Outcomes Report
2012-2013 Sabbatical Leaves

Compiled by the
Office of the Provost
Northern Illinois University
Spring 2016
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EXECUTIVE SUMMARY

For the 2012-2013 academic year, a total of 44 faculty members were awarded sabbatical leaves. Of the 44 who were offered, 41 accepted their awards. Three faculty retired, and five faculty left the university prior to completing the sabbatical leave outcomes survey. Out of the remaining 33 faculty, 100 percent participated in the survey conducted in the fall of 2015 to ascertain the outcomes of their sabbaticals. Faculty from six of the seven colleges accepted sabbatical leaves in 2012-2013: 72.7 percent of accepted sabbatical leaves were from the College of Liberal Arts and Sciences, 9.1 percent were from the College of Visual and Performing Arts, 6.1 percent each were from the Colleges of Business and Education, another 3.0 percent each were from the Colleges of Health and Human Sciences and Law.

The faculty and staff were very productive in advancing their scholarly work. They reported that as a result of their sabbatical leaves, they published 60 books and book chapters, published 110 journal articles, and made six contributions to conference proceedings. In addition, they created one sheet music, one music recording, and 29 contributions to public media and seven reports. The results of sabbatical work were also presented at 203 international, national, and regional meetings. They produced 29 works of art, including six artistic performances and 23 exhibitions. Faculty submitted 39 external and two internal applications for grants and projects that produced funding for 27 initiatives in excess of $8.2 million. Faculty also reported that they revised or created a total of 37 graduate and undergraduate courses as a result of their sabbatical leaves, benefitting more than 850 students annually.

This report is presented in two sections: a narrative on the overall outcomes for those first awarded sabbatical leaves in academic year 2012-2013 and a report on specific outcomes, as reported by the faculty, for six of Northern Illinois University’s seven colleges.
Northern Illinois University awards sabbatical leaves for the purpose of supporting the research and artistry of faculty and staff to strengthen its academic programs. Proposals for leaves are evaluated on the quality of the proposed scholarship, the capacity of the applicant to conduct the proposed work, and the likelihood that the proposed project will be completed (Constitution and Bylaws of Northern Illinois University, Art. 8). At the request of the Northern Illinois University Board of Trustees, the university conducts an annual process to enumerate the products that result from sabbatical leaves, and faculty and staff are asked to report on awards and honors; curricular developments; outreach; grants and projects; performances, exhibitions, and recordings; presentations; publications; other outcomes; and works in progress. They are also asked to offer their reflections on the sabbatical experience, its outcomes, and its significance on teaching, research/artistry, and service.

For the 2012-2013 academic year, a total of 44 faculty were awarded sabbatical leaves. Of the 44 who were offered, 41 accepted their awards. Three faculty retired, and five faculty left the university prior to completing the sabbatical leave outcomes survey. Out of the remaining 33 faculty, 100 percent participated in the survey conducted in the fall of 2015 to ascertain the outcomes of their sabbaticals. Faculty from six of the seven colleges accepted sabbatical leaves in 2012-2013: 72.7 percent of accepted sabbatical leaves were from the College of Liberal Arts and Sciences, 9.1 percent were from the College of Visual and Performing Arts, 6.1 percent each were from the Colleges of Business and Education, another 3.0 percent each were from the Colleges of Health and Human Sciences and Law. (Table 1).

<table>
<thead>
<tr>
<th>College</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>Education</td>
<td>4</td>
<td>6.1</td>
</tr>
<tr>
<td>Health and Human Sciences</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>28</td>
<td>72.7</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>5</td>
<td>9.1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>41</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Of the faculty reporting on the outcomes of their sabbatical leave, 19 (58 percent) were professors and 14 (42 percent) were associate professors. Faculty were given the opportunity to report their outcomes in broadly defined categories reflecting the breadth of the scholarly work of faculty across disciplines. The outcomes reported by faculty are sorted according to category and appear in Table 2. Additional details on selected outcomes are also reported below.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications</td>
<td>214</td>
<td>31.1</td>
</tr>
<tr>
<td>Presentations</td>
<td>203</td>
<td>29.5</td>
</tr>
<tr>
<td>Grants</td>
<td>41</td>
<td>5.9</td>
</tr>
<tr>
<td>Awards and honors</td>
<td>21</td>
<td>3.1</td>
</tr>
<tr>
<td>Outreach</td>
<td>61</td>
<td>8.9</td>
</tr>
<tr>
<td>Curricular development</td>
<td>37</td>
<td>4.8</td>
</tr>
<tr>
<td>Works of art and artistic works</td>
<td>29</td>
<td>4.2</td>
</tr>
<tr>
<td>Works in progress (submitted)</td>
<td>30</td>
<td>4.4</td>
</tr>
<tr>
<td>Other significant contributions</td>
<td>56</td>
<td>8.1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>696</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### Publications

The scholarly work conducted during sabbatical leaves resulted in 214 publications; of these, 110 (51.4 percent) were journal articles; 60 (28.0 percent) were books or book chapters; six (2.8 percent) were conference proceedings; two (one percent) were sheet music and music recordings; 29 (13.5 percent) were contributions to public media; and 7 (3.3 percent) were reports.

### Presentations

Faculty reported a total of 203 academic presentations resulting from their sabbatical work; these were presented at regional, national, and international venues. International presentations were made in Canada, China, Cyprus, Czech Republic, England, France, Germany, India, Ireland, Italy, Mexico, Netherlands, New Zealand, Norway, Puerto Rico, Russia, Switzerland, Taiwan, and Turkey. Conference and presentation venues in the United States included Albuquerque, Atlanta, Austin, Berkeley, Boston, Chicago, Cincinnati, Dallas, Denver, Honolulu, Los Angeles, Madison, Milwaukee, Minneapolis, Nashville, New Orleans, New York, Orlando, Philadelphia, Pittsburgh, San Antonio, San Diego, San Francisco, Santa Cruz, Seattle, Stanford, Tampa, and Washington D.C., among others.

### Grants

Faculty submitted 39 external and two internal applications for grants and projects that produced funding for 27 initiatives in excess of $8.2 million. Sixteen of the 33 faculty members (48.5 percent) submitted applications for external grants in excess of $12.1 million, while two (6 percent) submitted applications for $17,500 in internal grants. Of particular note is a $6.1 million United States Department of Energy grant to study superconductivity and magnetism. Table 3 shows the consistent external grant application productivity of faculty between 2011-2012 and 2012-2013 sabbatical leaves.
Table 3. External Grant Productivity

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty reporting, n</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>Faculty applying for external grants, n (%)</td>
<td>14 (45.2)</td>
<td>16 (48.5)</td>
</tr>
<tr>
<td>Faculty applying for internal grants, n (%)</td>
<td>4 (12.9)</td>
<td>2 (6.0)</td>
</tr>
<tr>
<td>Amount of external grants applied for</td>
<td>$4,966,117</td>
<td>$12,144,223*</td>
</tr>
<tr>
<td>Amount of external grants awarded</td>
<td>$2,062,863</td>
<td>$8,251,745</td>
</tr>
<tr>
<td>Percent of external grants awarded</td>
<td>41.5</td>
<td>67.9</td>
</tr>
</tbody>
</table>

Note. * includes one awarded grant for $6,148,000.

Grant funding sources included Applied Systems Material Engineering, City of Rochelle, Council for International Exchange of Scholars, Forecast 5 Analytics, Grinnell College, Illinois Board of Higher Education, Institut d’Études Avancées de Paris, Institute of Fraud Prevention, Institute of International Education, J. William Fulbright Foreign Scholarship Board, Jubail Colleges and Institutes Sector of Saudi Arabia, Kishwaukee Community Hospital, Mary Catherine Mooney Fellowship, National Aeronautics and Space Administration, National Endowment for the Humanities, National Institute of Child Health and Human Development, National Institute of Mental Health, National Science Foundation, Northern Illinois Food Bank, Northern Illinois University, Notre Dame Institute for Advanced Study, United States Department of Energy, United States Department of State, and the University of Verona. The funding enabled faculty to conduct research on a variety of topics, including: adherence and self-determination, conductive thermal control material systems for space applications, the application of Boron nanostructures in drug delivery systems for cancer treatment, development of a conceptual framework of student assessment related to student achievement among Illinois K-12 students, an intergenerational mentoring program for young mothers, the complementary influences of genetics and environment on successful lie detection in investigative fraud interviews, online teaching and development training programs in Saudi Arabia, the promotion of achievement through literacy skills, service coordination to assist area food banks, research in the Italian Dolomites (Eastern Alps), human nature and cognitive neuroscience, spontaneous trait inferences made from child behaviors by parents at low and high risk of child abuse, superconductivity and magnetism, and the creation and crystallinity control of artificial ices using superconducting vortices.

Curricular Developments

As a result of sabbatical scholarship and artistry, faculty reported that they revised or developed new course content, lectures, tutorials, and supplemental materials for 41 courses benefitting more than 850 students annually. In addition, a study aboard course to Japan to be taught annually was developed and several face-to-face courses were converted to an online format.

Other Significant Contributions

Sabbatical leaves resulted in other noteworthy achievements, which include but are not limited to: senior leadership in national and regional professional organizations; editor, senior editor and contributing editor of peer-reviewed journals; curriculum advisory committee member for the non-diet approach based on biblical and Health at Every Size® model; session organizer for cultural models of nature in comparative and applied anthropology; program committee member for the Experimental Pragmatics conference; contributor to a collaborative web-based project on international organizations and the history of development visions and practices, 1910s-1970s; invited
speaker to numerous international institutions to speak on crystalline graphene and Boron applications; the development of two patents, one for a method of making crystalline graphene and a second for a method of producing boron nitride.

Reflections

“The sabbatical was enormously helpful to me in terms of teaching and research. . . . In the process of this research, many classroom innovations were developed and perhaps not coincidentally led to two teaching awards in the Masters in Business Administration program.”

“My sabbatical leave helped me further strengthen my commitment, developed over the past 20 years, to working with young low-income Latina and African American mothers to challenge stereotypes about their lives and experiences and develop authentic services programming to help them achieve their goals.”

“In the worlds of theatre and film, good work begets more work—so the opportunities afforded by the sabbatical continue to enrich my ongoing artistic endeavors. . . . I am utterly convinced of the necessity for a regular program of sabbatical leaves for all faculty: producing major scholarship and artistic contributions and shaping courses anew is only possible with a significant period of time to invest in concentrated effort and the opportunity to step back from the usual routine of the semester to see what might be improved.”

“The variety and quantity of such scholarship was made possible by the invaluable time provided by my 2012-2013 sabbatical, supporting a period of unique productivity essential to the trajectory of my research career.”

“My sabbatical experience allowed me to pursue a new research area with both the time and energy needed to dedicate to examining an entire research literature previously unknown to me, as well as collect original data. . . . I am profoundly changed as a person, and an academic, as a result of doing this work.”

“Since my sabbatical, I have earned awards in the areas of research, teaching, and mentoring. I thank Northern Illinois University for giving me the time needed to reflect on the progress of my research program and teaching activities and to focus on and develop the most promising directions.”
COLLEGE OF BUSINESS

Publications

Journal Articles


Book Chapters


Presentations


Grant


Awards and Honors

**Briscoe, J. P.** (2014, May). Golden Apple Teaching Award, Executive MBA Program, College of Business, Northern Illinois University, DeKalb, IL.
Briscoe, J. P. (2015, May). Golden Apple Teaching Award, Executive MBA Program, College of Business, Northern Illinois University, DeKalb, IL.

Curricular Developments

Briscoe, J. P. (2013, Fall). MGMT 615, Managerial Leadership. Average of 30 students. Modified course to include temporal-based reflection, authentic leadership, and positive psychology based upon the sabbatical. Course redesign.


Reflections

Briscoe, J. The sabbatical was enormously helpful to me in terms of teaching and research. The primary aim of the sabbatical was to test interventions in teaching to determine which methods would best help students improve career management and readiness. In the process of this research, many classroom innovations were developed and perhaps not coincidentally led to two teaching awards in the Masters in Business Administration program.

A secondary aspect of the leave was coordination of intensive data gathering for a global project on career success. I directly collected data in the United States as well as Malaysia, the Philippines, and India. Beyond that I supported several country teams in gathering their own data. The majority of the publications flowing from the sabbatical relate to this component of the sabbatical. I can truly say that minus the sabbatical, I could not have helped this important global research succeed. I’m grateful to Northern Illinois University as well as the state of Illinois for the important support provided.

Lee, C. My sabbatical leave during spring 2013 allowed me to have uninterrupted time to work on research and curriculum development. It also benefited me in developing relationships with foreign scholars in Taiwan and practitioners in the United States for research, without my sabbatical leave, I would not be able to travel to Taiwan during the regular semester to work with scholars in Taiwan and collect research data in Taiwan. Data collection in Taiwan and the United States resulted in a journal article in the International Journal of Auditing (forthcoming), as well as ongoing research projects, conference presentations, and working papers. During my sabbatical, I applied for an external grant and was awarded $10,000 for a research project. The research project has been completed and to date, I have written a working paper and presented the findings at an academic conference. In addition, during my sabbatical, I was able to complete several work in progress manuscripts and submitted them to various journals.

For teaching, I was scheduled to offer a new course in spring 2014. My sabbatical leave provided me time off to work on the development of the new course. In addition, I was able to visit accounting firms and learned about current practices relating to my new course. Through my visits, I was able to identify potential guest speakers for my course. I was better prepared for the new course offering because of my sabbatical leave. In addition, after the leave, I was re-energized and I returned to the classroom with more enthusiasm and new content.
COLLEGE OF EDUCATION

Publications

Journal Articles


Walker, D. A. (in press). Two group program for Cohen's d, Hedges’ g, $\eta^2$, $R_{adj}^2$, $\omega^2$, $\epsilon^2$, confidence intervals, and power. Journal of Modern Applied Statistical Methods.


*Book*


*Book Chapter*


*Reports*


Presentations


Grants


Outreach

Johnson, L. R. (2012-present). Worked with staff, teachers, and students at local alternative high school to develop mentoring initiative for young parents at the school. Proyecto Atabey, Lolita Lebron Family Learning Center, Dr. Pedro Albizu Campos High School, Chicago, IL.


Curricular Developments


Other Significant Contributions


Works in Progress

Johnson, L. R. Community-based qualitative research: Approaches for education and the social sciences. Manuscript submitted for publication.


Walker, D. A. Confidence intervals for Kendall's tau with small samples. Manuscript submitted for publication.

Walker, D. A., & Downey, P. M. Literacy across the curriculum: Collaborative initiatives and literacy practices of a professional development school partnership. Manuscript submitted for publication.


Reflections

Johnson, L. R. My sabbatical leave allowed me to continue and strengthen collaborative research efforts with a community-based alternative high school located in Chicago’s Humboldt Park community. During my leave, I worked with staff to initiate a mentorship program for young mothers at the school, and conducted ethnographic research, focused on the implementation of the program. Because I was on leave, I was able to collaborate closely with program staff, mentors, and students to plan and implement program activities, and collect data that could provide on-going insight into the successes and challenges of the program. I believe that this careful attention and fine-grained research
enabled us to expand the program and develop a mentorship model that can help promote young mothers’ personal, educational, and professional success. We have used this model to apply for grants and funding, receiving an award from Grinnell College’s Wall Alumni Service Award ($25,000) and recognition from the American Educational Research Association, Division G, which resulted in a small monetary award ($2,500) and an invited session at the annual meeting in Chicago in 2015.

My work with the school and community in developing this program has also informed my research in the area of qualitative research and teaching methods. I have included many examples and case studies from the development of the mentorship program in a book, entitled *Community-based Qualitative Research: Approaches for Education and the Social Sciences*, under contract by SAGE Publications and expected to be published in spring 2016. I am also working on two articles based on the mentorship program that I expect to submit in the fall of 2016. The work I completed during my sabbatical leave was professionally and personally significant to me, because of my longstanding relationship with this community and organization and my goal of using research and scholarship towards the improvement of conditions and expansion of resources.

Furthermore, my sabbatical leave helped me further strengthen my commitment, developed over the past 20 years, to working with young low-income Latina and African American mothers to challenge stereotypes about their lives and experiences and develop authentic services programming to help them achieve their goals.

Walker, D. A. I was granted a sabbatical for the 2012 fall semester. During this time, I was able to focus on research endeavors individually as well as with colleagues and graduate students. The sabbatical afforded me the time to analyze data and collaborate with other researchers. Research-based products derived from my sabbatical time include the publication of 15 peer-reviewed articles, a book, a chapter in an edited book, 14 peer-reviewed conference presentations, and two grants awarded as the PI (principal investigator) or Co-PI. The focus of much of this research was in the areas of quantitative research methodology and statistics.

Instructionally, the sabbatical allowed me to apply many of the results and techniques employed from the aforementioned research production and integrate these concepts into the curricula of two new graduate statistics courses as well as three new special topics seminars. Lastly, professional service and organizational highlights from the sabbatical were serving as the elected President of the Mid-Western Educational Research Association (comprised of 250 to 300 members) and also as the Editor of the General Linear Model Journal, which is the oldest Special Interest Group journal publication within the American Educational Research Association.
COLLEGE OF HEALTH AND HUMAN SCIENCES

Publications

Journal Articles


Conference Proceedings


Public Media


Presentations


**Grants**

**Ozier, A. D.** (2014). Rochelle Area Community Foundation Grant. Sponsored by the School of Family, Consumer, and Nutrition Sciences, Northern Illinois Food Bank and the Rochelle community. Awarded $1,000.


**Other Significant Contributions**


**Ozier, A. D.** (2015). Body Beloved Curriculum Advisory Committee member. Curriculum for the non-diet approach based on biblical and Health at Every Size principles [curriculum advisory committee member]. California State University, Chico, Chico, CA.

**Reflections**

**Ozier, A. D.** The original purpose of the sabbatical was to complete data analysis and report results of the Eating and Appraisal Due to Emotions and Stress (EADES) questionnaire. The research area focused on emotional eating and non-diet approaches and networking and collaborations were created during this sabbatical. As a result, an invitation was made to be a contributing editor for the Health at Every Size (HAES) curriculum, join the writing of a systematic review focused on non-diet approaches, and to join an advisory team for Body Beloved which is a faith-based body image intervention. Additionally, a thesis student was able to focus her research on anti-fat bias and the Health at Every Size paradigm.

During the sabbatical, an opportunity arose to serve as a research consultant for the Northern Illinois Food Bank (NIFB). Beyond publications, the joy of working with a non-profit organization that believes in the research process has been such a blessing. They support the idea of evidenced base practice – combining the worlds of academia and practice. Additionally, they believe in the use of students as facilitators of nutrition education and research. During this opportunity, NIFB started to financially support graduate assistants. It is rewarding to see students start ground up with needs assessments, then develop programs, implement them, and then evaluate the outcomes. They seem to capture the importance of theory meeting practice.
COLLEGE OF LAW

Publications

Journal Articles


Reflection

Cordes, M. My sabbatical was spent researching and writing two law review articles relating to religious rights under the First Amendment. My primary focus was examining the newly emerging right of autonomy for religious organizations as reflected in the Supreme Court’s decision in Hosanna-Tabor. Although that decision was very narrow in its scope, the sabbatical afforded me an opportunity to explore in-depth the concept of autonomy rights for religious groups, and how those rights might potentially intersect with the growth of anti-discrimination laws. My secondary focus was an article examining religious exercise as free speech, a topic I have written on before. The sabbatical allowed me to continue a natural progression of those earlier works. The result was the eventual publication of two substantial law review articles.

On a personal level, the sabbatical enriched me both as a scholar and as a teacher. The opportunity to explore a new area in-depth (in this case, the Free Exercise Clause) while continuing a progression of articles on another area (religion as speech), provided a sustained opportunity to think deeply – and differently – about two important dimensions of religious liberty. It also made me a better teacher, at least in the specific areas explored by the sabbatical. I have discovered over the course of my career that the discipline of research and writing forces me to understand, think about, and master material in a way that teaching alone does not. As a result, my teaching is almost always enriched. This sabbatical was no exception, with my teaching of the First Amendment, and especially the Free Exercise Clause, being benefited by engaging the topic more deeply during the sabbatical.
COLLEGE OF LIBERAL ARTS AND SCIENCES

Publications

Journal Articles


star-shaped and dendritic pegylated gold nanoparticle-carborane assemblies. Inorganic
Chemistry, 52(19), 11146-11155.

colorimetric detection of cysteine via anti-etching of silver nanoprisms. Nanoscale, 6(18), 10631-
10637.

Carborane-appended saccharides: Prime candidates for boron neutron capture therapy (bnct)
clinical trials. Biochemical and Biophysical Journal of Neutron Therapy & Cancer Treatments,

Reddy, V. P., Vadapalli, A., Sinn, E., & Hosmane, N. S. (2013). N-heterocyclic carbenes in

Doxorubicin transport to multidrug resistant breast cancer cells via TiO_2 nanocarriers. RSC
Advances, 3(43), 20855-20861. doi:10.1039/C3RA42863J

Snajdr, I., Janousek, Z., Takagaki, M., Cisarova, I., Hosmane, N. S., & Kotora, M. (2014). Alpha-
and beta-carboranyl-c-deoxyriboosides: Syntheses, structures and biological evaluation. European

doi:10.1002/cphc.201200710

amides catalyzed by recyclable Pd(0) nanoparticles supported on carbon nanotubes. Journal of
Organometallic Chemistry, 747, 184-188.


Zhu, Y., & Hosmane, N. S. (2013). Boron-enriched nanocomposites: Future perspective of boron-
based medicinal chemistry. Biochemical and Biophysical Journal of Neutron Therapy & Cancer
Treatments, I(1), 28-32.

applications for olefin polymerization: Current and future perspectives. Journal of


Zhu, Y., & Hosmane, N. S. (2015). Nanocatalysis: Recent advances and applications in boron
chemistry. Coordination Chemistry Reviews, 293-294(15), 357-367.


doi:10.1177/0146167212473158

doi:10.1007/s10896-015-9672

doi:10.1016/j.chiabu.2014.07.004

doi:10.1016/j.chiabu.2013.08.017

doi:10.1037/a0038456

doi:10.1016/j.chiabu.2013.05.003

doi:10.1037/h0099105

doi:10.1080/15298868.2013.863222

doi:10.1002/acp.3082

doi:10.1037/a0039118

doi:10.1027/1864-9335/a000218

doi:10.1016/j.jesp.2013.10.001


Books


Book Chapters


32


**Conference Proceedings**


Public Media


Ashley, W. S. (2015, April). Pictures and story associated with April 9, 2015 EF4 tornado in hundreds of news reports [print, online, TV] sources, including AP, The Weather Channel, etc.


Hosmane, N. S. (2014, April 14). Guest speaker on talk about fighting cancer. Lifelong Learning Institute, Northern Illinois University, DeKalb IL.


Reports


Presentations


Atkins, E. T. (2013, October). Let’s call this: A paradoxical platform for transnational Jazz studies. Keynote address at the 2nd Biennial Conference of the International Musicology Society-East Asian Regional Association: Musics in the Shifting Global Order, National Taiwan University, Taipei, Taiwan.


Cady, K. A. (2014, March). From drill sergeants to maternal negotiators and other issues in women’s leadership. Invited presentation at the University of Waterloo’s Practical Business Skills Honours course, Waterloo, Ontario, Canada.


Hannagan, R. J. (2014, October). I believe we are the fewer, the prouder: Military sexual assault and resilience from the perspective of female veterans. Paper presented at the Inter-University Seminar on Armed Forces and Society, Ottawa, Canada.

**Hannagan, R. J.** (2015, October-November). Any respect I had from anybody … was gone: When the United States military fails personnel who have been sexually assaulted. Paper presented at the Inter-University Seminar on Armed Forces and Society, Chicago, IL.


**Hannagan, R. J., & Bohm, T. L.** (2013, October). Navigating the evolving policies pertaining to military sexual assault. Midwest Political Science Association Conference, Chicago, IL.


Hosmane, N. S. (2014, March). In honor of Larry Sneddon receiving the F. Albert Cotton award. Symposium conducted at the 247th American Chemical Society National Meeting, Dallas, TX.


Le, T., Patel, H., & Hosmane, N. S. (2013, April). Dopamine derived drugs for the application of boron neutron capture therapy. Paper presented at the Undergraduate Research and Artistry Day, Northern Illinois University, DeKalb, IL.


Markowitz, F. E., & Engelman, D. J. (2015, February). Effects of symptoms, contact, and perceived dangerousness on social distance from persons with mental illnesses. Paper presented at the Center for the Study of Family Violence and Sexual Assault at Northern Illinois University, DeKalb, IL.


Sandberg, B. (2014, September). The enterprises and surprises that they would like to perform: Fear, urban identities, and siege culture during the French Wars of Religion. Paper presented at The World of the Siege, Duke University, Durham, NC.


Wagner, M. F., & Skowronski, J. J. (2013, May). Thinking about a past group inclusion experience or a past group exclusion experience affects memory task performance, but does not moderate misinformation effects. Paper presented at the 85th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.


Xiao, Z. L. (2014, April). Superconductors with Nanoscale Defects. Colloquium presentation at the Department of Physics, Purdue University, West Lafayette, IN.


Grants


Hosmane, N. S. (2012-2015). The conductive thermal control material systems for space applications. Sponsored by the National Aeronautics and Space Administration. Awarded $90,000.


Millis, K. (2013). Learning critical thinking from conversing with pedagogical agents. Sponsored by the National Science Foundation. $1,500,000. Not funded.


Awards and Honors

Bennardo, G. (2014, April). Recipient of the Presidential Research Professorship Award, Northern Illinois University, DeKalb, IL.


Hannagan, R. J. (2015-2016). Recipient of Senior Research Fellow for Leadership and Ethics: Lejeune Leadership Institute Marine Corps University, United States Marine Corps, Quantico, VA.


Hosmane, N. S. (2013-2015). Elected Foreign Member of the Russian Academy of Natural Sciences, Moscow, Russia.


Hosmane, N. S. (2014). Featured Speaker at the International Conference on Chemistry at the Cutting Edge at St. Xavier College, Mumbai, India.

Hosmane, N. S. (2015). Recipient of Distinguished Faculty Award from Northern Illinois University, DeKalb, IL.


Reyman, J. (2015, March). Recipient of David W. Raymond Grant for the Use of Technology in Teaching, Northern Illinois University, DeKalb, IL.


Skowronski, J. J. (2014, May). Designated as a Northern Illinois University Board of Trustees Professor, DeKalb, IL.

Outreach


Ashley, W. S. (2015, April). Assisted National Weather Service with damage survey of EF4 tornado that occurred on April 9, 2015, Fairdale, IL.


Birner, B. J. (2012, December). Why we don’t say what we mean. Presentation to Culture and Conversation (English as Second Language) group at Arlington Heights Public Library, Arlington Heights, IL.
Birner, B. J. (2014-present). Tutor for Hebrew study group at Our Saviour’s Lutheran Church, Arlington Heights, IL.

Birner, B. J., & Heeg, C. (2013, April-June). Miscommunication in our lives, our faith, and our Bible. Seven-week adult education course. Presentation at Our Saviour’s Lutheran Church, Arlington Heights, IL.

Birner, B. J., Lester, G. B., & Heeg, C. (2013, April-May). You don’t get me: Hearing the Bible as the Bible hears itself. Six-week adult education course. Presentation at Our Saviour’s Lutheran Church, Arlington Heights, IL.


Fehrenbach, H. (2012-2013). Member, Dissertation Committee in German History. University of South Carolina, Columbia, SC.


Fehrenbach, H. (2013-2015). Historical consulting work (unpaid) to History Channel 2 – for TV documentary planned on Nazi Germany.


Hannagan, R. J. (2013, April). What the invisible war teaches us about rape culture. Screening and Plenary Panel hosted by the Women’s Resource Center, the Center for Women, Politics and Policy, and Viking Vets. Portland State University, Portland, OR.


Hannagan, R. J. (2014, February). A conversation with leaders about military sexual assault. Marine Corps University/Command Staff Program, Quantico, VA.


Hannagan, R. J. (2014, October). Understanding military sexual assault: What have we been missing? Sponsored by the Veterans Resource Team, Department of Military Science, Department of Political Science, Department of Sociology, Department of Feminist Studies, Community Affairs Board, and Campus Advocacy Resources and Education and Women’s Center. University of California, Santa Barbara, Santa Barbara, CA.

Hosmane, N. S. (2012, April). Participated in the Assessment and Learning in Knowledge Spaces Chemistry Symposium, Savannah, GA.


Hosmane, N. S. (2014, November). Scientific advisory visit as high-end foreign expert for the State Administration of Foreign Experts Affairs, Ningbo, China.


Sandberg, B. (2013, March-April). Lectured on new digital humanities approaches to renaissance studies: Manuscript imaging and research outsourcing in the Florentine archives using the Bia Platform. Newberry Library, Chicago, IL; University of Michigan, Ann Arbor, MI; University of Wisconsin-Madison, Madison, WI; and Northern Illinois University, DeKalb, IL.

Sandberg, B. (2013, October). Chaired panel on early modern political gestures and commented on papers at the Sixteenth Century Society Conference, San Juan, Puerto Rico.


Sandberg, B. (2015, May). Lectured on Guerre et conflit dans le monde modern (1500-1700) at Hervé Drévillon’s graduate seminar. Université de Paris I (Panthéon-Sorbonne), Paris, France.


Valde, K. S. (2014, June). Conducted a 2.5 hours session on dealing with destructive workplace communication at the Sri Lanka Laugfs Higher Education Services—Northern Illinois University Executive Diploma on Leadership. International Training Office, Department of International Affairs, Northern Illinois University, DeKalb, IL.

Curricular Developments


Cady, K. A. (2013, Fall). COMS 410, Communication and Gender. Average of 30 students. I adopted a new discussion technique (peace circles) and direct democracy in course policy design. Course redesign.

Cady, K. A. (2014, Spring). COMS 252, Introduction to Communication Studies. Average of 85 students. The course was completely redesigned to show how significant communication contexts (e.g., interpersonal relationships or new media) are approached by researchers from the different major paradigms in Communication Studies (Humanistic/Critical, Qualitative/Interpretive, and Quantitative/Discovery) by reading primary scholarly research made available on Blackboard. Course redesign.

Cady, K. A. (2014, Spring). COMS 401, Criticism of Public Rhetoric. Average of 90 students. Adopted a new textbook and assignments to emphasize learning several different research methods and several basic research writing skills as well as how each can be applied in public and professional settings outside of the classroom. Course redesign.


Fehrenbach, H. (2015, Fall). HIST 112, Western Civilization. Average of 50 students. Course redesign to integrate analysis and discussion of photos and film from European missionaries,
socialists, communists, fascist groups, international organizations, and non-governmental organizations into the course. Course redesign.


Reyman, J. (2014, Fall). ENGL 426, Digital Writing. Average of 15 students. Taught as Topics in Writing course (ENGL 424), and then proposed as a course for the new English Writing major.

Reyman, J. (2014, Fall). ENGL 632, Writing for Electronic Media. Average of ten students. Revised curriculum for graduate course that had been taught only once in the previous five years. Course redesign.


Valde, K. S. (2013, Spring). COMS 609, Topics in Communication Theory: Organizational Communication Ethics. Average of seven students. The course was revised in order to incorporate dissent and employee voice, the moral mum effect, bullying, and sexual harassment. The revision also updated information on communication ethics and whistleblowing. Course redesign.

Valde, K. S. (2013, Fall). COMS 480, Communication and Conflict. Average of 25 students. The course was revised to incorporate more information addressing the intersection of destructive communication and conflict management. Course redesign.

Valde, K. S. (2013, Fall). COMS 609, Topics in Communication Theory: Destructive Workplace Communication. Average of seven students. This was a new course developed to focus on destructive workplace communication. Topics include: communication and emotional abuse, incivility, hostility, race and sex discrimination, technology and destructive communication, and responses to destructive communication. New course.

Valde, K. S. (2014, Spring). COMS 481, Communication Ethics in Organizations. Average of 25 students. The course was revised to incorporate more recent research in communication ethics. Course redesign.

Works of Art and Artistic Works

Performances


Other Significant Contributions


Bennardo, G. (2015, February). Cultural models of nature and causality [seminar]. Department of Time, Space, Imagery, Society, University of Verona, Verona, Italy.


**Fehrenbach, H.** (2015). Collaborative web-based project on international organizations and the history of development visions and practices, 1910s-1970s. Organized by K. Sandrine (Université de Genève) and D. Rodogno (Graduate Institute, Geneva) and sponsored by the Fonds National Suisse, and the Pierre Du Bois Foundation [website]. Geneva, Switzerland.


**Hosmane, N. S.** (2013). Chemistry Department [invited speaker]. Fudan University, Shanghai, China.

**Hosmane, N. S.** (2013). Chemistry Department [invited speaker]. Nanjing University, Nanjing, China.

**Hosmane, N. S.** (2013). Chemistry Department [invited speaker]. Nankai University, Tianjin, China.

**Hosmane, N. S.** (2013). Institute of Inorganic Chemistry [invited speaker]. University of Stuttgart, Max-Planck Institute, Stuttgart, Germany.


**Hosmane, N. S.** (2013). Tianjin University [invited speaker]. Tianjin, China.


**Hosmane, N. S.** (2014). 14th Conference of the Boron in the Americas [chairman and award presenter]. Newark, NJ.

**Hosmane, N. S.** (2014). 247th American Chemical Society National Meeting [invited speaker]. Dallas, TX.


Hosmane, N. S. (2015, February). Department of Biopharmaceutical Sciences [invited speaker]. University of Illinois at Chicago, College of Pharmacy, Rockford, IL.


Reyman, J. (2013). Community College Teaching Panel [organizer and moderator]. Department of English, Northern Illinois University, DeKalb, IL.


**Works in Progress**

**Ashley, W. S., & Strader, S. M.** *Recipe for disaster: How the dynamic ingredients of risk and exposure are changing the tornado disaster landscape.* Manuscript submitted for publication.


**Bennardo, G., de Munck, V., Kroger, K., LoSavio, J., Rangel, M., & Valasek, C.** *A methodological trajectory to investigate cultural models: Blending two approaches.* Manuscript submitted for publication.

**Birner, B. J.** *English inversions as constructional alloforms.* Manuscript submitted for publication.

**Birner, B. J.** *On constructions as a pragmatic category.* Manuscript submitted for publication.

**Cady, K. A.** *Feminism and finance: Reclaiming anti-capitalist feminist history.* Manuscript submitted for publication.


**Djata, S.** *Bamana or Segu empire.* Manuscript submitted for publication.

**Djata, S.** *Game, set, and separatism: The American tennis association, a tennis vanguard.* Manuscript submitted for publication.

**Djata, S.** *Kong, Ouattara or Wattara empire.* Manuscript submitted for publication.

**Djata, S.** *Mossi empire.* Manuscript submitted for publication.

**Djata, S.** *Wassoulou/Mandinka (Samori Ture) empire.* Manuscript submitted for publication.

**Hannagan, R. J.** *I believe we are the fewer, the prouder: Women’s agency in the creation of resilience after military sexual assault.* Manuscript submitted for publication.


Reddy, V. P., Sinn, E., & Hosmane, N. S. *Boron based fluoride anion receptors*. Manuscript submitted for publication.


Markowitz, F. E., & Engelman, D. J. *Effects of symptoms, contact, and perceived dangerousness on social distance from persons with mental illnesses*. Manuscript submitted for publication.


Millis, K. *My teacher is a computer? The pros and cons of computerized learning environments*. Blog submitted for publication.


**Reflections**

Ashley, W. S. The objective of my leave was to pivot the core of my research program from casualty based appraisals of weather hazards to the development of a methodological framework that may be utilized to assess the root causes of escalating geophysical disasters. I was interested specifically in evaluating the hypothesis that an increasing and spreading population is the primary driver in disaster escalation. Essentially this “expanding bull’s-eye effect” argues that targets of geophysical hazards—i.e., humans and their possessions—are enlarging as populations grow and spread, resulting in greater weather disaster frequency and magnitudes.

The methodology developed during the leave led to six manuscripts published in journals, with several additional manuscripts in preparation or submitted for peer review. A dissertation and several theses were spurred because of the framework established, with several undergraduate and graduate level projects in relation to the methods and datasets produced during the leave ongoing. Findings from the research have been integrated into public talks, such as the Department of Geography’s symposium following the 2015 Fairdale, IL tornado titled “Gone with the Wind: Providing Perspective on the April 9th Tornado” and a 2014 Northern Illinois University STEM Café titled “Chasing the Storm! Tornadoes in a Warming World.” A number of conference presentations, colloquia, and talks to the operational weather and emergency management communities have engaged the research ideas and outcomes from the leave. Though not funded, two proposals were developed and submitted to the National Science Foundation in relation to sabbatical efforts. The initial proposal was drafted and submitted during the sabbatical leave, with a second proposal
submitted in 2014; a third proposal is currently in preparation for submission to the Foundation. In summary, the sabbatical was very productive and will continue to bear fruit for years.

**Atkins, E. T.** My sabbatical leave in spring 2013 enabled me to begin primary research for my major project, a transnational study involving archival research in multiple locations, on religious cosmopolitanism and international humanitarianism in Japan and Korea in the early twentieth century. As a Visiting Scholar at the Japan Center for Michigan Universities in Hikone, Shiga Prefecture, where I lived January 7 to April 21, I made several trips to major libraries in the region to conduct research. These included the National Diet Library-Kansai Branch, the Kyōto and Shiga prefectural libraries, and the municipal libraries of Hikone, Ōtsu, and Tokyo. The first two days of February I was given access to the Japan National Bahá’í Archives in Tokyo, gathering primary materials from the Agnes Alexander Papers about the early history of the Bahá’ís in Japan and Korea from the 1910s through the 1930s. Fortunately, I had located additional materials (mostly press reports and other published materials) relating to that history in other collections, which I was able to contribute to the National Bahá’í Archives. I presented my preliminary findings at three invited lectures at Korean Studies centers at Stanford University, University of California, Berkeley, and the University of Washington.

In addition to my research, I was able to lay the groundwork for a study abroad class that I am currently teaching at Japan Center for Michigan Universities (May 12-22, 2015). I recruited ten students, four from NIU, and six from the Michigan consortium schools.

**Bennardo, G.** I close this brief report by thanking again the Northern Illinois University Board of Trustees for allowing me to be on sabbatical leave during fall 2012. As I have stated above, I was able to accomplish a number of academic goals including the writing of a book for Oxford University Press, managing a cross-cultural research project sponsored by National Science Foundation, and the completion of several articles and presentations at conferences. This high level of academic achievements resulted in a number of invitations to conduct seminars and present my work domestically and internationally. Most of the above activity could not have been possible without the extended attention one can dedicate to writing and research during a sabbatical period.

**Bennett, A. G.** My 2012-2013 sabbatical has contributed hugely to the achievement of my professional goals, particularly in the areas of scholarship, artistry, and teaching. The leave, together with the James M. Osborn Fellowship in English and History at Yale University's Beinecke Rare Book and Manuscript Library, enabled me to make significant progress on my scholarly edition of *The Collected Works of Jane Cavendish*, the final draft of which will be sent to Ashgate Press this fall. The book contains not only the first compilation of Cavendish's surviving works from five different libraries around the world, but also the first full biography of this remarkable poet, playwright, and historical figure: it is thus a significant project that could only be completed with the concerted time made available through Northern Illinois University's sabbatical program. Moreover, this detailed exploration of Cavendish's works and their contexts as shown by the manuscripts available at Yale allowed me to contribute two well-received international conference papers to the ongoing critical discussion of the Cavendish family and its extraordinary members. The time provided by my sabbatical leave also gave me the chance to work on several artistic projects, playing the Gravedigger in a film production of *Hamlet* and preparing for the very demanding central role of Dr. Vivian Bearing in the Pulitzer Prize-winning play *Wit*. That role then led to my subsequently being cast in the film *6 Angry Women*, which just had its world premiere at the Portland Film Festival in September 2015, and in the Aston Rep Theatre Company production of *Les Liaisons Dangereuses* in May and June of this year. In the worlds of theatre and film, good work begets more work—so the opportunities afforded by the sabbatical continue to enrich my ongoing artistic endeavors.
The time provided by the sabbatical period enabled me to travel twice to New York City to complete multiple workshops in “Shakespeare’s Heightened Language” with the world-renowned theatre and voice teacher Patsy Rodenburg, OBE (currently Head of Voice at the Guildhall School of Music and Drama in London, she is also affiliated with the Royal Shakespeare Company, has worked with many of the major theatre companies worldwide, and has written multiple books on both voice in the theatre and Shakespeare performance in particular). Rodenburg’s intensive, practical workshops are in huge global demand (people literally fly in from the other side of the world to attend them), and for good reason: participants learn an incredible amount in a remarkably concentrated period of time. As a result, I have brought as much of that experience as I can with me into the classroom since my sabbatical, designing new courses and redesigning those I had previously taught, with notable results at both undergraduate and graduate levels. I am utterly convinced of the necessity for a regular program of sabbatical leaves for all faculty: producing major scholarship and artistic contributions and shaping courses anew is only possible with a significant period of time to invest in concentrated effort and the opportunity to step back from the usual routine of the semester to see what might be improved.

**Birner, B. J.** My sabbatical was enormously helpful in the attainment of my personal and professional goals. Professionally, it enabled me to spend a term as a Visiting Scholar in the Linguistics Department at Stanford University, where I not only attended a wide range of talks and connected with students and colleagues in the department, but also met with many friends and colleagues to discuss my latest research project, a new theory of linguistic constructions and a reinterpretation of my dissertation results. I gave talks both at Stanford and at several other universities and conferences, where the audience feedback on this project was crucial to its development. The resulting paper is now under review by *Language*, the field’s flagship journal. Also during this time, I completed work on my now-published book *Introduction to Pragmatics*, and I was appointed and began work as the Series Editor for the Linguistic Society of America’s newest book series, *Routledge Guides to Linguistics*. We currently have three volumes contracted and being written, and expect to produce seven more in the series. I was also able to spend part of my sabbatical time preparing significant changes to two courses that I regularly teach.

Due to the freedom granted me by the sabbatical time, I was also able to extend the reach of my work to audiences beyond the usual scholarly venues. I gave the 2013 keynote speech at the annual workshop of Naperville Central High School’s Linguistics Club, which enjoyed it so much that they brought me back for another keynote speech the following year. I also gave the keynote address to an annual meeting of the financial officers of Curran Group, Inc.’s subsidiaries, where I spoke on the use of persuasive language in writing capital requests; and I was an invited speaker for a group of ESL (English as a Second Language) students at the Arlington Heights Public Library. I was interviewed for an online grammar site, and I was invited to be the featured member in the Linguistic Society of America’s “Member Spotlight” for November 2013.

In short, this sabbatical leave was not only a tremendous asset to my research program, but also enabled me to engage much more extensively with the community through presentations for church, school, library, and corporate audiences, as well as to improve my teaching at Northern Illinois University. I am deeply grateful for Northern Illinois University’s sabbatical support.

**Bowman, D. C.** During my spring 2013 sabbatical leave, I participated in a number of intensive research activities. I collaborated with two colleagues, one from Northern Illinois University, and another from the University of Illinois, Urbana-Champaign (UIUC). During my visit to UIUC I consulted with colleagues and also gave a talk about my research. My sabbatical also provided me with the time to complete and submit two papers, one as sole author, and another coauthored with a Northern Illinois University colleague. Both these papers appeared in 2014. However my biggest
efforts were devoted to a new research project: harmonic continued fractions. Because of the originality of the idea and lack of precedent research, this subject had to be built from the ground up. The opportunity of the sabbatical provided me with the time and lack of distraction required for this undertaking.

The harmonic continued fraction is a new method for representing a real number as an infinite sequence. It is similar to the well-known algorithms of decimal representation and the regular continued fraction algorithm. Both of these representation systems have enormous importance. Decimal is, of course, globally used for encoding real numbers, while continued fractions play a fundamental theoretical role in understanding the nature of rational approximation, as well as a practical role in finding best approximations. The typical behavior of the digits of random numbers encoded in these systems is well-known, but the digits of particular numbers is often mysterious. For example, the statistics of the digits of the number $\pi/2$ is unproved for both systems! One of the first things I proved on my sabbatical is that the harmonic continued fraction of the number $\pi/2$ has a simple predictable pattern. I believe this is the first time that this has been achieved. More than that, I was able to show that its digits in this system are statistically unusual, different from a typical random number. Since my sabbatical, I have been working on characterizing the harmonic continued fraction digital patterns that occur for random numbers. This will show more precisely how the number $\pi/2$ is unusual in its ability to be approximated by rational numbers arising from a simple algorithm. This research is ongoing. My sabbatical gave me the time to lay the foundations for this project and the momentum is carrying me forward to this day.

Cady, K. A. I was immensely appreciative of the strides that my academic year 2012-2013 sabbatical leave allowed me to make in both my research and teaching. Sabbatical offered me the time to begin archival research for several projects about popular media depictions of women’s role in the United States labor force that will continue to progress my research program toward my promotion to full professor. Because of the sabbatical, I was able to complete two research articles in new areas, deliver several professional research presentations, begin work on still in-progress research projects (two articles and a book), and revise courses I regularly teach.

The sabbatical allowed me time for reflection and the ability to think through some new directions in my research. I learned more about some research methods new to me or new to the Communication field. For example, I learned how to do and refine a cross-disciplinary method called critical discourse analysis that is newly coming to be a method used to connect people from different research paradigms in the Communication field. I co-authored a soon-to-be-published article that used this cross-field methodological focus.

My students also have subsequently reaped the benefits of my sabbatical leave. Each class that I regularly teach was significantly restructured to be more student-centered. I had time to update materials with new research and appropriate focus for people writing in and grappling with new media in its myriad forms. Because of this sabbatical, I am a better researcher with new methodological knowledge and a better teacher.

Campbell, C. M. The overall objective of my research agenda is to examine unemployment and wage dynamics, particularly the role of wage rigidity (the failure of wages to adjust during recessions to the level that would equate labor supply and labor demand) in explaining unemployment. It is important to understand wage-unemployment dynamics since a better knowledge of this issue will enable policymakers to respond to adverse shocks in a way that will help mitigate the rise in unemployment. During my sabbatical, I worked on several papers related to this line of research, with the majority of my time spent on two projects. First, a key assumption in several of my papers is that individuals have imperfect information about average wages at other firms and look partly at past
average wages to predict current average wages. As a result, their expectations are a mixture of what economists call rational and adaptive expectations. I completed a paper that provides theoretical justification for this assumption based on the optimal behavior of individuals, who balance the costs and benefits of acquiring information, and I submitted this paper for publication at Economic Modelling. This paper was eventually accepted and was published in October 2014. The publication of this paper means that researchers can reference it to justify the assumption of partly adaptive expectations, an assumption that may help explain wage-unemployment dynamics.

A second paper involves the relationship between inflation and unemployment, which economists have named the “Phillips curve.” While there is much empirical evidence for the Phillips curve, it has proved difficult to provide theoretical justification for this relationship. My paper develops a model of the labor market in which expectations about future average wages are partly adaptive, as predicted by the previously discussed paper. It is demonstrated that optimal behavior by households and firms produce both a Phillips curve (which slopes downward) and the upward-sloping counterpart to the Phillips curve (called the “Dynamic Labor Demand curve”). The interaction between the Phillips curve and the Dynamic Labor Demand curve shows the adjustment of unemployment and wage inflation in response to shocks to the money supply, spending, and technology. Simulations of a contractionary shock show that the model’s predictions about 1) the time it takes for unemployment to reach its maximum value, and 2) the time it takes for unemployment to come back down to its normal level, are both consistent with what is observed in typical United States post-WWII recessions. I presented this paper at the Royal Economic Society Annual Conference in Manchester, United Kingdom in 2014. Following my sabbatical I tested the model with United States data and found that all of the model’s predictions are supported, including specific predictions about the magnitudes of several of the coefficients. This model can be used by policymakers to help predict future unemployment and inflation, enabling them to take appropriate measures in response to this information.

Djata, S. During the period of the sabbatical, my main objective was to translate archival notes for a project on Samori Ture, who fought against the French, during the colonial conquest wars. I completed 141 pages of notes. In addition, I collected as many published sources on French colonial experiences as possible, including those written in English and French, primary and secondary sources. Finally, I searched through a series of interviews, whether transcribed or published, to see what information existed about Samori Ture. I am hoping to use these notes for a biography on the political and military leader, which makes the sabbatical period important for the completion of this project. Meanwhile, I submitted an article to the Encyclopedia of Empire on this subject.

In addition to that work, I researched black-owned newspapers and other sources in order to produce a book chapter. The sabbatical allowed travel and research to complete this project.

Einboden, J. M. My 2012-2013 sabbatical leave allowed me to complete, advance, and begin, my work on three distinct book projects. In the first months of my sabbatical, I completed my writing of Nineteenth-Century U.S. Literature in Middle Eastern Languages, a book which I saw through multiple stages of proofing and production during the winter, leading to its appearance from Edinburgh University Press in the spring of 2013. Simultaneously, during the final months of 2012, and the spring and summer of 2013, I advanced my writing of Islam and Romanticism: Muslim Currents from Goethe to Emerson, a monograph which ultimately appeared the following year, published by Oneworld in 2014. In the spring of 2013, I also authored a lengthy proposal for a new book, including a synopsis and a sample chapter, submitting these materials for review at Oxford University Press. This proposal was ultimately successful, granted a contract from Oxford UP in the autumn of 2013; in March of 2015, I completed my writing of this book – entitled The Islamic
Lineage of Literary America – and am currently preparing the final manuscript for copy-editing and production.

While my sabbatical was occupied primarily with monograph authorship, I also devoted significant attention to applying for grants, both internal and external, successfully securing not only an NIU Summer Research and Artistry Award, and a Boston Athenaeum Fellowship, but also a Fellowship from the National Endowment for the Humanities (NEH). Submitting my NEH application during the spring of 2013, I received notification in the autumn of its success, allowing for a full year’s research leave during 2014, supporting the writing of my recently-completed book for Oxford University Press. Finally, my 2012-2013 sabbatical leave also allowed me to pursue a variety of smaller writing projects, including the completion of two essays, namely “Minding the Koran’ in Civil War America: Islamic Revelation, U.S. Reflections” (submitted to the Journal of Qur’anic Studies in February 2013, and appearing in the journal in 2014), and “The Western Literary Tradition and the Qur’an: An Overview” (a chapter contracted for inclusion in the Oxford Handbook of Qur’anic Studies; completed and submitted initially in May 2013, my chapter is now awaiting production). The variety and quantity of such scholarship was made possible by the invaluable time provided by my 2012-2013 sabbatical, supporting a period of unique productivity essential to the trajectory of my research career.

Eubanks, P. My sabbatical ran a full calendar year, January 2013 to January 2014. I proposed to do a wide-ranging study of what I called “the argumentative situation” in the United States today. In the course of my research, I came to think that the project would be more credible and might find a larger audience if it were to focus on a single public debate. For that reason, I focused my research and writing on the public debate surrounding climate change (a.k.a. global warming). The result was a single-authored book (a monograph) as follows.


I have done two presentations based on the book so far, one at a Department of English brown bag, another in Arlington Heights, Illinois, for Lutheran study group focused on climate change.

Fehrenbach, H. My sabbatical leave during spring semester 2013 came at a crucial time. It directly followed a workshop on humanitarian photography, held in December 2012 at the Graduate Institute of International and Development Studies in Geneva, Switzerland, that I co-organized with Prof. Davide Rodogno with the help of a Northern Illinois University Research and Artistry Opportunity Grant. The workshop was a success and we resolved to move ahead by editing a volume on the topic – the historical uses of photography for purposes of humanitarian advocacy. Since this topic had as yet attracted little scholarly attention, we considered ourselves pioneers and wanted to move with dispatch. The well-timed sabbatical allowed me to assume the role as primary editor: I drafted a book proposal and ultimately negotiated terms with our publisher, Cambridge University Press. I read and provided extensive comments on workshop papers, with an eye to turning them into publishable essays that would cohere in the volume. I began drafting both the substantive introduction to our volume and my own chapter in it. Ultimately, the sabbatical allowed us to move ahead quickly with the volume, which was published by Cambridge UP in February 2015.

During my sabbatical, I also continued research on my own single-authored book project, The Humanitarian Eye, a transatlantic study of the history of child-centered humanitarian imagery since the late 19th century. I did preliminary research at the archive of the Museum of Modern Art and re-wrote and submitted a successful fellowship application for the project to the National Endowment for the Humanities, which was funded for AY 2014-2015. Since then, I have done archival research at
the British Library in London, the Staatsbibliothek in Berlin, and the Mission Research Library Archives at Columbia University in New York City, and have drafted about a third of the book manuscript.

The sabbatical was instrumental in allowing me to credential myself as a scholar in the budding area of the history of humanitarianism and its visual history. Over the past couple of years, I have received invitations to speak at the University of Chicago, the University of London, and as keynote speaker, at a small conference sponsored by the University of Maryland and the German Historical Institute in Washington, D.C. Although I began my scholarly life as a historian of Europe (Germany), my transatlantic scholarship has also resulted in invitations to comment on panels at the conference of the leading association for historians of the United States, the Organization of American Historians (in 2014 and 2016). Finally, my turn to the visual history of humanitarianism has also enriched my teaching and has led to substantial changes in my course on the History of Human Rights.

Gillett, C. My sabbatical was focused on moving into a new long term research project focused on the implications of the so-called ‘Neuroscience Revolution’ for our understanding of our deeper kind and hence human nature itself. My focus was on what I now term the “Foundational Question” of human nature – that is, are we immaterial souls, Homo Sapiens animals, minds or perhaps brains? During the sabbatical I read through the relevant materials in existing debates in philosophy and began to work my way into neuroscientific findings and debates. I concluded that there was an unexplored set of issues and that my new positive account of our nature as brains (the ‘Brainhood’ view) was indeed a viable view – perhaps even the best view.

During the sabbatical year, I therefore wrote various initial pieces, and gave various presentations, pressing my basic points and I also applied for a Research Fellowship at the Institute for Advanced Study at the University of Notre Dame to work on the project further. I was awarded a Distinguished Research Fellowship at NDIAS for the fall 2013 semester. I continue to publish and present on the new project. And I am now presently working on further articles and a monograph setting out my new arguments and ‘Brainhood’ position. I am also in the planning stages of a large collaborative grant application on the topic area surrounding Brainhood with colleagues from the University of Colorado, Rutgers University-Newark and the Western Ontario University.

Hannagan, R. J. My sabbatical experience allowed me to pursue a new research area with both the time and energy needed to dedicate to examining an entire research literature previously unknown to me, as well as collect original data. The personal and professional goal to produce a book manuscript will follow from this sabbatical. In addition to the outreach, report, invited talks, course development and student mentoring, media appearances, and conference presentations, I am producing journal articles and a full book length manuscript as a result of the time and effort I spent on my sabbatical reading, speaking with subject matter experts, and collecting data in the form of in-depth interviews with individuals who experienced sexual assault while serving in the military. I am profoundly changed as a person, and an academic, as a result of doing this work.

Hosmane, N. S. It has been a very productive Visiting Professorship for Senior International Scientists for me at the Ningo Institute of Materials Technology and Engineering of the Chinese Academy of Sciences with Professor Aiguo Wu and his research group working on the collaborative projects aiming to improve the tumor targeting, therapeutic index and imaging utility of boron neutron capture therapy (BNCT) drugs via synthesis of novel nano-materials, and testing their utility in a mouse model of a variety of cancers. As a result of this work, a proof-of-concept was established with three peer-reviewed publications in International Scientific Journals along with a chapter in a book.
Despite the success in these collaborative projects, there is a need to conduct animal studies and, perhaps depending on their outcome, clinical trials using human subjects in order to complete the projects. Therefore, I am still involved as a Chinese Academy of Science International Senior Visiting Professor at the Ningbo Institute of Materials Technology & Engineering with the same research group along with other international collaborators in Japan, including Dr. Masao Takagaki, MD, PhD, Neurosurgeon at Kyoto University Research Reactor Institute and Dr. Igor Sivaev of the Institute of Organo-Element Compounds of the Russian Academy of Sciences. The continuation of the project should provide important investigative and developmental advances in BNCT as they are vital for the improvement of cancer therapy in patients. Since the project is collaborative in nature, the students at all institutions will benefit in terms of education at the cutting edge of research. Nonetheless, the ultimate success will enhance the reputation of Northern Illinois University and the Chinese Academy of Sciences and their programs of sabbatical research leave and Visiting Professorship for senior international scientists, respectively.

The general chemistry textbook writing has been completed and the book is in print as of fall of 2015 (http://www.bookwire.com/book/General-Chemistry-9781621315759). At the present time, I am actively involved in writing another textbook on “Advanced Inorganic Chemistry” to be published by Elsevier Publications and it is anticipated that the book will be published in 2017.

Markowitz, F. E. My sabbatical leave was requested primarily to examine police response to domestic violence situations involving veterans with signs of psychiatric disorder, an important issue in light of the substantial number of military personnel returning from Iraq and Afghanistan experiencing serious problems in readjustment. This represented a new direction in my research agenda, building on my previous work on stigma and mental illness. The sabbatical leave was leveraged with grant funding by the National Institute of Mental Health Consortium on Stigma and Empowerment-Center for Adherence and Self-Determination (CASD). The sabbatical allowed me to meet regularly with fellow researchers from University of Illinois at Chicago, Illinois Institute of Technology, Northwestern University, Rutgers University, Yale University, New York University, and Dartmouth College, under our shared CASD affiliation who helped in the project development. The results of the study, advancing the research literatures on police discretion of domestic violence, attributions regarding mental illness, and problems of reintegration among military veterans, were published in Criminology, the top journal in the field, and highlight the countervailing forces that police officers face when responding to veterans in crisis situations--recognition of the causes of troublesome behavior on one hand, and the need to enforce the law and ensure public safety on the other. The study was featured in an ‘NIU Newsroom’ article (http://newsroom.niu.edu/2015/05/20/how-police-view-mental-illness-military-veteran-status/).

The sabbatical also allowed me to embark on another program of research, the study of college students’ attitudes towards fellow students with mental illnesses, a key issue in reducing stigma and helping foster achievement of life goals of the substantial proportion of college students dealing with mental health issues. By involving graduate students in the research process, the sabbatical helped contribute to their training and professional development. Pilot and final study outcomes were presented at the Northern Illinois University Center for the Study of Family Violence and Sexual Assault and research conferences. The sabbatical helped move a number of papers forward towards my promotion to full professor. In sum, the sabbatical was a productive semester that resulted in influential scholarly products, student training opportunities, helping to enhance the reputation of our department and NIU.

Matuszewich, L. The sabbatical leave that I was granted in the spring of 2013 allowed me to develop new laboratory techniques to investigate alterations in the brain following exposure to stress and stimulants. The leave allowed me to 1) refine my research approach and measure dopamine in
multiple brain regions; and 2) establish a novel technique for my laboratory that provided an innovative understanding of the long-term effects of stimulants, when given early in development. Collectively, these activities enhanced my expertise in the field through sophisticated laboratory approaches, allowed novel training for three graduate students, and provided additional engagement opportunities for undergraduate students in my laboratory. Through these approaches, three master’s thesis were/are being conducted that will lead to two additional publications not listed on the current report and one dissertation.

A portion of the sabbatical leave also provided time to write an R15 grant to National Institutes of Health (NIH). When I met with an NIH program officer last year at a professional conference, who had reviewed my completed written proposal, she suggested a modification in the direction to the application. I have worked on the revised R15 application since that time and another data set was completed, which was a direct extension of the sabbatical leave. In addition to establishing the new technique for my laboratory, during my sabbatical leave I re-organized shared workspace in the psychology department. The workspace to conduct these laboratory techniques is now available to multiple researchers in the psychology department and the workspace can also be used to teach small graduate courses or undergraduate students committed to research (i.e., Research Rookies, Summer Research Opportunities Program). I expect that the benefits from my leave will continue to be realized in my own research program for the next 5-10 years.

Millis, K. The sabbatical allowed me the time necessary to write a National Science Foundation grant. The grant was a little bit out of my normal research interests. It proposed a serious game for teaching critical thinking. Therefore, I needed the time to do a lot of reading on the topic. Although the grant was not funded (due, in part, to the sequestration I believe), I learned a lot from reading and from writing the grant. I was able to use the information I learned to teach a graduate course on multi-media learning, and to reorganize an undergraduate course on Research Methods. I am also using that information in creating two online courses (PSYC 305 and 428).

Pillow, B. H. During my sabbatical leave (Spring 2012-2013), I worked on three projects: 1) a study investigating elementary school children’s and adults’ recognition of the distinction between controlled and automatic cognitive processes, 2) a study of preschool children’s use of gender, appearance, and stereotypes when reasoning about other people, and 3) planning a new program of research concerning children’s explanations of the behavior of peers and parents. The outcomes for each of these projects are described below.

The first project was an investigation of children’s and adults’ recognition of the distinction between controlled and automatic cognitive processes. This study was part of a larger program of research in which I have investigated the development of children’s understanding of distinctions among cognitive processes. During the sabbatical, I analyzed data and wrote two papers reporting the results of this study. This work yielded two publications: a journal article (Pillow & Pearson, 2015) and a chapter in an edited volume (Pillow, 2015). The second project was an investigation of preschool children’s social inferences. A sequence of two experiments examined young children’s use of gender, appearance, and stereotypes when making judgments about another persons’ biological and behavioral characteristics. This study constituted the beginning of a new area of research for me. During the sabbatical period I analyzed data, prepared a conference presentation, and wrote a journal article. The results were presented at the meeting of Society for Research in Child Development in April 2013, and also have been published in a journal article (Pillow, Pearson, & Allen, 2015). Working on this project during the sabbatical also enabled me to plan additional studies on this topic. Currently, I am collecting data for new study which builds on the published results of my sabbatical work.
For the third sabbatical project, I worked on planning a new five-year program of research. The planned studies investigate children’s explanations of another person’s actions during a social interaction. During the sabbatical, I read the relevant literature, conceptualized a program of research, and designed a set of studies that I am currently working on. An initial study examining children’s explanations of another child’s behavior during a peer interaction is currently in progress. One experiment was completed during the fall of 2014 and spring of 2015, and data is being collected for a second experiment. Additional experiments will examine how children explain various types of parental behavior. Initial studies will focus on children’s explanations of disciplinary practices, and later studies will expand to other aspects of parenting.

Reyman, J. This sabbatical was instrumental to the achievement of my professional goals and growth. My research is focused on digital rhetoric, an area of scholarly inquiry that must respond to the change and evolution that comes with continuing development in technologies and new contexts for online communication and persuasion. The sabbatical allowed me to pursue a related but new research trajectory, building on my study of the authorship online and the digital copyright debate. I was able to pursue study of the new environments of social media and the complicated law and ethics that surround authorship and communication in those spaces. This research has resulted in two articles in peer-reviewed journals, two book chapters, presentations at national conferences, and a grant proposal. This research also provided the foundation for a book proposal that is soon to be sent out for review. Second, in addition to helping to develop my research program, I spent the months following my sabbatical reviewing and revising the curriculum for two classes. This curriculum work led to a new version of the graduate-level course, revitalizing a class (ENGL 632) that had not been taught in five years. It also led to the development of a new undergraduate course (ENGL 426) that I have since proposed to fulfill requirements in the new writing track of the English major. A third and unexpected outcome of my sabbatical is the mentoring and career advising that I pursued upon my return to campus. My time away from teaching during the sabbatical allowed me to reflect on the role of mentoring in student success and to determine how I might better support students as they move from college to the workforce. As a result, I have in recent years been serving as the Department of English Job Placement Advisor, a role that requires individual advising with job-seekers in addition to hosting professionalization activities and delivering presentations on career-related topics.

Since my sabbatical, I have earned awards in the areas of research, teaching, and mentoring. I thank Northern Illinois University for giving me the time needed to reflect on the progress of my research program and teaching activities and to focus on and develop the most promising directions.

Sandberg, B. A fall 2012 sabbatical from Northern Illinois University allowed me to spend a full semester in France conducting archival research in Paris and other cities. I consulted manuscript and rare book sources at the Bibliothèque Nationale de France, the Archives Nationales, and other archives for my monographic project on *A Virile Courage: Gender and Violence in the French Wars of Religion, 1562-1629*. I was able to advance my research significantly on this book project, as well as several related article and chapter projects. My research stay in France also allowed me to participate in conferences and seminars in Paris, Caen, and Marseille.

I applied for a number of grants, intending to find a grant or fellowship to pair up with my Northern Illinois University sabbatical and allow me to take a research leave for a full academic year. I applied for research grants and fellowships from the Fulbright, Institut d’Études Avancées (IEA) de Paris, IMéRA, and other grant-making organizations. Unfortunately, none of these awards was funded for 2012-2013. However, I was runner up for a Fulbright Research Award in France, which encouraged me to re-apply the following year for this grant and for a résidence at the IEA de Paris. I was excited to receive both a Fulbright for the spring 2013 semester and a résidence at the IEA de Paris for 2014-
2015. My sabbatical research helped strengthen my proposal and attain these two subsequent research grants.

The research support provided by my Northern Illinois University sabbatical, Fulbright Award, and IEA de Paris résidence have allowed me to advance my research agenda and publish a number of works over the past three years.

Skowronski, J. J. In my request for a sabbatical, I wrote: “The bottom line is that events have conspired to produce a large backlog of empirical results that need to be published. My intent is to use some of my sabbatical time to do so.” As you can see in my sabbatical outcomes list, the outcome of my sabbatical can be succinctly summarized: “mission accomplished.” For many reasons, this is a crucially positive outcome. Scholars like me live for our scholarship, and publication of that scholarship is a vital professional goal. However, the problem is that I am an empirical scientist, and my students and I can collect and process data at a rate that exceeds our ability to turn the data into publications and grant proposals. My sabbatical allowed me the time to turn some of those research projects into published papers and completed grant proposals. Without the sabbatical time, many of the papers that I worked during the sabbatical on may not have reached the publication stage. Getting these products published reduced my stress level and helped my graduate students get jobs.

More importantly, though, I cannot emphasize enough that these products are absolutely necessary to my success as an academic. They certainly are critical to maintaining visibility in one's field. Grants and publications are the primary currency of research-focused academics. They are, by far, the primary means by which our colleagues evaluate us. The products that were turned out during the sabbatical period have already paid many professional dividends, yielding invitations to contribute to edited volumes, to speak at conferences and universities, and to continue to be on editorial boards of major psychology journals. Indeed, it was, in part, because of my sabbatical that I recently received the Board of Trustees award.

Valde, K. S. My sabbatical gave me an opportunity to read deeply in the areas of communication ethics and destructive communication in corporate and educational organizations. Reading in these areas was crucial to both my research and my teaching. In terms of my research, the time I was able to dedicate to developing a deeper understanding of communication ethics, confrontation, and destructive communication resulted in two published articles, one book chapter, and one conference paper. This scholarship has furthered my work in communication ethics and in problematic interactions. My published research scope has also been broadened to include a focus on problematic interactions in academic organizations.

My teaching has also benefitted from the reading and research that occurred during my sabbatical. Three courses were revised and one new course was developed. I was able to update an undergraduate and a graduate course to reflect more current issues related to communication ethics in organizations. I revised my undergraduate conflict course to better address the intersection of destructive communication and conflict management. I also developed a new graduate course on destructive communication in the workplace. This course has enabled graduate students to focus on the characteristics, potential causes, and individual and organizational responses to destructive communication. In addition to allowing me to revise courses and develop a new course, my research on academic misconduct (co-authored with M.L.M. Henningsen and J. Denbow) has influenced my teaching.

As a result of my sabbatical, I have a deeper understanding of communication ethics and destructive communication in corporate and educational settings. As a result, I am better able to critically assess reports of destructive behaviors (e.g., bullying) or unethical communication in organizations. This has
been valuable to me for understanding issues in schools and workplaces in my local community and in the United States.

Summarily, the reading and research that I was able to do during my sabbatical was beneficial to the development of my scholarship and my teaching. I am grateful for having had the opportunity to take the sabbatical.

**Xiao, Z. L.** This sabbatical leave in spring 2013 enabled me to establish a new research direction: superconductivity and magnetism in layered materials.

Many materials such as graphite consist of layers glued together by weak Van der Waals force. Thus, new metamaterials can be fabricated from layered materials by simply cleaving. The famous example is graphene, which is a flat monolayer of carbon atoms tightly packed into a two-dimensional honeycomb lattice, can be made out of graphite. Graphene is a candidate to replace silicon in a fresh era of microchip electronics and scientists started a 'gold rush' on flat single and few-layer graphenes. The importance of the graphene research is highlighted by the Nobel Prize in Physics in 2010.

During the sabbatical leave I learned how to fabricate graphene from graphite and expanded my knowledge on layered materials. We have started a new program to investigate the properties of layered materials from bulk from monolayer. We believe that novel properties will be uncovered and new applications will be demonstrated. For example, layered materials have been considered to be two-dimensional electronically. That is, the charge carriers (electrons) flow in the layers while it would be difficult for them to travel cross the layers. Recently we discovered that a layered material such as tungsten ditelluride (WTe2) can be three-dimensional. This surprising finding was selected for a Viewpoint in the news and commentary journal *Physics of the American Physical Society*. We are currently working on converting monolayer or few layer graphenes into superconductors. I will submit research proposals on layered materials to both National Science Foundation and the United States Department of Energy in coming months.
COLLEGE OF VISUAL AND PERFORMING ARTS

Publications

Journal Articles


Book


Book Chapters


Sheet Music

Music Recording


Presentations


**Staikidis, K.** (2012, May). Asserting female ways of connected knowing: A collaborative painting with Paula Nchie Cúmez. Presentation at the 8th International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, Urbana, IL.


**Staikidis, K.** (2014, May). Arts-based research: A videotaped painting lesson with Maya painter Pedro Rafael González Chavajay. Video presentation at the 10th International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, Urbana, IL.


**Staikidis, K.** (2015, March). A painted condolence ritual with Maya painter Pedro Rafael González Chavajay. Video presentation at the National Art Education Convention, New Orleans, LA.

**Staikidis, K.** (2015, May). Artists now! Invited presentation at University of Wisconsin-Milwaukee, Milwaukee, WI.
Staikidis, K. (2015, May). Transforming our practices: Indigenous art, pedagogies, and philosophies. Presentation at the 11th International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, Urbana, IL.


Staikidis, K., Ballengee-Morris, C., & Tavin, K. (2013, March). Standing up, for a change: Voices of art educators. Presentation at the National Art Education Convention, Fort Worth, TX.


**Awards and Honors**


**Works of Art and Artistic Works**

*Performances*


*Exhibits*


Other Significant Contributions


Staikidis, K. (2012). Eighth annual graduate research in art education conference, Ohio State University [respondent]. Columbus, OH.

Work in Progress


Reflections

Bough, T. I am deeply grateful to Northern Illinois University for granting me a sabbatical in the spring semester of 2013. During that time, I composed a large, complex piece of music for solo French Horn and Wind Band. Specifically, “Concerto for Horn and Wind Band” is divided into three movements spanning 14:00 minutes in duration, and is published by Cimarron Music Press, an exclusive music publisher from the East Coast. I have created two other original works of similar length and difficulty, but each of these took 15 – 18 months to create, due to the challenge of finding time to compose while fulfilling my normal teaching obligations. Thanks to the time provided by the sabbatical, I was able to create “Concerto for Horn” in roughly five months, i.e., less than one-third of the time required to create my other large compositions.

A year after the composition was published, my students and I recorded this work for the CD entitled “Concertos for Brass: The Music of Thomas Bough” published by the Summit Record label. I performed as the conductor for this recording, joined by Prof. Larry Williams of the Peabody Institute who performed as soloist. The students and I were challenged and inspired by the recording process and by the virtuosity of Prof. Williams. The CD was recommended for a Grammy Award by Summit Records, which is a wonderful testament to the quality of the recording and the artistic content therein. In 2015, I conducted the band at Texas Wesleyan in a performance of “Concerto for Horn” in Fort Worth, Texas. I look forward to future performance and conducting opportunities in the future.

Kuo, Y. The sabbatical leave gave me an uninterrupted block of time to study and research the traditional Chinese Yixing ceramics technique and its application. It also provided me time to experiment and to create artwork in my studio as an artist.

In the past, I have always used glazes in my work. However, I started to develop a surface decoration technique by using colored clay slip, which is inspired by the Yixing technique. In practice, I apply
several layers of different color slip on the surface of my work and then scrape away accordingly part of the slip with different depths. Through the process, I can create a surface of abstract images showing a richness of colors and visual depth. The outcome of this development has broadened the scope of my art and opened a new avenue for my work.

The sabbatical leave has also had a profound and positive effect on me as an art educator. The knowledge I gained from the sabbatical research has enriched my teaching and become an integral part of my curriculum at Northern Illinois University.

Staikidis, K. This sabbatical project was a culmination of ten years of study with two Maya painters in their art studios in Guatemala. Much of the data previously collected was in written form, videotaped interviews, and collaboratively painted artworks, and up until the sabbatical time, the research had not been gathered, translated, and finally reviewed in Spanish by the Maya co-authors. During the sabbatical period, I edited, rewrote, and had all chapters translated from English to Spanish, a very laborious process, in order that I could live up to my intention, which was to co-construct a pedagogical narrative with Maya mentors that was multi-perspectival, not a qualitative study constructed only from my point of view. I compiled, collected data, and wrote daily, organizing the book into 15 chapters. The trip to Guatemala proved highly effective in that Maya artists reviewed all material and gave feedback which was used to re-edit any meanings that were misconstrued in my original account of their work and lives. As the sabbatical proposal stated, this book is unique, a collaborative ethnography and case study that describes a holistic approach to teaching art, emerging from two Guatemalan Maya mentoring models in painting pedagogy that will pioneer an understanding of Indigenous artistic and pedagogical processes. The most wonderful and beneficial results of the sabbatical are that my unique book is now in contract with Sense Publishers, a very prestigious international publishing house located in Rotterdam, Netherlands. The single-authored book manuscript will be submitted by December 2016 and would not have been possible without the year-long sabbatical leave. Additionally, I was able to co-edit a book during my sabbatical, which will pioneer indigenous practices in art education. I am very excited about this additional result of the sabbatical leave. I was also a journal editor during the sabbatical leave year and two robust issues of The Journal of Social Theory in Art Education, Volumes 31 and 32, were published under my editorship. As can be seen from the bibliography presented of my publications, presentations and book projects since the sabbatical project, the scholarship that resulted contributed to receiving the Western Higher Education Art Educator of the Year award as well as the highly prestigious National Eugene Grigsby Award in Art Education for contributions to multicultural education and social justice in the art education field.