate Drug Delivery System for Cancer" at 3 rd International Conference on Nanotek and Expo
Kimberly Edwards Olanipekun Laosebikan	COE GPED	Creation of the Collaborative for Education, Engagement, and Development (CEED)
Michael Edwards Troy Harden Thomas Kenemore Kimberly Mann Karen Martinson	CC SW SW SW CMAT	Co-Present "Truth 'n' Trauma: Youth Empowerment Response to Community Violence Exposure" at 2013 International Conference on Violence, Abuse, and Trauma
Abir El-Alfy	PS	Present "Tissue-Specific Regulation of Kappa Opioid Receptors and Nr4a2 Expression by Acrylamide" and "In Search of Endocannabinoid Degradation Enzymes Inhibitors in Nutmeg" at Experimental Biology Conference 2013
Nadeem Fazal	PS	Present "Use of in vivo caspase inhibitor in rat burn and infection injury prevents gut bacterial translocation and modulates CD4+ T cell effector response" at American Association of Immunologists Annual Meeting 2013
Dennis Federico	ELED	Technology for training science teachers
Miguel Fernandez Timothy Harrington Cynthia Valenciano	ECBE ELED ECBE/ GPED/ TDC	Co-present "Rural Field Experiences with Urban Pre-Service Teachers" at International Research Conference 2013 with students Diana Carrasco, Angela Biggins Logwood, and Mark Wesolowski
Rosalind Fielder	LISPS	1) Attend 2013 American Library Association Annual Conference 2) Attend Midwest Political Science Association Annual Meeting 2013

Name	Dept.	Project
Jane Florine	MUS	Chair Latin American and Caribbean Music Section at the 2012 Annual Meeting of the Society for Ethnomusicology
Adam Fotos	AD	An Atlas of Unnamed Worlds: A Solo Art Exhibition
Athanas Gahungu	GPED	Present "Perceptions of Discipline Problem Seriousness by Students, Parents, Teachers, Principals, and Superintendents: A National Study" at National Council of Professors of Educational Administration conference 2013
Gabriel Gomez	LIMS	Technology to conduct research, engage online students, and collaborate with LIMS cohorts
Kathleen Haefliger	LIS	Attend International Association of Music Libraries 2013 Annual Meeting
Tonya Hall	CC	Complete Year 1 of the Womenscare Trauma Consultation Program
Rong Lucy He	BS	Research collaboration "The role of protein kinase G in neutrophil O ₂ generation" with student Herve Nyenti
Aref Hervani	MCSE	<ol style="list-style-type: none"> 1) Attend American Economic Association 2013 Annual Meeting 2) Present "How Can We Increase Creativity in Online Teaching of Economics: The Case of Service Learning" at Academic Business World & Learning and Administration in Higher Education Joint Conference 3) Attend American Economic Association Annual Meeting 2014
Juanita Holliman	NURS	Present "A Proven Critical Thinking Strategy: Teaching Students the Art of Reason through the Logic of Global Health Care" at 33 rd International Conference on Critical Thinking and Educational Reform
William Howard	EFLL	Present "Lady Byron and the Power of Friends: Harriet Beecher Stowe and George MacDonald's Portraits of the Wronged Wife of Lord Byron" at Empowering Women, Empowered Women Conference 2012



Images courtesy Chicago State University Archives and Special Collections

Name	Dept.	Project
Daniel Hrozencik	MCSE	<p>1) Present “Synchronous Dynamic of Boolean Models for Three- and Four-Gene Regulatory Networks with Multiple Feedback Loops” at 2012 International Symposium on Biomathematics and Ecology: Education and Research</p> <p>2) Present “Undergraduate Research in Gene Regulatory Networks” at Joint Mathematics Meetings 2013</p> <p>3) Present “A Comparison of Synchronous and Asynchronous Dynamics for 3- and 4-gene regulatory networks” at the Society for Mathematical Biology Annual Meeting and Conference 2013</p>
Sharon Hu	LIMS	<p>1) Present poster “CALA: Bridges for Chinese-American Librarianship in the 21st Century” at Chinese American Librarians Association / American Library Association 2013 Annual Conference</p> <p>2) Present a paper, “Technology Impacts on Curriculum of LIS: Changes, Challenges, and Collaborations” at International Federation of Library Associations and Institutions World Library and Information Congress 2013 Annual Conference</p> <p>3) Equipment to establish practical workstations for LIMS students to practice related LIMS Educational programs</p>
Ephraim Das Janssen	CJPPS	<p>1) Present “What’s Sex Got to Do With It?: Identity and Identification” at Gender in English Studies International Symposium 2012</p> <p>2) Present “Technologies of Gender: Heidegger, Foucault, and the Saving Power” at Society of Phenomenology and Existential Philosophy 2013 Annual Conference</p>
Jamilah R. Jor’dan	ECBE	<p>Coordinate research poster forum and grad student roundtable at American Montessori Society 2013 Annual Conference</p>
Soo Kang	AD	<p>Research at the Rouault Foundation, Paris, France</p>
Thomas Kenemore	SW	<p>Present “Truth N’ Trauma: Evaluation of Inner-City Youth Experience, Learning, and Community Contribution to Violence Reduction” at International Association for Research on Service Learning and Community Engagement conference 2013</p>

Name	Dept.	Project
Elaina Khasawneh	MCSE	1) Develop Inquiry-Based Learning Initiative at CSU and attend Mathematical Association of American Professional Enhancement Program 2013 on Inquiry-Based Learning 2) Attend Joint Mathematics Meetings 2013
Joanna Kolendo	LISPS	Attend 2013 American Library Association Annual Conference & complete "Fundamentals of Collection Assessment" course
Wolanyo Kpo	MMMIS	Attend 7 th Annual Faculty Development in International Business Africa Conference 2013: Understanding the Business Challenges of Africa
Mark Kutame	SEPR	Attend American Alliance for Health, Physical Education, Recreation, and Dance: Drive Your Future Conference 2013
Azungwe Kwembe	LIS	Attend 2012 Charleston Conference Issues in Books and Serial Acquisition
Crystal Laura	EDDE	Attend nVivo workshop for qualitative and mixed-methods research coding
Suyu Lin	LIMS	Present "Multi-Dimensional Evaluation Model for Academic Institutional Repositories: A Survey of Expert Opinions" at Council of State Archivists / Society of American Archivists Annual Meeting 2013
Ben-Chieh Liu	MMMIS	Present "Economic Growth, Environment Green and Marketing Greed: An Industrial Comparison Among the Richest 100 Billionaires in China and USA, 2005-2011" at 2013 International Joint Conference of Allied Social Science Associations
Deborah Lynch	GPED	Present "Closing the Achievement Gap: Recommendations from the Classroom" workshop and <i>An Open Letter to President Obama: Chicago Teachers Speak Out on Urban Education</i> author presentation at National Council of Professors of Educational Administration conference 2013



Images courtesy Chicago State University Archives and Special Collections

Name	Dept.	Project
Florah Luseno	GPED	Present “Access to the General Education Curriculum through Multiple Means of Engagement, Learning Styles, and Multiple Intelligences” at 36 th Annual Teacher Educators for Children with Behavioral Disorders conference
Wanda Mahoney	OT	Attend 2013 American Occupational Therapy Conference
Bryon Martin	SEPR	Present “Academics, Athletes, and the Diverse Community: A Pilot Case Study of Student Inner-City Wheelchair Basketball Referees” at Muhammad Ali Center Athletes and Social Change Forum 2013
Karen Martinson	CMAT	1) Research trip to El Vez (“The Mexican Elvis”) Restaurant / Performance in Philadelphia, PA 2) Facilitate Association for Theatre in Higher Education 2013 Conference
Marketa Marvanova	PP	1) Complete twelve-week online certification program titled “Anticoagulation Therapy” from the University of Florida College of Pharmacy 2) Complete extensive 60-hour on-site practical course titled “Physical Assessment for the Pharmacist Clinician” from the University of New Mexico College of Pharmacy
Garrard McClendon	GPED	Equipment for “Chicago Secondary Principals’ Perceptions and Expectations Concerning Students Who Use African American Vernacular English in an Academic Setting: A Qualitative Longitudinal Research Project Using a Protocol of the African American English – Teacher Attitudinal Scale (AAETAS) Instrument, Video, and Audio Recordings”
Gerian Moore	GSHAASA	Research for book project: <i>Spirals of Jazz in Art and Culture: Influence and Inspiration</i>
Suzuko Morikawa	GSHAASA	Present “Egyptian Antiquity and the Continuity of African American Sport History: Long Distance Running History in a Pan-African Context” at 25th Annual Cheikh Anta Diop International Conference

Name	Dept.	Project
Gebeyehu Mulugeta	GSHAASA	Present “Demographic and Land Use/Land Cover Dynamics in Africa, 1990-2010” at the Association of American Geographers Annual Conference 2013
Paul Musial	MCSE	Present “Shortening the Path: Condensing the Developmental Sequence into a Single Semester” at Joint Mathematics Meetings 2013
Mohammad Newaz	PS	<p>1) Present “Acrolein Induced Oxidative Stress in NAD(P)H Oxidase Subunit gp91phox Knock-Out Mice: Effects on other oxidant systems and total antioxidant status” at 13th Research Centers in Minority Institutions International Symposium on Health Disparities</p> <p>2) Present “Development of Extended-Release Capsules Loaded with Albumin-Based Microspheres” at 40th Annual Meeting and Exposition of the Controlled Release Society</p>
Michael Norris	SEPR	Present “Entry, Graduation, and Beyond: Navigating Graduate School Experiences” and complete NCATE reviewer training at American Alliance for Health, Physical Education, Recreation, and Dance Annual Conference 2013
Elizabeth Osika	LIMS	Attend International Society for Performance Improvement Conference 2013
Sureshrani Paintal	ECBE	Present “Supporting Language Acquisition and Designing Instructional Strategies for Dual Language Learners in Early Care and Education” at 40 th Annual Head Start Conference
Gayle Porter	LIS	<p>1) Attend American Library Association Mid-winter Meeting</p> <p>2) Attend 2013 United States Electronic Thesis and Dissertation Association Conference</p>
June Price-Shingles	SEPR	Attend 2013 National Parks and Recreation Association Green School
Graciela Rodriguez	EFLL	Research “(Dis)agreements in <i>A Silent Love</i> (2004) and the short film, <i>Pati Chula</i> (1991)” and present book, <i>Chicanos y Mexicanos Hortenos: Bborderlands Dialogues on Literary and Cultural Productions</i> (2012) at Instituto Municipal de Arte y Cultura Conference 2013

Name	Dept.	Project
Byung-In Seo	EDDE	1) Present “Audience and Mathematical Writing: Using One to Improve the Other” at 2013 International Consortium for Research in Science and Mathematics Education Conference 2) Present “Mathematical Writing, Adolescents, and Audience” at 2013 European Conference on Educational Research
Virginia Shen	EFLL	1) Present “Cultural Dislocation and Acculturation: Autobiography as Shared Experience in Latina Literature” at National Social Science Association 2013 Meeting 2) Present “From Fiction to Reality: Cultural Issues in <i>If I Die in Juárez</i> ” at National Social Science Association Fall Professional Development Conference 2013
Roxanne Stevenson	MUS	Facilitate 2013 Jazz Education Network Conference
Robert Szyman	SEPR	Present “The Evolution of an Inclusive Learn-to-Sail Program for Paralympic Eligible Youth” at 2012 Illinois Association of Health, Physical Education, Recreation, and Dance State Convention
Colleen Toledano	AD	1) Attend 23 rd International Sculpture Center Conference: Process, Patron, Public 2) Present original works in “Connections and Directions” at National Council on Education of Ceramic Arts
Gabrielle Toth	LISPS	Attend Association of American Geographers Annual Meeting 2013
Concetta Williams	EFLL	2012 National Council of Teachers of English Reviewers Workshop
Victor Williamson	GPED	Present “Cultural Competence in Teacher Education: A Full Clinical Immersion Model” at 2012 Teacher Education Division / Council for Exceptional Children National Conference
Chyrese Wolf	ELED	Keynote address “Teacher Preparation, Standards, and Writing Instruction: Comparative Analysis of the European Union, Canadian, and United States Literacy Education Policy” and symposium planning committee chair at 18 th European Conference on Reading 2013

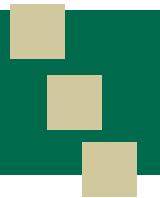
All Faculty Development Seed Grant Recipients September 2012—July 2013

Name	Dept.	Project
Ehab Abourashed Cindy Arocena	PS PP	Correlation between Cost and Quality in Botanical Supplements with Antioxidant Activity
Michael Bradaric	PS	Targeting the Interaction Between Cancer Cells and Macrophages Using Lovastatin: A New Paradigm in Adjuvant Cancer Therapy
Sarah Buck	SEPR	South Side Simple Go 7 Health Coaching Program
Michael Danquah	PS	Nanotherapies for Treating Breast Cancer
Adam Fotos	AD	Seeing Japan: Beyond the Lens of Manga
Edmundo Garcia-Solis Ely Leon	CPE CPE	Studies of Cosmic Radiation and its Applications to Astronomy and Archaeometry
Valerie Goss	CPE	In Situ AFM Imaging During Electrochemical Manipulation of Directed DNA Origami Self-Assembly
Olanipekun Laosebikan Olasupo Laosebikan	GPED PSYC	Explorations on the Theme of "Home"
Barbara Leys	ECBE	Using Videotaping to Promote Reflective Practices for Supervisors and Candidates During Clinical Experiences
Jozef Stec	PS	Design, Synthesis, and Biological Evaluation of Novel Antituberculosis Chemotypes



Images courtesy Rajitha Rajashekar and James Kowalski

All Faculty Development Award Recipients September 2012—July 2013



Name	Dept.	Project
Sarah Buck Debra Nelson	SEPR SEPR	Sponsor student participation at 32 nd Annual Black College Dance Exchange – “Masters of Movement”
Johng-Chern Chern	MCSE	Infrastructure for Mobile Computing
Yvette Clayton	MMMIS	Independent Project
Duc Do Allison Rose	PS OSA	Future Pharmacists Enrichment Program
Kimberly Edwards	COE	Student Performance Enhancement through Educational Development (SPEED) / Write-on-Site Initiative
Athanase Gahungu	GPED	Equipment to implement training program to evaluate faculty
Kathleen Haefliger	LIS	Sponsor recital and music clinic of concert pianist and teacher Mr. Tao Lin
Troy Harden	SW	Men of Social Work CSU Talks Leadership and Civic Engagement Series
Elaina Khasawneh	MCSE	Student Response System i-Clickers to Assess Student Performance
Wolanyo Kpo	MMMIS	<ol style="list-style-type: none"> 1) 3Cs: Student Engagement for Retention and Graduation in the College of Business 2) Rites of Passage for Pre-COB Students 3) Clicker response equipment for classroom assessment, senior exit surveys, experiential workshops, and college surveys
Jason Raynovich Mark Sudeith	MUS	Guest Artist Series and Commission Project at Chicago State University
Roxanne Stevenson	MUS	Sponsor 10 students to the Historically Black Colleges and Universities National Band Director’s Consortium Conference
Rosalyn Velluratil	COP	Equipment for Student Capstone Research Day
Deborah Williams	MUS	Sponsor CSU Vocal Jazz Ensemble performance at Illinois Music Education Association conference

About the Grant Selection Process

CTRE grant applications are accepted at four different times throughout the year. Upon submission, each application is reviewed for completion by the CTRE director. If an application meets the basic requirements for completion, it is then submitted to the faculty-led CTRE Advisory Board Research Excellence Grant Review Committee.

This committee conducts a blind review of each application in detail, rendering approval based upon the application's outlined purpose and a unique set of criteria. Applicants are then notified of their grant's approval or denial, and asked for additional materials if needed.

Within 30 days of completing the event or endeavor that the grant was meant to facilitate, the recipient submits a follow-up report detailing the outcomes of that event or endeavor. He or she is then invited to share those results at the annual Provost's Colloquium event, held every spring.

Department Abbreviations

ACCT = Accounting	IP = International Programs
AD = Art and Design	LIMS = Library, Information, and Media Studies
BS = Biological Sciences	LISPS = Library Information, Instruction, and Public Services
CC = Counseling Center	LISTS = Library Information Technology Systems
CJPPS = Criminal Justice, Philosophy, and Political Science	MCSE = Math, Computer Science, and Economics
CMAT = Communications, Media Arts, and Theatre	MMIS = Management, Marketing, & Management Information Systems
COB = College of Business	MUS = Music
COE = College of Education	NURS = Nursing
COP = College of Pharmacy	OT = Occupational Therapy
CPE = Chemistry, Physics, and Engineering Studies	OSA = Office of Student Affairs
ECBE = Early Childhood and Bilingual Education	PP = Pharmacy Practice
EDDE = Doctoral Studies (Education)	PS = Pharmaceutical Sciences
EFLL = English & Foreign Languages and Literatures	PSYC = Psychology
ELED = Elementary and Middle Level Education & Graduate Reading	SEPR = Secondary Education: Career & Technical, Health & Physical, and Recreation
GPED = Graduate Programs in Education	SOC = Sociology
GSHAASA = Geography, Sociology, History, African American Studies, and Anthropology	SW = Social Work



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Office of Academic Affairs