

# DEPAUL UNIVERSITY

---

COLLEGE OF SCIENCE AND HEALTH



2013

Annual Report

# Annual Report Contents

03	Letter from the Dean
04	College of Science and Health Leadership
06	Enrollment
07	Facility Expansion: New Spaces for Learning, Coming Summer 2014
08	Facilitating Faculty Success
09	Research, Teaching, & Service: Three Interconnected Domains – an interview with Dr. Leonard Jason
11	Faculty Grant Funding: Research and Accolades in 2013
13	Student Accomplishments
16	Online Teaching Corner: Pedagogy in Transition – an interview with Dr. Sandra Virtue
18	Teaching Technology Innovations
19	International Reach
20	Chicago Connections
22	Mission & Scholarship in the CSH: Accessible Education and Demographics
24	Community, Culture, and Science: Students of the CSH Illuminate DePaul's SACNAS Chapter
27	Curriculum Advancements
28	Students to Professionals: Career-Focused Programs Expand through the Rosalind Franklin Connection
29	Professional School Data
30	Faculty Publications
44	Gratitude for Service: 2013 Retirees



## From Dean Gerald P. Koocher

Soon after arriving in late June of 2013, I found myself amazed by the welcoming climate at the College and the many accomplishments of the faculty and staff that had taken place under the leadership of Interim Dean Jerry Cleland. As the newest academic unit of DePaul, all components of the College faced challenges of continuity, cohesion, and innovation. We forged a new growth model of the College, completed articulation and collaboration agreements in our alliance with Rosalind Franklin University of Medicine Science, and continued to grow. Associate Dean Mona Shattell's idea of an annual report as a way to showcase our accomplishments has now borne fruit. The report you have in front of you does an excellent job of recognizing our highly productive faculty, hard-working staff, and outstanding advising team, all of whom collaborate effectively to provide an outstanding educational environment. I expect that the College will soon become widely known as a high value destination for undergraduates and graduate students aspiring to productive careers in mathematics, the natural sciences, and the health professions.

Not bad for a two-year-old!

Best,

A handwritten signature in blue ink that reads "Gerry Koocher".

Gerry Koocher

# College of Science and Health

## Leadership & History

In 2011, nine of DePaul University's broad and nationally recognized science and math programs networked under a new grouping—the College of Science and Health. The merger allows departments to maintain the caliber of each autonomous program while enjoying the benefits of greater integration between sciences, mathematics, and health studies. The following departments, centers, schools, and institutes comprise DePaul's newest college:

<b>Biological Sciences</b>	CHAIR John Dean, PhD
<b>Chemistry</b>	CHAIR Lihua Jin, PhD
<b>Environmental Science &amp; Studies</b>	CHAIR Judy Bramble, PhD
<b>Health Sciences</b>	CHAIR Craig Klugman, PhD
<b>Mathematical Sciences</b>	CHAIR Ahmed Zayed, PhD
<b>Physics</b>	CHAIR Jesus Pando, PhD
<b>Psychology</b>	CHAIR Susan McMahon, PhD
<b>School of Nursing</b>	DIRECTOR William Cody, RN, PhD, CNE, FAAN
<b>STEM Studies</b>	DIRECTOR Lynn Narasimhan, PhD
<b>Quantitative Reasoning Center</b>	DIRECTOR David Jabon, PhD
<b>Center for Community Research</b>	DIRECTOR Leonard Jason, PhD
<b>Family &amp; Community Services</b>	DIRECTOR Orson Morrison, PsyD
<b>Institute for Nature and Culture</b>	DIRECTOR Liam Heneghan, PhD

# Advisory Council

The Advisory Council, a volunteer group comprised of alumni and friends of the College, is committed to the goal of educating students within the highest standards. Advisory Council members provide resources for the college, including current insight on working in math, science, and health fields, professional and internship opportunities for students, and support for the College of Science and Health. The Advisory Council exhibits a strong Vincentian commitment to social justice and civic engagement, and long term planning is made exponentially more effective with the members' knowledge of their respective math, science, and health fields and markets.

*Many thanks to the College of Science and Health  
Advisory Council Members:*

**Patricia G. Becker, MBA (MBA '79)**  
Principal Consultant  
PGBEC Consulting

**James S. Burns, MBA (MBA '73)**  
President and CEO  
AssureRx Health

**Linda C. Degutis, DrPH, MSN (NSG BS '75)**  
Consultant

**Therese Fitzpatrick, PhD, RN (NSG BS '75/  
MS '84)**  
Principal, Healthcare Transformation Services  
Philips Healthcare

**Nancy L. Jones, MD (BIO BS '74)**  
Professor of Pathology  
Chicago Medical School

**Katherine J. Kim, MS, JD (CHE MS '97,  
JD '04)**  
Principal  
Spark IP Law

**James Koziarz, PhD (CHE BS '71)**  
President and Chief Executive Officer  
Rubicon Genomics, Inc.

**Maria Kuzas, RN, MS**  
Commissioner  
State of Illinois

**Thomas J. Murphy, PhD**  
Professor of Chemistry, Emeritus  
DePaul U. Depts. of Chemistry & Env Sci

**Dennis A. Schenborn (BIO BS '75)**  
Chief of Planning (retired)  
Wisconsin Department Natural Resources

**Elaine T. Schenborn, PhD (BIO BS '75)**  
Senior Project Manager, R&D  
Promega

**Stephen Sichak, Jr., MS (CHE BS '78/  
MS '80)**  
Senior Vice President  
Becton Dickinson

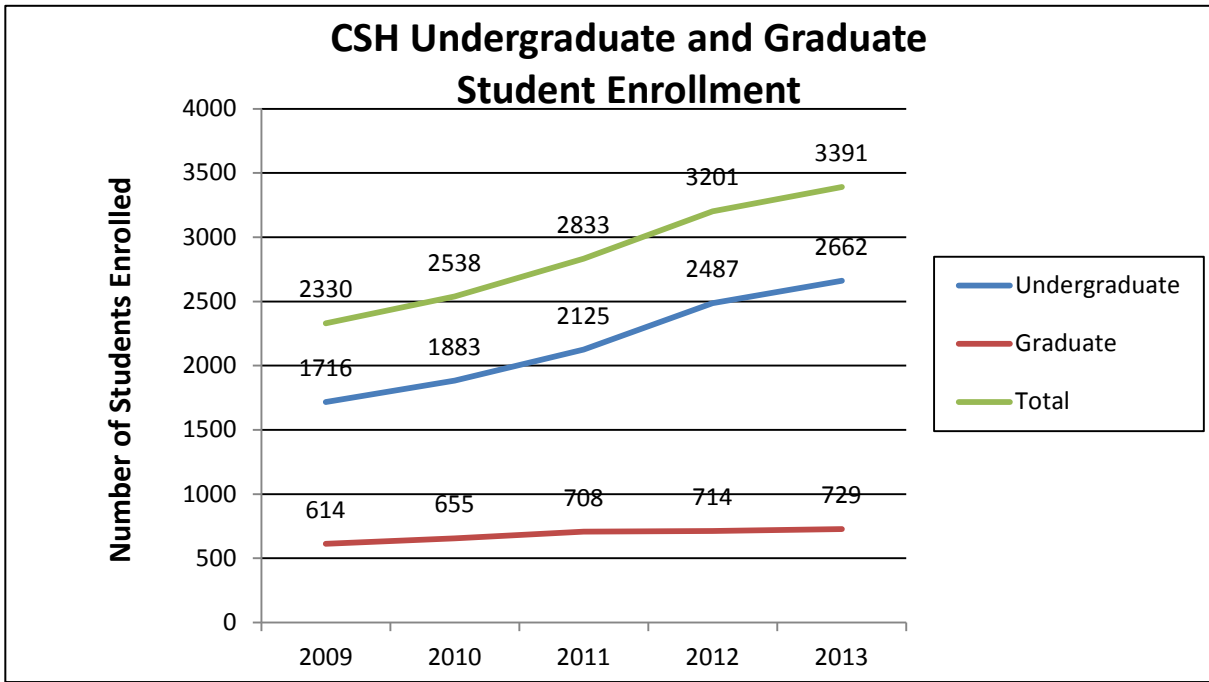
**Robert P. Steele, JD (PSY BA '67, JD '77)**  
Chief Legal Counsel (retired)  
Oscar Mayer - Kraft Foods Group

**Maksim Zeldin, FSA, MAAA (MAT BS '07)**  
Senior Actuarial Associate  
Allstate Insurance Company

(Parentheses Denote DePaul Degrees)

# Enrollment

Enrollment in the CSH programs has grown steadily over the past five years, culminating in record-breaking enrollment for the college in 2013. The graph below shows the increase in undergraduate, graduate, and combined total enrollment. The CSH became a college of nine departments in 2011; this data reflects the programs' enrollment growth beginning in 2009, separated out from each department's former college.



TOP TEN DECLARED* FRESHMAN MAJORS AT DEPAUL (CSH Majors in Bold)	# STUDENTS ENROLLED
Accounting	177
<b>Psychology</b>	<b>150</b>
<b>Health science</b>	<b>130</b>
Marketing	112
<b>Biology</b>	<b>97</b>
Finance	92
Digital cinema	91
Business administration	86
Political Science	73
Management	68

\*252 incoming freshmen were undecided

New DePaul freshmen are choosing College of Science and Health programs for their studies. Psychology, Health science, and Biology are all on DePaul's list of top ten declared majors for freshmen—and 90% of DePaul freshmen declare a major upon registration with the university.

**51% of New Graduate Students** at DePaul are in the CSH, including 17 new DNP (Doctor of Nursing Practice) students in 2013.

*DePaul's Science Programs continue to expand in breadth and depth,  
with new lab space construction beginning Summer 2014.*

## Facility Expansion: New Spaces for Learning in McGowan South and Byrne Hall

Summer 2014 will see the beginning of the fourth floor build out of McGowan South and new renovations to Byrne Hall, facilities which house several departments within the College of Science and Health. The Board of Trustees approved funding for the construction of multiple labs, classrooms and office space in McGowan South, slated to be complete by January 1, 2015. Extensive remodeling of Byrne Hall's Department of Physics space will establish two cutting edge studio classrooms; construction in Byrne Hall will be completed by September 2014.



Associate Dean and Associate Professor of Chemistry Richard Niedziela has been the liaison to Facility Operations for the duration of the expansion project. Dr. Niedziela reports that the McGowan South build out will include: a new anatomy and physiology lab, a general chemistry

lab, a physical chemistry lab, and a general, flexible lab space; three health science research labs; and two open concept research labs for chemistry and biology. *The build out will allow course offerings to keep pace with enrollment increases and provide space for future research.* Dr. Niedziela indicates, "This investment by the university in adding additional teaching and research space will allow the CSH to effectively manage its enrollment growth over the next decade."

The teaching labs will be well equipped thanks to Academic Affairs, which provided funds to furnish the new spaces with state of the art equipment, to support faculty research, provide for student research experiences, and create interdisciplinary research opportunities. The instrumentation will give students hands-on experience before they enter internships and the work force, actively applying the learning afforded to them by the CSH. Indicative of institutional support of the sciences at DePaul, these construction projects will direct more resources to the exceptional programs housed by the CSH.

# Facilitating Faculty Success

New faculty hires are well-equipped to succeed at DePaul's College of Science and Health by participating in a series of monthly meetings throughout the academic year under the New Faculty Seminar program.

## New Faculty Seminar Topics:

Overview of the CSH  
 Teaching  
 Service  
 Internal Funding  
 Research  
 Faculty Evaluation Processes  
 Peer/Mentor Relationships  
 Summer Research Support  
 Undergraduate Research Assistants  
 Faculty Mentoring of Research Students  
 Academic Rigor and Integrity  
 Tenure and Promotion  
 Online and Hybrid Courses

## 2013 Guest Speakers & Topics:

**Ayse Sahin** and **Eric Landahl**,  
 Successful Research

**Michael Roberts**, Academic  
 Advising

**Margaret Silliker**, Teaching  
 and Mentoring Graduate  
 Students

**Riley Johnson**, Liberal Studies  
 Program

**Stan Cohn**, Excellence in  
 Teaching

**Joanne Romagni**, Research  
 Services

**Susan Loess-Perez**, Research  
 Regulations (IRB, IBC, IACUC)

**Chris Parker**, Library Services

**Phillip Funk**, International  
 Study Opportunities, Rosalind  
 Franklin Partnership

**Cate Ekstrom**, Office of  
 Sponsored Programs and  
 Research

In 2013, new tenure track faculty along with all other new full time faculty members were invited to attend the New Faculty Seminar series.

After experiencing the advantages of the first-year series of New Faculty Seminars, many faculty requested additional seminars. Richard Niedziela and Mona Shattell created the New Faculty Seminar Plus series for colleagues in their second year and beyond to continue support and growth for the CSH faculty progressing in their careers.



*With over \$12 million in active grant funds, Leonard Jason runs several major projects concurrently with the aid of faculty, staff, students, and volunteers.*

## Research, Teaching, and Service: Three Interconnected Domains Guide the Center for Community Research

The city of Chicago, DePaul University's home, has recognized the need for violence prevention, particularly on the south side where Leonard Jason and LaVome Robinson hold a program to curb youth stress and violence. The city has been strategizing based on available data from studies, which Jason explains have been normed by middle class samples. This current study, developed and culturally adapted by DePaul's Dr. LaVome Robinson and funded by the Eunice Kennedy Shriver National Institute of Child Health and Human Development, focuses on African American youth in low-income neighborhoods.

Jason and Robinson review and discuss violence in structured groups of school-aged students. These small groups meet weekly to discuss conflict resolution and modes of solving problems without the use of violence toward the self or any other party. Rather than getting angry and expressing frustration through anger, students are taught to stop and think. Developing mindfulness about emotions may prevent future violence problems—a point that Jason hopes to illustrate with data.

Jason and Robinson endeavor to equip youth with strategies. Jason asks, "If there is violence in the community, in one's own neighborhood, how does one deal with that?" This project will help kids find new ways to express their feelings and resolve conflict. The city of Chicago and Chicago Public Schools have been very interested in this project. With additional funding, the program can expand and reach a wider age range of children and youth.

\*

Jason has also worked extensively with chronic illness and the stigmatization of Chronic Fatigue Syndrome (CFS), also known as myalgic encephalomyelitis (ME). A debilitating illness that keeps many nearly immobilized, ME/CFS, often skewed and prevaricated as a "yuppie flu illness," actually links more closely to underrepresented groups in the lower socioeconomic classes than in the upper class. Jason has two current federally supported programs, with one epidemiologic

study trying to find the prevalence in youth, specifically how many people are affected and what characteristics present in those affected. The second study involves 6,000 college students, and Jason's team will follow those who contract mononucleosis, tracking who gets better and who does not. Both studies also involve Ben Katz, a physician at Lurie Children's Hospital.



This study explores a possible link between Epstein-Barr, the cause of mononucleosis, and ME/CFS. Jason aims to help understand the possible causes of this crippling illness. Jason has conducted 15 years of epidemiology research and prevalence work in an effort to break stereotypes surrounding the illness. He has served on the Chronic Fatigue Syndrome Advisory Committee, a federal committee that makes recommendations to the Secretary of Health and Human Services.

\*

The complex personal and social problems resulting from addictions provide fertile ground for another of Jason's research interests. There are over 2 million people incarcerated in the United States, comprising 25% of the prison population worldwide. The startling number of nonviolent drug offenders and addicts has led Jason to secure funding to explore the routes available to former inmates when their sentences have been served. After working with Oxford House recovery homes for over two decades, Jason has witnessed their mission—to provide supportive home communities for former substance abusers to live together in sobriety—bring positive change to many lives. Two current federally funded studies will determine if Oxford Houses can change the trajectory of substance abuse by following about 500 people with substance abuse disorders in three different sets of circumstances after being released from incarceration. The three sets are as follows: individuals leaving prison and entering a staff led therapeutic community, individuals going to an Oxford House; and usual aftercare, which typically involves individuals returning to their original homes and neighborhoods.

This study hypothesizes that Oxford Houses offer a less expensive, more socially productive option for prisoners rejoining society—carrying heavy implications for the overwhelming health care needs in the United States.

\*

Violence prevention, post-prison care, and stigmatization of disease possess a common thread for Leonard Jason: these social problems can be addressed by engaging in scientifically-based psychology research with an activism style. Adding service to research provides a unique opportunity for students to learn at the Center for Community Research, actively engaging students in the mission that compels DePaul University and the College of Science and Health.

## Grant Funding

The following new local, state, federal, and private grants were awarded to faculty in the College of Science and Health during fiscal year 2013 (July 2012-June 2013)

**Bernhard Beck-Winchatz**, STEM Center, received a grant, “Training Faculty in High-Altitude Ballooning,” from the National Science Foundation.

**Karen Budd**, Psychology Department, was awarded a Teaching and Research grant as a Fulbright Senior Scholar at Tribhuvan University in Kathmandu, Nepal.

**Sarah Ann Connolly**, Department of Health Sciences, received a grant, “Herpesvirus Gene Expression in Transformed Cells,” from the National Institutes of Health, as well as a Science Undergraduate Research Grant from LI-COR Biosciences.

**Christopher Drupieski**, Department of Mathematical Sciences, received a two-year American Mathematical Society-Simons Travel Grant.

**Verena Graupmann**, Psychology Department, is mentoring a postdoctoral scholar from Munich, Stephanie Draschil, who was awarded a research grant from the German Academic Exchange Service (DAAD) for social psychology research.

**Barbara A. Harris**, School of Nursing, was awarded the “Nursing Educator Fellowship” by the Illinois Board of Higher Education.

**Wendy M. Jackson**, STEM Center, received the “Implementing the Next Generation Science Standards” grant from The Chicago Community Trust.

**Lihua Jin**, Department of Chemistry, received a DePaul-RFUMS Joint Research Grant.

**Jingjing Kipp**, Department of Biological Sciences, received a DePaul-RFUMS Joint Research Grant.

**Dorothy Kozlowski**, Department of Biological Sciences, received a DePaul-RFUMS Joint Research Grant.

**Jalene LaMontagne**, Department of Biological Sciences, received an external research grant from the Huron Mountain Wildlife Foundation, and her graduate students received external research grants from the Illinois Ornithological Society and the Illinois State Academy of Science.

**Elizabeth Ellen LeClair**, Department of Biological Sciences, was awarded a grant, “Development and Regeneration of the Zebrafish Maxillary,” by the National Institutes of Health.

**James Montgomery** and **Christie Klimas**, Department of Environmental Science and Studies, were awarded the 2013 People, Prosperity and the Planet (P3) Phase I grant from the Environmental Protection Agency (EPA).

**Orson Morrison**, DePaul Family and Community Services, was awarded several grants during the 2013 fiscal year, including “DCFS FY’13 Medicaid,” “Psychiatric Services in Mental Health Center,” “IDHS Agreement for Psychiatric Services FY 2014,” and “Medicaid Reimbursements for Psych Services FY 2014” all from the Illinois Department of Human Services; “Community Youth Development Institute” from the Community Youth Development Institute; and “CPS School Closings: Stress & Coping Intervention” from the Chicago Board of Education.

In FY2013, the  
CSH faculty  
were awarded  
\$2,297,261 in  
new grants.\*

\*Per DePaul University Office of  
Research Services

**Carolyn Narasimhan**, STEM Center, received several new grants throughout the 2013 fiscal year, including two DePaul Math/Science Partnership grants from The Chicago Community Trust, along with “A Partnership for a Graduate Program in Mathematics Teaching” from the Illinois State Board of Education, “Chicago STEM Education Consortium” from the Chicago

Community Trust, “Algebra Common Core Leadership Program” from the Illinois State Board of Education, “CPS Transition to CCSS-M” from the Chicago Public Schools Foundation, “LSAMP DePaul” from the National Science Foundation, “Science Planning Grant” from the Chicago Community Trust, and “CCSS-M Network Partnership” from the Chicago Community Trust.

**Eric Norstrom**, Department of Biological Sciences, received a DePaul-RFUMS Joint Research Grant.

**Ruben Parra**, Department of Chemistry, received a DePaul-RFUMS Joint Research Grant.

**LaVome Robinson and Leonard Jason**, Psychology Department, were awarded a grant, “Social Ecology and the Prevention of Suicide and Aggression in African American Youth,” by the National Institutes of Health.

**Bridget E. Tenner**, Department of Mathematical Sciences, received a Simons Collaboration Grant for Mathematicians from the Simons Foundation.

**Nathan R. Todd**, Psychology Department, received “Understanding Social Networks in Religious Congregations” from the Louisville Institute.

**Ilie D. Ugarcovici**, Department of Mathematical Sciences, received a Simons Collaboration Grant for Mathematicians from the Simons Foundation.

# Student Accomplishments

While by no means an exhaustive list, here are a few representative honors bestowed upon CSH students in 2013

**Jeanine Valrie**, School of Nursing, published a book entitled *Free to Breastfeed: Voices of Black Women*, printed by Praeclarus Press.

**Melissa De Castro**, School of Nursing, was chosen as Schweitzer Fellow, charged with leading therapeutic workshops in nutrition and group fitness for homeless adults in Lincoln Park. The program incorporates a fully integrated range of complementary therapies, psychological support, and nutritional and self-help techniques addressing the physical, mental, and emotional needs of the homeless community.

**Sarah Drummy**, School of Nursing, volunteered in Honduras as part of Community-based Service Learning.

**Emily Machulak**, School of Nursing, volunteered in Honduras as part of Community-based Service Learning.

**100% of CSH 2013 Nurse Practitioner graduates passed the nurse practitioner certification examination of the American Academy of Nurse Practitioners.**

**Andrew Martinez**, Psychology Department, received "A Study of Connecticut's Anti-bullying Legislation" from the Society for Community and Research Action.

**Nicole Raucci**, School of Nursing, was chosen as a Schweitzer Fellow. Raucci will implement an interactive program to improve the health maintenance of low-income, underserved older adults.

**Kathryn Rico**, Environmental Science and Studies, received an honorable mention from the Council on Undergraduate Research Posters on the Hill competition for her project evaluating the sediment of a northeastern Illinois wetland. Rico's project was in the top 10% of the more than 800 applications submitted.

**Ciaran Shaughnessy**, graduate student in the Department of Biological Sciences, received a Journal of Experimental Biology Traveling Fellowship from the *Journal of Experimental Biology* and the Company of Biologists.

**Nev Jones**, doctoral student in the Psychology Department, was awarded a \$25,000 Substance Abuse and Mental Health Services Administration (SAMSHA)

grant to study and disseminate international models of community-based service user leadership and capacity building in research.

**Claudio Rivera**, doctoral student in the Psychology Department, received the dissertation grant award from the Society for the Psychological Studies of Social Issues for his research on undocumented immigrants and education.

**Katie McAuliff**, doctoral student in the Psychology Department, co-authored a grant with Neumann Family Services that yielded a three-year, approximately \$350K commitment from the State of Illinois for an innovative supported employment program.

**118 Chemistry students co-authored 11 refereed publications with Dr. Greg Kharas, Dr. Caitlin Karver and Dr. Carey Southern.**

## **DePaul Discoveries, the Undergraduate Research Journal**

The following students completed research projects across the CSH disciplines with the help of faculty advisors. Their work, reviewed by the Research and Faculty Development Committee, the Faculty Editorial Board, and the Student Editorial Board, was found to be of publishable caliber. Congratulations to the following students who published their research in [DePaul Discoveries](http://via.library.depaul.edu/depaul-disc/) (<http://via.library.depaul.edu/depaul-disc/>):

### ***DePaul Discoveries - Volume 1***

Lauren P. Schroeder

Sabrina A. Karczewski

Draycen D. DeCator

Daniel J. Clark

Stacey Seidl

Ikechukwu B. Achebe

Christopher Gallardo

Kevin R. Jansen

Agnes Kalat

Alex Hertel

Samantha Sasnow

Irina Timoshevskaya

Jenna Bergevin

Eliya Gwetta

Adrian Pacurar

Elizabeth Mai Smith

Jason Kositarut

### ***DePaul Discoveries - Volume 2***

Fiacha Heneghan

Ashley Sliva

Stacey Wagner

Josh Modica

Madeline Gemoules

Kevin Tague

Alexander D. Meglei

Allison Grecco

Kathryn Rico

Miki Yoshimura-Rank

Chelsea La Valle

Lauren Smith

Stephanie Torres

Kristen Bernal

Carolyn VanderMolen

Many thanks to the faculty advisors who worked closely with students to complete the research, writing and editing necessary for publication in [DePaul Discoveries](#).

**Psychology Department**

Patrick Fowler  
Leonard Jason  
Annette Towler  
Douglas Cellar  
Gary Harper  
Jocelyn Smith Carter  
Joe Mikels  
Karen Budd  
Antonio Polo  
Nicholas Herrera

**Department of Chemistry**

Justin Maresh  
Matt Diszner  
Sandra Pescek  
Catherine Southern  
Roger Sommer  
Wendy Wolbach

**Department of Mathematical Sciences**

Thomas Kyle Peterson  
A. Gatto  
Bridget Tenner

**Department of Environmental Science  
and Studies**

Judy Bramble  
Jim Montgomery  
Kenshu Shimada  
Mark Potosnak  
Jim Montgomery  
Sara Richardson  
Christi Klimas

**Department of Physics**

Anuj Sarma  
Jesus Pando  
Gabriella Gonzalez Aviles  
Robert Matson

**Department of Biological Sciences**

Kenshu Shimada  
Jalene LaMontagne  
Dorothy Kozlowski

**Special thanks to DePaul Discoveries' Founding Editor-in-Chief, Chris Keys,  
Psychology Department.**

## Online Teaching Corner: Pedagogy in Transition

*an interview with Dr. Sandra Virtue*



Online courses debuted at DePaul in the Psychology Department and quickly gained popularity and traction in the College of Science and Health and throughout the university. DePaul faculty complete an intensive training called DOTS (DePaul Online Teaching Series), which provides orientation, tools, and support for instructors so effectively that it won the *2012 Sloan Consortium's Award for Excellence in Faculty Development for Online Teaching*.

The intensive approval process for online and hybrid courses guarantees that several instructional designers will review and help faculty design effective and content-rich online courses. Now the CSH instructors are revolutionizing pedagogy through technology.

Pedagogical research strongly supports the transition into hybrid and online courses in the College of Science and Health. As Dr. Sandra Virtue notes, studies reveal that hybrid courses “result in the same learning—or better.”

The various new technology course offerings include hybrid courses (50% in class and 50% online) and fully online courses. One of the core benefits of these technology-steeped courses, according to Dr. Virtue, involves students’ opportunities to engage in self-paced learning. Traditional lecture-based courses use the pedagogical model in which an instructor disperses information directly to students over a defined class time. In contrast, online lectures allow students to return to the videos and revisit difficult information. Students have the ability to pause lectures and find answers to specific questions during the lectures on their own, without taking class time to bring each student’s understanding to the same level. Hybrid courses provide particular benefits because students cover



background material during the online portions of the course, and come to class for intensive discussion, activities, and examples, as well as an opportunity to ask questions face-to-face with their instructor and/or fellow students. Fully

### DePaul Online Teaching Series (DOTS)

“DOTS is a faculty development program that trains and assists faculty to become successful facilitators of online learning...Faculty are introduced to online-learning best practices, hands-on innovative use of technology, quality standards for course development across all delivery formats, and are guided through the development of exemplary course sites for online and blended instruction.”

More information can be found at: <https://fits.depaul.edu/Pages/Dots.aspx>



online courses allow students to self-regulate and work at their own pace. The benefit to having these alternate course offerings is that it allows the CSH to better adhere to DePaul's mission; the more diversity in course styles, the more students DePaul can serve at each student's particular level and in the style best suited to his or her learning.

*In the Psychology Department,  
43 sections of 18 courses were  
offered hybrid/online  
in 2013.*

For DePaul instructors, the planning and design of hybrid and online courses takes at least as much time as traditional course preparation--and often considerably more. Lectures, assignments, and course materials must be completed and

posted online, and faculty must anticipate students' needs in addition to responding to them as they arise. Instructors monitor discussions that occur online along with grading assignments as they would in a course of any style. These efforts bear returns: students regulate themselves, have reason to investigate answers to their questions on their own before being given an answer, and can work at their own pace.

Beyond assisting faculty with transitioning into this new style of teaching, Dr. Virtue has extensive experience forming connections at DePaul. Her laboratory, the Brain and Language Lab, sits at the forefront of cognitive neuroscience research regarding how

humans process information during reading. Dr. Virtue connects students and fellow researchers as they study the cognitive processes that occur in the brain when individuals comprehend text. The resulting insights into communication have engendered her many publications as well as facilitated her role in developing effective online courses based on this neuroscience research. Dr. Virtue, now a veteran of teaching online courses, describes the



communication between instructor and student as both effectual and fun. She especially likes the correspondence on message boards built into the Desire To Learn system, so that students can express their opinions on course content and access their instructors for help at nearly any time throughout the quarter.

In addition to convenience of taking courses online, the benefit to the students' learning has become clear to the College of Science and Health. The CSH will continue adding online and hybrid courses as a step into the future and a way to serve a broader spectrum of students with the consistently excellent education afforded in a traditional classroom setting at DePaul University.

# Teaching Technology Innovations

Led by **Jan Costenbader** and **Ozlem Elgun-Tillman**, several faculty members in the CSH cooperatively develop online content for **LSP 120: Quantitative Reasoning & Technological Literacy I** with SoftChalk Cloud. Each contributor adds lectures and materials to a pool, from which faculty teaching LSP 120 pull when designing their hybrid courses--ensuring that students in different sections get consistent materials from various faculty's areas of expertise.

**Elizabeth LeClair** converted a traditional large lecture course, **Introductory Biology**, into a **Team-Based Learning (TBL)** course. TBL allows students to engage with each other in class, developing the interpersonal skills necessary for success in the workplace while solving problems and applying the knowledge they are gaining from outside assignments.

Nursing students participate in case studies in **Nursing Simulation Labs** with robotic mannequins to reinforce their clinical knowledge and skills. This team-based approach was spearheaded by **Marcia Stout**, Coordinator of Interprofessional Simulation Labs in the School of Nursing

**Karen Larimer** has propelled **Community-Based Service Learning** in the Nursing graduate program **MENP (Master's Entry to Nursing Practice)**. Each nursing student is paired with a community organization that s/he works with throughout the program's two year curriculum, gaining hands-on experience in an authentic health setting.

**The Department of Physics** has been employing **flipped learning** strategies to empower students as they navigate difficult subject matter, as well as **team-based instruction** in their courses.

The **Psychology Online Degree Completion Program** allows qualified transfer students to finish their degrees online with a standard Bachelor of Arts Concentration or a Human Development Bachelor of Arts Concentration.

# International Reach

**Windsor Aguirre**, Department of Biological Sciences, led a workshop for 20 students and professional biologists at the Escuela Politecnica Superior del Litoral in Guayaquil, Ecuador entitled "*Evaluación y conservación de recursos genéticos*" (Evaluation and conservation of genetic resources), held August 14-17, 2013. In addition, he continued his research on the ecology and evolution of the freshwater fish fauna in western Ecuador. Aguirre conducted field research in July and August 2013 in the Santa Rosa River in the El Oro province with the participation of two DePaul students who also traveled to Ecuador.

**Liam Heneghan**, Department of Environmental Science and Studies, created a new short-term study abroad program to Ireland.

**Judy Bramble**, Department of Environmental Science and Studies, worked with the Study Abroad office to create the first customized curriculum connection to study abroad programs. This is being used as a model for other departments.

**Karen Budd**, Psychology Department, was awarded a Teaching and Research grant at Tribhuvan University in Kathmandu, Nepal, as a Fulbright Senior Scholar for January through May 2014.

**Christine Reyna**, Psychology Department, is collaborating with a visiting scholar, Rui Feng, from the Central University of Finance and Economics, Beijing, China to examine moral perceptions and corporate responsibility.

**Alice Stuhlmacher**, Psychology Department, is collaborating with a visiting scholar, Jens Mazei, from the University of Muenster on her ongoing research involving workplace negotiation.

**Verena Graupmann**, Psychology Department, is mentoring a post doctoral student from Munich, Stephanie Draschil, who was awarded a postgraduate research grant from the German Academic Exchange Service (DAAD) to engage in social psychology research.

# Chicago Connections

**DePaul Family and Community Services** served nearly 800 clients during Fiscal Year 2013 (July 1, 2012-June 30, 2013).

- 300 Chicago Public School students across 48 classrooms participated in the trauma-informed stress and coping project that provided prevention interventions in schools identified for closure that primarily serve low-income and ethnic-minority children.
- 62 older adolescents were provided trauma-informed, school-based services; 95% of participants reported being the victim of or witness to violence as children.
- 13 families attended 171 Parent-Child Interaction Therapy (PCIT) sessions.
- 72 child and 69 parent interviews were conducted through the ACT/ADAPT depression treatment program.
- 20 children participated in early childhood social skills groups at the St. Vincent DePaul Center.
- 49 comprehensive Psychological Evaluations were completed, mainly funded through State Medicaid and the Department of Child and Family Services.

**DePaul Family and Community Services** also established a new partnership with Community Youth Development Institute in the Auburn-Gresham neighborhood, an alternative high school, and established formal partnerships with Chicago Public Schools and the Illinois Department of Children and Family Services. FCS held exploratory meetings with Access Community Health Network to discuss a primary health-behavioral health integration pilot project. Staff received training on Trauma and Community Violence through the University of Illinois at Chicago partnership.

**Doug Bruce**, Department of Health Sciences, expanded his research program to include local community-based research partnerships with the Broadway Youth Center (BYC) and the Center for Latino Access to Research Opportunities (CLARO) and signed a memorandum of understanding to collaborate on community-based participatory research with BYC, a program of Howard Brown Health Center seeking to improve the well-being and quality of life for lesbian, gay, bisexual, transgender, queer, questioning and intersex youth and youth experiencing or at-risk for homelessness who would otherwise have little access to healthcare and support services.

**Jim Montgomery** and **Christie Klimas**, Department of Environmental Science and Studies, received funding from the Environmental Protection Agency (EPA) to work with a team of six undergraduate students to use soil science to identify ways to revitalize vacant lots near the Gary Comer Youth Center in Chicago's Greater Grand Crossing neighborhood on the South Side. This P3 (People, Prosperity and the Planet) grant allows the group of DePaul students to use soil quality analysis to determine appropriate types of green infrastructure redevelopment of vacant lots. This information is being used in a DePaul Landscape design course to create models of green infrastructure development options. **Jim Montgomery** and **Christie Klimas** also ran Discover DePaul, a 3-week summer science program for students from the South Side in partnership with the Gary Comer Youth Center.

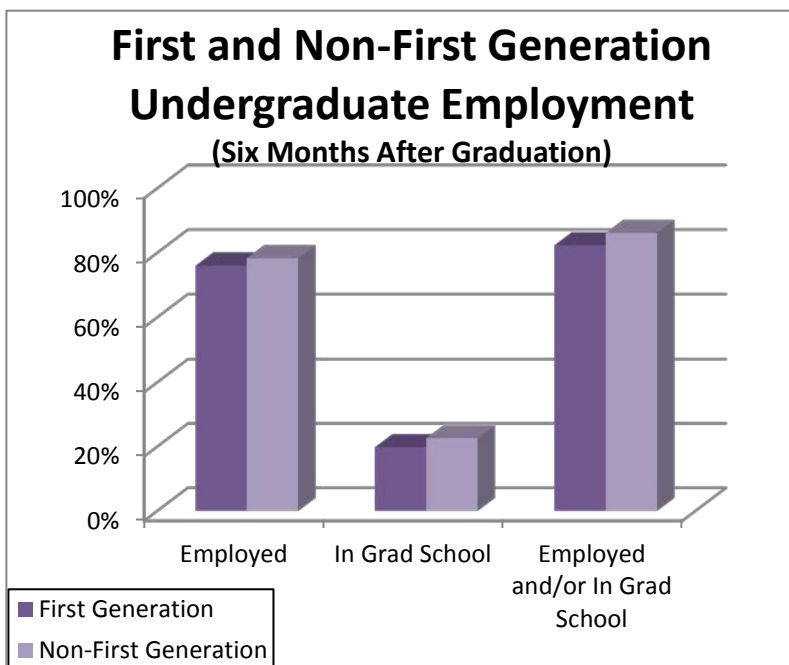
**Barbara Harris** and **Mona Shattell**, School of Nursing, established a relationship with Turning Point Behavioral Health Center in Skokie, IL, to conduct community-based participatory research with The Living Room, an innovative alternative treatment environment for persons in emotional distress.

# Mission & Scholarship in the CSH

DePaul University strives to offer a world-class education to every student, a philosophy reflected in the university mission. DePaul and the CSH track several demographics, including comparing employment outcomes for often underserved first-generation students alongside their non-first generation counterparts. Student employment and graduate school enrollment outcomes, separated by this demographic factor, follow.

*Overall, 85% of 2013 CSH Bachelor's Degree recipients were employed and/or in graduate school six months after degree completion.*

As DePaul's Vision 2018 states, "The university will provide *all students* an academically challenging environment, consistently high-quality course offerings and teaching

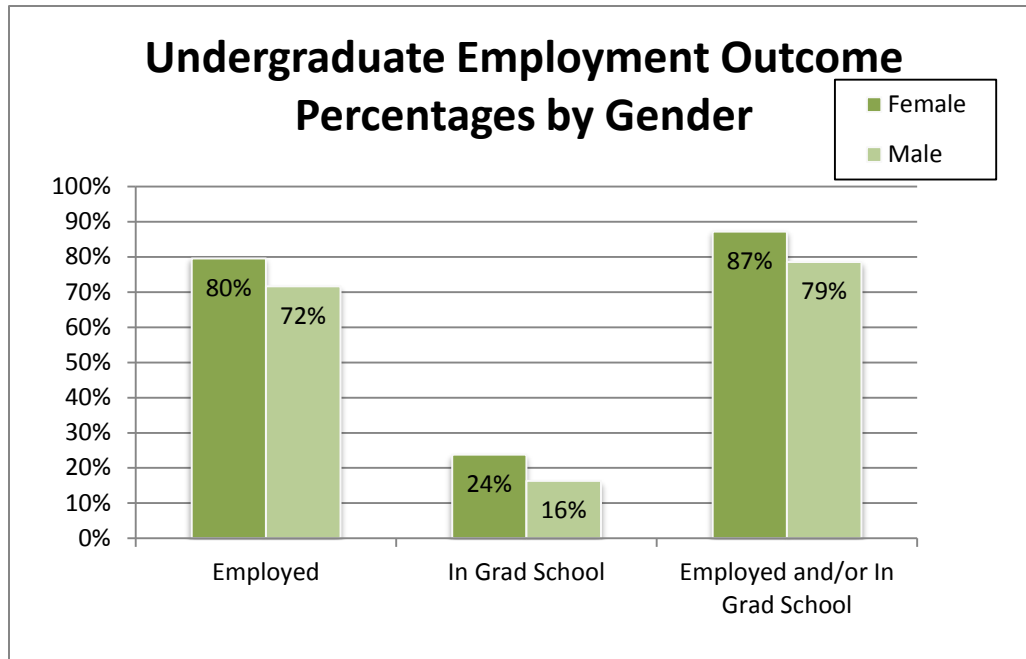


excellence." The CSH offers a range of scholarships and helps students find applicable grants and loans in an effort to remove roadblocks to students of promise regardless of economic or other potentially prohibitive situations—and to equip these students to enter the workforce as capable wage earners.

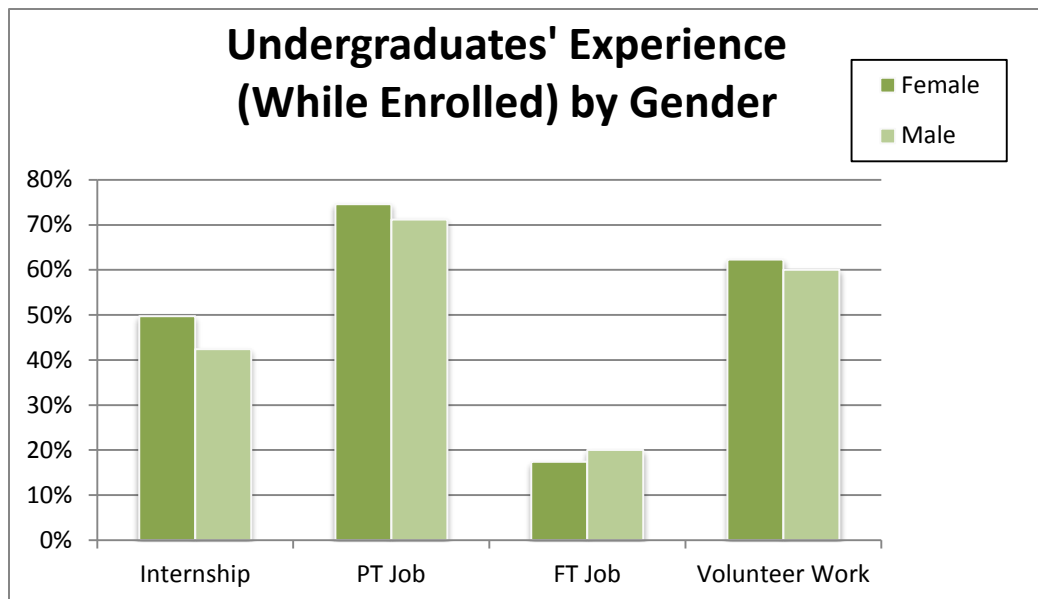
One mode of supplying students with ample opportunity includes connecting students with internships, volunteer projects, and on- and off-campus employment. This chart shows statistics for first generation and non-first generation students' engagement in these activities, both sanctioned by the CSH and outside of the college. The numbers reflect a majority of students volunteering and almost half holding internships; the CSH is committed to expanding internship programs and volunteer venues for students even further in coming years.

WHILE STUDYING, STUDENTS ENGAGED IN THE FOLLOWING:	First Generation	Non-First Generation
Internship	51%	46%
PT Job	72%	74%
FT Job	23%	16%
Volunteer Work	60%	63%

The College of Science and Health also tracks student experience and employment outcomes by gender. Statistics relating to employment and graduate school for CSH students six months after graduating follow.

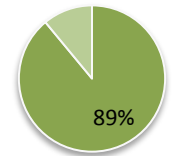


In alignment with DePaul's **Vision 2018** goal to *Foster Diversity and Inclusion*, the CSH works to support the "greater diversity of race and ethnicity, gender and sexual orientation, faith, place of origin, life experience, political perspective and economic condition [which] deepens the educational experience of every student and enriches the worklife of every faculty and staff member." Tracking and following data trends over various demographics ensures that the CSH continues enjoying the benefits of increasing diversity.

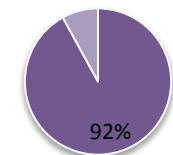


**% CSH Students Employed (by major) Six Months After Graduation:**

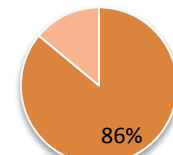
**CHEMISTRY**



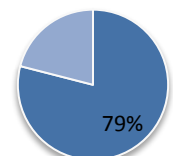
**MATHEMATICS**



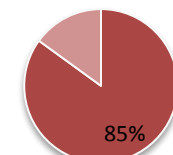
**PSYCHOLOGY**



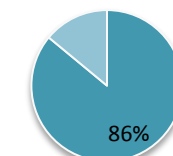
**BIOLOGY**



**HEALTH SCIENCES**



**ENVIRONMENTAL SCIENCE**



*"SACNAS forms a community where students do not fail because they do not find a support community--and what's more, we can help them succeed."*

*- Jesús Pando, Chair, Department of Physics*

## Community, Culture, and Science: Students Illuminate DePaul's SACNAS Chapter

The students of DePaul's chapter of [SACNAS](#) (Society for the Advancement of Chicanos and Native Americans in Science), a faculty- and staff-supported organization dedicated to the advancement of Hispanic/Chicano and Native American scientists, defined ambitious goals over the past year. Their success in establishing community among DePaul's science students becomes immediately clear upon speaking with this devoted group: the students' passion for their studies and support for each other engenders the favorable outcomes they have achieved. Throughout the College of Science and Health, SACNAS students co-sponsor lectures, visit with various classes, and recruit fellow students to join and reap the benefits of the organization, which has 100 chapters across the United States.

The community and scholarly support provided by SACNAS includes attendance at scientific conferences, most notably the Annual National SACNAS Conference, which provides networking opportunities, scientific workshops and peer support that often results in internships and admission into graduate and professional programs. The faculty advisor for SACNAS, Jesús Pando, Associate Professor and Chair of the Department of Physics, has been a member since 1999. Upon coming to DePaul, Dr. Pando noticed a segment of students missing from science programs, and established a SACNAS chapter. Pando particularly emphasizes the importance of the SACNAS conference as a "transformative experience for students." The numbers of DePaul students attending the annual conference increased exponentially from the first year, in which four students accompanied Pando, to the second year, in which sixteen students attended. In 2012, the chapter was honored with the "Most Improved Chapter" award and the following year the DePaul chapter was selected by the SACNAS national organization as the 2013 Undergraduate Chapter of the Year. SACNAS encourages attendance at a number of other scientific conferences as well, such as the DePaul Science, Math and Technology showcase, the Louis Stokes Alliance for Minority Participation (LSAMP)



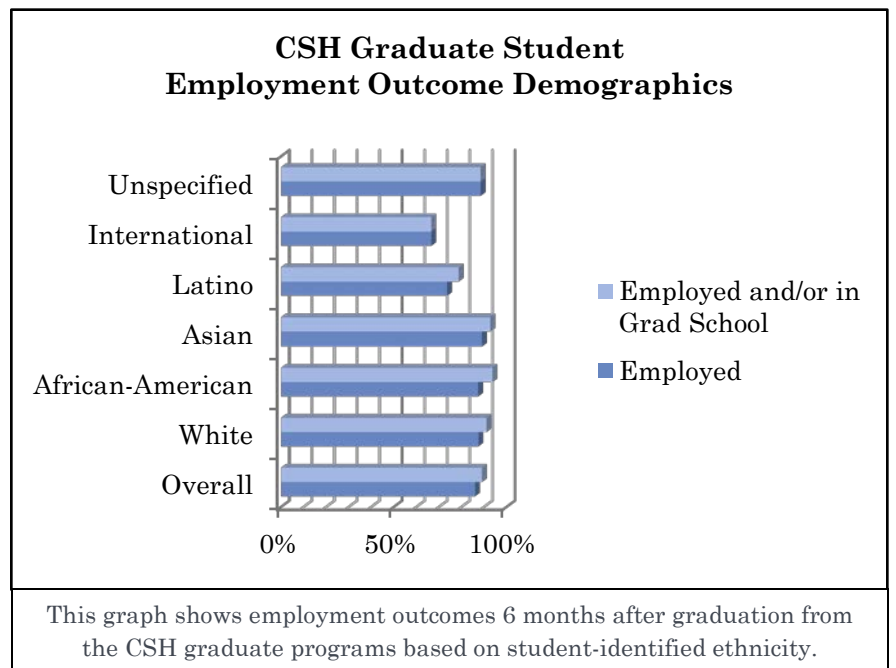
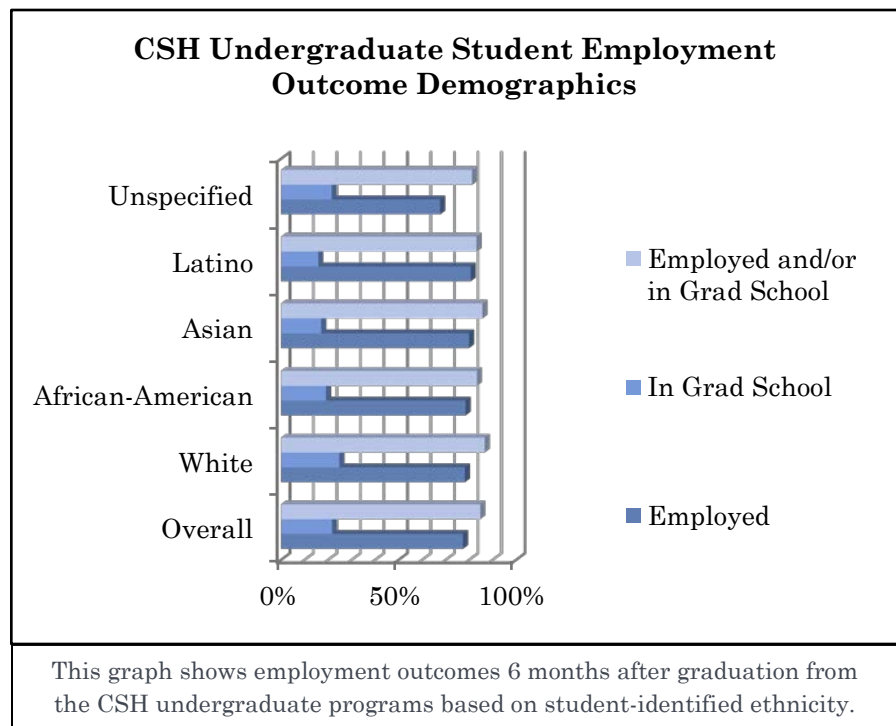
Spring Symposium and the Chicago Area Undergraduate Research Symposium (CAURS).

The goal of career development makes SACNAS a pragmatic group for students. In 2013, SACNAS held a research and career event with a panel of engineering, biology, medical, and education professionals. To attain their goal of academic support, SACNAS has held study events, an active reading workshop, a free GRE prep course, and formed study groups. The chapter also organized

workshops to assist students with their resumes, personal statements and research poster presentation skills, all of which are vital for future employment and/or education. SACNAS aims to help students become better candidates.

Rhonda Harley, Assistant Director of Research and Student Services in the CSH Office of Advising and Student Services, serves as a staff advisor for SACNAS. Her experience with the SACNAS chapter at Colorado State, combined with her area of

expertise, puts her in a unique position to help students—and Pando notes that “Rhonda’s energy has really helped make SACNAS sustainable at DePaul.” Rhonda’s passion for helping students achieve their goals has led her to support SACNAS objectives that make students ready for professional school and the workforce, such as networking and research opportunities. One example of SACNAS expanding research



opportunities in 2013 is a student-led research project. Seven students without prior research experience tested lead levels in DePaul water based on three variables: older versus newer pipes, faucets versus drinking fountains, and the distance from areas of recent construction. A DePaul alumnus from Environmental Science consulted on the project, exemplifying the strong connection between the current DePaul community and those who have graduated and gone into science fields.



Deepening the community connection, SACNAS held a parent workshop that allowed family members to tour DePaul's laboratories and facilities. Faculty and alumni attended a round table discussion held for the students and parents. Student and SACNAS member Maria Sanchez said the event increased parents' awareness of SACNAS students' studies and research and facilitated a connection between parents and faculty. The goal, to "show parents what it is like to be a science major," was achieved according to Sanchez. Family involvement returns to the heart of SACNAS: Pando states that "SACNAS forms a community where students do not fail because they don't find a support community--and what's more, that we can help them succeed." Pando goes on to say that "a celebration of the science and a celebration of the culture builds a community." Thanks to Pando and Harley's efforts and the high caliber

of students at DePaul involved in SACNAS, many more students prepared themselves in 2013 for summer programs, professional programs, and PhD programs.

## Program Advancements in 2013 – College of Science and Health Curricula

### *New Programs*

- Accelerated bachelor's degree in Environmental Science (BS) or Studies (BA)
- Master's degree in Sustainable Management (MS)
- Certificate in Mathematics for Community College Teaching
- Minor in Health Sciences



### *Collaborative Programs*

- Combined Bachelor of Science/Doctor of Medicine program between DePaul University's Health Sciences Department and Rosalind Franklin University of Medicine and Science (RFUMS)
- Combined Bachelor of Science/Master of Science in Physician Assistant Practice program between DePaul University and Rosalind Franklin University of Medicine and Science (RFUMS)

### *Expanded Programs*

The Physics Master of Science degree requirement increased from 44 credit hours to 48 credit hours.

### *Renamed Program*

The Experimental Psychology Program became known as "Psychological Sciences."

## Students to Professionals: Career-Focused Programs and the Rosalind Franklin Alliance

During 2013, the College of Science and Health established new mutually beneficial connections with Rosalind Franklin University of Medical Sciences (RFUMS) under the guidance of the Associate Dean for External Relations, Dr. Phillip Funk. The alliance between the two universities now includes joint research opportunities, collaborative programs, and site-sharing. One of the most exciting developments occurred as the College of Science and Health initiated the [Pathways Honors](#) program to accelerate DePaul students' entrance into professional school. Highly qualified undergraduate students can apply for the Pathways Honors program where they will receive mentoring from RFUMS faculty. CSH students can take advantage of [Accelerated Degree 3+ Options](#), which allows for three years spent in undergraduate studies followed by direct entry into graduate school at RFUMS. The approved accelerated entry programs include Medicine (MD), Pharmacy (PharmD), Podiatry (DPM/PhD), Physician Assistant (MS), Physical Therapy (DPT) and Pathologists' Assistant (MS). The first cohort of Pathways Honors students entered DePaul as part of the alliance in 2013.

Rosalind Franklin gives special consideration to DePaul students in the [Traditional Degree 4+ Option](#), which explicitly prepares students for graduate school at RFUMS or other desired programs. The [Pre-health Advising Committee \(PAC\)](#), chaired by Dr. Funk and the Assistant Dean for Academic Services, Michael Roberts, assists students and recent alumni with entrance to professional schools. Lindsey Burdick, the CSH's dedicated pre-health staff advisor, and the PAC faculty mentors help future applicants design a pre-professional program that fulfills requirements for admission to professional schools, including volunteer hours and shadowing experience. The [PAC](#) produces a committee letter for each qualified student to send to potential schools, and prepares students to produce application essays and personal statements as well as interview successfully. These efforts by the CSH strengthen student preparation for continued schooling as well as the connection between DePaul and RFUMS.

The DePaul/RFUMS alliance provides research funding for CSH students through the [Science Summer Research Program](#). This program enables students to have meaningful, productive experiences over the summer that fortify their candidacy at professional schools. This program gives CSH students additional opportunities to network with RFUMS students and faculty and connect with advisors.

RFUMS agreed to open a new site of the DePaul College of Science and Health Master's Entry to Nursing Program (MENP) on their North Chicago campus; the first group of 33 fulltime graduate students enrolled in 2013. The new site allows students greater access to DePaul programs, and further strengthens the bond between the two institutions. The College of Science and Health at DePaul University and the Rosalind Franklin University of Medicine and Science anticipate a productive partnership that will continue to evolve.

## Professional School Data

After graduating from DePaul, 83% of College of Science and Health students are employed or in graduate school after six months. The following chart shows the figures for CSH students applying to professional schools.

Program	# Applicants	# Admittees	% Accepted	Universities Matriculated
Medicine	40	18	45.0%	University of Iowa Loyola University (2) University of Illinois (2) Harvard University of Rochester Chicago Medical College St. Louis University University of Minnesota Marian University A.T Stills University Lake Erie - Seton Hill (2) Midwestern University (4)
Physician Assistant	21	6	28.6%	Mass College Midwestern University (3) Northwestern University UW- Lacrosse
Physical Therapy	13	5	38.5%	Governors State University University of Vermont Nova Southeastern University MGH Institute of Health Professions Northwestern University
Pharmacy	10	5	50.0%	University of Illinois (2) Chicago State University Maryland University Midwestern University
Nursing	2013 data not available	2013 data not available	2013 data not available	2013 data not available

The College of Science and Health assists students applying for professional schools by offering a multitude of resources through the [CSH Advising and Student Services Office](#). The CSH's [Pre-Health Advising](#) Committee (PAC) interviews and writes letters of recommendation for DePaul students entering health careers. More information can be found at <http://csh.depaul.edu/>

# 2013 College of Science and Health Faculty Publications

## Department of Biological Sciences



Windsor E. Aguirre

Assistant Professor

Aguirre, W. E., Bell, M. A. (2013). **Contemporary evolution and allelic recycling in threespine stickleback.**

*Evolutionary Ecology Research*, 15, 377-411.

Aguirre, W. E., Drevecky, C. J., Falco, R. (2013). **Genetic divergence of a sympatric lake resident- anadromous three-spined stickleback *Gasterosteus aculeatus* species pair.** *Journal of Fish Biology*, 83, 111-132.

Aguirre, W. E., Shervette, V. R., Navarrete, R., Calle, P., Agorastos, S. (2013). **Morphological and genetic divergence of *Hoplias microlepis* (Characiformes, Erythrinidae) in western Ecuador.** *Copeia*, 312-323.

Aguirre, W. E., Vu, V., Christman, J., Calle, P. (2013). **Isolation of microsatellite loci for the predatory fish *Hoplias microlepis* (Characiformes: Erythrinidae) from a highly impacted river system in western Ecuador.** *Conservation Genetics Resources*, 5, 437-439.

Park, P.J., W.E. Aguirre, D.A. Spikes, J.M. Miyazaki. 2013. **Landmark-Based Geometric Morphometrics: What Fish Shapes Can Tell Us About Fish Evolution.** Tested Studies for Laboratory Teaching, Proceedings of the Association for Biology Laboratory Education 34:361-371.



Jason Bystriansky

Assistant Professor

Bystriansky, J. S., Gallagher, Z., Farrell, A. P., Brauner, C. J. (2013). **A novel pattern of smoltification in the most anadromous salmonid: Pink Salmon**

**(*Oncorhynchus gorbusha*).** *Can. J. Fish. Aquat. Sci.*, 70, 349-357.

Bystriansky, J. S., Urbina, M. A., Schulte, P. M., Glover, C. N. (2013). **Differential expression of Na<sup>+</sup>, K<sup>+</sup>-ATPase  $\alpha$ -1 isoforms during seawater acclimation in the amphidromous galaxiid fish *Galaxias maculatus*.** *J. Comp. Physiol. B.*, 183, 345-357.



Stanley Cohn

Professor

Cohn, S.A., Mauer L.M., and Wolske, A.L. (2013) **Effect of Mixed Populations In Diatom Light-**

**stimulated Motility Responses.** In Abstracts of the 53rd American Society of Cell Biology Meeting 2013, Mol. Biol. Cell 24(suppl), published online at [www.ascb.org](http://www.ascb.org), abstract #1337.



William Gilliland

Assistant Professor

Gilliland, W. D., Gillies, S. C., Lane, F. M., Paik, W., Pyrtel, K., Wallace, N. T. (2013). **Nondisjunctional segregations**

**in *Drosophila* female meiosis I are preceded by homolog malorientation at metaphase arrest.** *Genetics*, 193, 443-451.

Gilliland, W. D., Rosenbaum, M. G. (2013). **Recombination Calculations by Branch Diagram.** *Genetics Society of America Peer-Reviewed Education Portal (GSA PREP)*. Retrieved from [http://genetics-gsa.org/education/education\\_resource\\_Recombination\\_Calculations\\_by\\_Branch\\_Diagram\\_6\\_20\\_2013.shtml](http://genetics-gsa.org/education/education_resource_Recombination_Calculations_by_Branch_Diagram_6_20_2013.shtml)



Jingjing Kipp

Assistant Professor

Kmath S, Akroush M, Demczuk M, and Kipp JL. (2013) **Retinoic Acid and CYP26B1 Regulation of Ovarian**

**Follicle Development.** The Endocrine Society Annual Meeting (peer-reviewed).

Kmath S, Akroush M, and Kipp JL. (2013) **Roles of Retinoic Acid and CYP26B1 Inhibitors in Ovary Development.** Center for Reproductive Science seminar series.



Dorothy Kozlowski

Professor

Kozlowski, D., Leasure, J. L., Schallert, T. (2013). **The Control of Movement Following Traumatic Brain Injury.**

*Comprehensive Physiology*, 3, 121-139. doi: 10.1002/cphy.c110005

Kozlowski, D. (2013). **Should we let our sons play football.** Retrieved from [http://newsroom.depaul.edu/depaul/experts/facultyoped/FacultyOPED\\_5\\_4102\\_20902.html](http://newsroom.depaul.edu/depaul/experts/facultyoped/FacultyOPED_5_4102_20902.html)



Elizabeth LeClair

Associate Professor

Duszynski, R., Topczewski, J., Leclair, E.E. 2013. **Differential requirement**

**for FGF signaling in zebrafish maxillary barbel and caudal fin regeneration.** *Development, Growth and Differentiation* 55(2):282-300.



## Jalene LaMontagne

Assistant Professor

Flanagan, K.M. and J.M. LaMontagne. 2013. **Caribou Conservation**

**Conundrum.** The National Center for Case Study Teaching in Science. [http://sciencecases.lib.buffalo.edu/cs/collection/detail.asp?case\\_id=675&id=675](http://sciencecases.lib.buffalo.edu/cs/collection/detail.asp?case_id=675&id=675)

LaMontagne, J.M., C.T. Williams, J.L. Donald, M.M. Humphries, A.G. McAdam, and S. Boutin. 2013. **Linking intraspecific variation in territory size, cone supply, and survival of North American red squirrels.** *Journal of Mammalogy* 94: 1048-1058.

LaMontagne, J.M., R.J. Kilgour, E. Anderson, and S.B. Magle. 2013. **A comparison of tree cavity availability across three habitat types in a highly urban area.** Poster presented at the Ecological Society of America 88<sup>th</sup> Annual Meeting. Minneapolis.



## Carolyn Martineau

Laboratorian

Martineau CN, Traphagen S, and Sparkes TC. **A Guided Inquiry Methodology to Achieve Authentic Science in a Large**

**Undergraduate Biology Course.** *Journal of Biological Education*, published online: 05 Feb 2013, DOI:10.1080/00219266.2013.764345



## Eric Norstrom

Assistant Professor

Norstrom, E. M., Cortes, C., Qin, K., Green, W., Bindokas, V., Matrianni, J. (2013). **Early Delivery of Misfolded PrP**

**from ER to Lysosomes by Autophagy** *International Journal of Cell Biology*.



## Margaret Silliker

Professor

Silliker, M. E., Marquez, F., Francis, M. C. (2013). **RNA editing of *Didymium iridis* mitochondrial genes** Annual Meeting of

the Mycological Society of America.



## Timothy Sparkes

Associate Professor

Sparkes TC, Rush V, Kopp DA, Foster SA (2013) **Male reproductive success in a natural population of threespine**

**stickleback: effects of nuptial colour, infection status and body size.** *Journal of Fish Biology* 82: 1720-1777

Martineau C, Traphagen S, and Sparkes TC (2013) **Achieving authentic science through guided inquiry in a large university course.** *Journal of Biological Education* (available on-line).

Martineau CN, Traphagen S, and Sparkes TC. **A Guided Inquiry Methodology to Achieve Authentic Science in a Large Undergraduate Biology Course.** *Journal of Biological Education*, published online: 05 Feb 2013, DOI:10.1080/00219266.2013.764345

## Department of Chemistry



## Kyle Grice

Assistant Professor

Benson, E. E., Sampson, M. D., Grice, K. A., Smieja, J. M., Froehlich, J. D., Friebe, D., Keith, J. A., Carter, E. A., Nilsson, A.,

Kubiak, C. P. (2013). **The Electronic States of Rhenium Bipyridyl Electrocatalysts for CO<sub>2</sub> Reduction as Revealed by X-ray Absorption Spectroscopy and Computational Quantum Chemistry.** *Angewandte Chemie International Edition*, 52, 4841–4844.

Benson, E. E., Grice, K. A., Smieja, J. M., Kubiak, C. P. (2013). **Structural and Spectroscopic Studies of Reduced [Re(bpy-R)(CO)<sub>3</sub>]-1 Species Relevant to CO<sub>2</sub> Reduction.** *Polyhedron*, 58, 229–234.

Grice, K. A., Gu, N. X., Sampson, M. S., Kubiak, C. P. (2013). **Carbon Monoxide Release Catalysed by Electron Transfer: Electrochemical and Spectroscopic Investigations of [Re(bpy-R)(CO)<sub>4</sub>](OTf) Complexes Relevant to CO<sub>2</sub> Reduction.** *Dalton Transactions*, 42, 8498–8503.

Keith, J. A., Grice, K. A., Kubiak, C. P., Carter, E. A. (2013). **Elucidation of the Selectivity of Proton-Dependent Electrocatalytic CO<sub>2</sub> Reduction by fac-Re(bpy)(CO)<sub>3</sub>Cl.** *Journal of the American Chemical Society*, 135, 15823–15829.

Lilio, A. M., Grice, K. A., Kubiak, C. P. (2013). **A Series of Dinuclear Copper Complexes Bridged by Phosphanylbiopyridine Ligands: Synthesis, Structural Characterization and Electrochemistry.** *European Journal of Inorganic Chemistry*, 4016–4023.

Smieja, J. M., Sampson, M. D., Grice, K. A., Benson, E. E., Froehlich, J. D., Kubiak, C. P. (2013). **Manganese as a Substitute for Rhenium in CO<sub>2</sub> Reduction Catalysts: The Importance of Acids.** *Inorganic Chemistry*. 52, 2484–2491.



## Gregory Kharas

Professor

**Novel Copolymers of Styrene. 2. Oxy Ring-substituted 2-Cyano-3-phenyl 2-propenamides.** G.B. Kharas, B.L. Hill,

C.H. Agos, P.J. Bosco, J.F. Camacho, B.S. Clay, M.E. Clementz, T. Jasionowski, R.A. Krupka, M.J. Muise, E.A. Nelson, G. Pavlovsky, M.C. Semp, A.C. Sherman, M. Stanis. *J. Macromol. Sci. A50* (8) 797-802 (2013).

**Copolymers of Styrene. 3. Oxy Ring-disubstituted 2-Cyano-3-phenyl 2-propenamides.** G.B. Kharas, B.L. Hill,

V.M. Gaizutis, I.T. Garcia, L. Gutierrez, M.E. Huddle, M.S. Jalili, N.W. Nlandu, K.H. Nymerg, J.S. Yonan, P. Veltri, V. Rubenstein, J.J. Whitesell. *J. Macromol. Sci. A50* (6), 575-580 (2013).

**Novel Copolymers of Styrene. 8. Haloalkyl Ring-substituted Ethyl 2-Cyano-3-phenyl-2-propenoates.** G.B. Kharas, B.M. Fitzpatrick, M.C. Francis, C. Gallardo, J.L. Gehle, G.M. Giovannini, M.E. Giovannini, J.K. Jerzewski, S.L. LaFary, L.N. Lessor, D.E. Macias. *J. Macromol. Sci. A50* (4) 370-374 (2013).

**Novel Copolymers of Styrene. 7. Dihalogen Ring-substituted Ethyl 2-Cyano-3-phenyl-2-propenoates and Styrene.** G.B. Kharas, A.A. Delgado, K. Aco, L.M. Cardenas, M.L. Lopez, A.D. Mazerat, P.D. Merageas, D.M. Perone, M.D. Pickering, C.S. Samuelson, C.L. Shelly. *J. Macromol. Sci. A50* (4) 365-369 (2013).

**Novel Copolymers of Styrene. 6. Alkoxy Ring-substituted Ethyl 2-Cyano-3-phenyl-2-propenoates.** G.B. Kharas, A.A. Delgado, N.E. Anderson, A. Bajor, A.C. Colbert, A. Coleman, C.E. Gregory, J. Hayes, J. Lantin, J.M. Malecki, T.C. Murphy, A. Opreacu, B.F. Rydzon, and I. Timoshevskaya. *J. Macromol. Sci. A50* (3) 276-280 (2013).

**Novel Copolymers of Styrene. 5. Oxy Ring-substituted Ethyl 2-Cyano-3-Phenyl-2-propenoates.** G.B. Kharas, A.A. Delgado, N. Gange, M.C. Hattzell, N.W. Hawley, K.A. Kupczyk, E.K. Lam, S.S. Lyngaas, F.B. Mohammad, M.E. Montgomery, A.J. Ryan, and V.M. Wright. *J. Macromol. Sci. A50* (3) 271-275 (2013).

**Novel Copolymers of Styrene. 4. Alkyl Ring-substituted Ethyl 2-Cyano-3-phenyl-2-propenoates.** G.B. Kharas, E.S. Molina, E.E. Pierce, S.A.B. Cocjin, C. Cruz, K.M. Fair, S.S. Flaksman, M.J. Liggins, A.D. Meglei, M.E. Pantos, and G.C. Pisano. *J. Macromol. Sci. A50* (2) 144-148 (2013).

**Novel Copolymers of Styrene. 3. Halogen Ring-substituted Ethyl 2-Cyano-3-phenyl-2-propenoates.** G.B. Kharas, E.S. Molina, K.E. Abma, R.A. Ali, K.D. Bairaktaris, F.P. Biasiello, E.A. Cygan, J. Gibson, S. Haq, D.E. Hoag, K. Johnson, S.I. Jordan, M.B. Mathews, C.A. Shaddock, N. Tuzik. *J. Macromol. Sci. A50* (2) 139-143 (2013).

**Novel Copolymers of Styrene. 2. Some Ring-substituted Ethyl 2-Cyano-3-phenyl-2-propenoates.** G. B. Kharas, E.S. Molina, B. Bobot, J. Bueno, J. Carney, J.Y.C. Chung, K.N. Krerowicz, T. Miller, S.L.I. Mills, M.A. Stankovich, I. Syed, C.S. Vaidya, and P. Wesolowski. *J. Macromol. Sci. A50* (1) 1-5 (2013).

**Novel copolymers of styrene. 1. Alkyl ring-substituted 2-cyano-3-phenyl 2-propenamides.** G.B. Kharas, E. Hanawa, A.B. Agpasa, T.O. Fedczyna, B.M. Flaherty, J.L. Fernandes, M. Liosatos, M.E. Lukowski, K.G. Skinner, R.N. Theiler. *Polymer Bulletin*, 70 (2) 707-714 (2013).



Ruben Parra

Professor

Beck-Winchatz, B., Parra, R. D. (2013). **Finding Out What They Really Think: Assessing Non-Science Majors' Views of the Nature of Science.** *College Teaching*, 61, 131-137.



Cathrine Southern

Assistant Professor

Kelliher M. T., Piraino M. S., Gemoules M. E. and Southern C. A. (2013) **A comparison of Förster resonance energy transfer analysis approaches for Nanodrop fluorometry,** *Analytical Biochemistry*, 441, 44-50.

## Environmental Science and Studies



Liam Heneghan

Professor

Heneghan, L. J. (2013). **Ecology's Image Problem.**  
Heneghan, L. J., Iannone, B. V., Umek III, L. G., Wise, D. H. (2013). **Amending soil with mulched European buckthorn (*Rhamnus cathartica*) does not reduce reinvasion.** *Ecological Restoration*.



Beth Lawrence

Assistant Professor

Bowles, M., Lawrence, B. A. (2013, November). **Assessing post-thinning savanna structure at Wolf Road Prairie Nature Preserve.**  
Lawrence, B. A., Zedler, J. B. (2013). **Carbon storage by *Carex stricta* tussock: a restorable ecosystem service?.** *Wetlands*, 33, 483-493.

Lawrence, B. A., Fahey, T. J., Zedler, J. B. (2013). **Root dynamics of *Carex stricta*-dominated tussock meadows.** *Plant and Soil*, 1-2, 325-339.

Lawrence, B. A., Jackson, R. J., Kucharik, C. (2013). **Testing the stability of carbon in *Carex stricta*-dominated sedge meadows.** *Applied Soil Ecology*, 48-57.



Mark Potosnak

Assistant Professor

Potosnak, M.J., B.M. Baker, L. LeSturgeon, S.M. Disher, K.L. Griffin, M.S. Bret-Harte and G. Starr. 2013. **Isoprene emissions from a tundra ecosystem.** *Biogeosciences*, 10: 871-889.

Potosnak, M. J., and Beck-Winchatz, B. 2013. **Effectiveness of a high-altitude balloon project compared to conventional environmental science**



**laboratory projects conducted by undergraduate students in an environmental chemistry course.** In: *Proceedings of the 4th Annual Academic High-Altitude Conference*. Upland, IN: Taylor University.

Unger N., K. Harper, Y. Zheng, N.Y. Kiang, I. Aleinov, A. Arneth, G. Schurgers, C. Amelynck, A. Goldstein, A. Guenther, B. Heinesch, C.N. Hewitt, T. Karl, Q. Laffineur, B. Langford, K. A. McKinney, P. Misztal, M. Potosnak, J. Rinne, S. Pressley, N. Schoon and D. Serça. 2013. **Photosynthesis-dependent isoprene emission from leaf to planet in a global carbon-chemistry-climate model.** *Atmospheric Chemistry and Physics*, 13: 10243–10269.



**Kenshu Shimada**

Professor

Achebe, I. B., Shimada, K., Reilly, B., Rigsby, C. K. (2013). **Morphology of Jaw Suspension in crocodile shark,**

**Pseudocarcharias kamoharai (Chondrichthyes: Pseudocarchariidae) and its evolutionary implications.** *Journal of Fossil Research*, 46, 20-28.

Bice, K. N., Shimada, K., Kirkland, J. I. (2013). **Late Cretaceous marine fishes from the upper Greenhorn Limestone in southeastern Nebraska.** *Transactions of Kansas Academy of Science*, 116, 22-26.

Dickerson, A., Shimada, K., Rigsby, C. K. (2013). **New data on the Late Cretaceous lamniform shark, *Cardabiodon* sp., based on an associated specimen from Kansas.** *Transactions of Kansas Academy of Science*, 115, 125-133.

Friedman, M., Shimada, K., Everhart, M. J., Irwin, K. J., Grandstaff, B. S., Stewart, J. D. (2013). **Geographic and stratigraphic distribution of the Late Cretaceous suspension-feeding bony fish *Bonnerichthys gladius* (Teleostei: Pachycormiformes).** *Journal of Vertebrate Paleontology*, 33, 35-47.

Gallardo, C., K. Shimada, B. A. Schumacher. 2013 [date of imprint: 2012]. **A new Late Cretaceous marine vertebrate assemblage from the basal Lincoln Limestone Member of the Greenhorn Limestone in southeastern Colorado.** *Transactions of the Kansas Academy of Science*, 155(3-4):107-116.

Jansen, K. R., Shimada, K., Kirkland, J. I. (2013). **Fossil fish fauna from the uppermost Graneros Shale (Upper Cretaceous: middle Cenomanian) in southeastern Nebraska.** *Transactions of Kansas Academy of Science*, 115, 145-152. 155:145-152.

Kim, S. H., Shimada, K., Rigsby, C. K. (2013). **Anatomy and evolution of heterocercal tail in lamniform sharks.** *Anatomical Record*, 296, 433-442.

Meglei, A. D., Shimada, K., Kirkland, J. I. (2013). **Fossil vertebrates from the middle Graneros Shale (Upper Cretaceous: middle Cenomanian) in southeastern Nebraska.** *Transactions of Kansas Academy of Science*, 115, 129-135.

Shimada, K., Hansen, B. B., Cuny, G., Jacobs, P., Heilmann-Clausen, C. (2013). **Associated skeletal and dental remains of a fossil odontaspidd shark (Elasmobranchii: Lamniformes) from the middle Eocene Lillebælt Clay Formation in Denmark.** *Bulletin of the Geological Society of Denmark*, 61, 37-46.

Shimada, K. (2013). **Chondrichthyan origin for the fossil record of the tselfatiiform osteichthyan fish, *Thryptodus zitteli* Loomis, from the Upper Cretaceous Mooreville Chalk of Alabama.** *Bulletin of Alabama Museum of Natural History*, 31, 72-77.

## Department of Health Sciences



**Douglas Bruce**

Assistant Professor

Bruce, D. (2013). **HIV/AIDS in adolescents and emerging adults: Domestic and international perspectives on prevention, treatment, and intervention development.** *Journal of HIV/AIDS and Social Services*, 12, 266-273.

Bruce, D., Harper, G. W., Fernandez, M. I., A. (2013). **Heavy marijuana use among gay and bisexual male emerging adults living with HIV/AIDS.** *Journal of HIV/AIDS and Social Services*, 12, 66-88.

Bruce, D., Harper, G. W., Suleta, K., A. (2013). **Sexual risk behavior and risk reduction beliefs among HIV-positive young men who have sex with men.** *AIDS and Behavior*, 17, 1515-1523.

Bruce, D., Kahana, S., Fernandez, M. I., Harper, G. W., A. (2013). **Alcohol use predicts sexual risk behavior with HIV-negative or partners of unknown status among young HIV-positive men who have sex with men.** *AIDS Care*, 25, 559-65.

Harper, G. W., Fernández, M. I., Bruce, D., Hosek, S. G., Jacobs, R. J., A. (2013). **The role of multiple identities in engagement in care among gay/bisexual male adolescents living with HIV.** *AIDS and Behavior*, 17, 213-223.

Jamil, O.B., Harper, G.W., Bruce, D. (2013). **Adolescent development: Identity, Intimacy, exploration.** In: Fisher, E. S., & Komosa-Hawkins, K. (eds.), *Creating Safe and Supportive Environments Working with Lesbian, Gay, Bisexual, Transgender, and Questioning Youth and Families*. New York: Routledge.



**Sarah Connolly**

Assistant Professor

Rowe C.L., Connolly S.A., Chen J., Jardtetzky T.S., Longnecker R. (2013) **A soluble form of Epstein-Barr virus gH/gL inhibits EBV-induced membrane fusion and does not function in fusion.** *Virology*, 436, 118-126.

Zago A., Connolly S.A., Spear P.G., Longnecker R. (2013) **The fusion loops and membrane proximal**

**regions of Epstein-Barr virus glycoprotein B (gB) can function in the context of herpes simplex virus 1 gB when substituted individually but not in combination.** *Virus Res*, 171, 227-230.



## Craig Klugman

Chair of the Department of Health Sciences, Professor

Klugman CM & Bard J (2013).

**Medicolegal & ethical aspects of prehospital emergency medicine.** In Boylan M (ed) *The ABCs in Prehospital Emergency Medicine*. (pp. 201-205). London: Blackwell.

Klugman CM (2013) **Case Study: Futility on the Border.** *Hastings Center Report* 43 (4): 11-12.

Klugman CM (2013). **Commentary on Case 6 in Chapter 1 Military Medical Ethics: Experience from Operation Iraqi Freedom.** In Gross M and Carrick D (eds). *Military Medical Ethics for the 21<sup>st</sup> Century* (pp. 38-41). Surrey, UK: Ashgate.

Klugman, CM (2013, November 5). **Does medical education make physicians susceptible to participating in torture?** Bioethics.net editor's blog. <http://www.bioethics.net/?p=49703>

Klugman CM (2013, December 30). **A Tale of Two Deaths: Why in 2013 We Still Don't Have a Say in How We Die.** Life Matters Media. <http://www.lifemattersmedia.org/2013/12/tale-two-deaths-2013-still-dont-say-die/>

Klugman CM (2013, December 25). **"Getting On" provides a look at aging and dying.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=50052>

Klugman CM (2013, December 12). **Wealth disparity as a bioethics concern.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=49996>

Klugman CM (2013, December 9). **When Parents Disagree with the Doctor.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=49975> also LifeMattersMedia.org <http://www.lifemattersmedia.org/2013/12/when-parents-disagree-with-the-doctors/>

Klugman CM (2013, December 4). **Where have all the negative results gone.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=49942>

Klugman CM (2013, November 26). **The FDA and Home DNA Testing.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=49900>

Klugman CM (2013, November 21). **Potential Organ Donation + HIV Infection = HOPE.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=49869>

Klugman CM (2013, November 13). **"Time to Die" Means Time to Talk.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=49785>

Klugman CM (2013, November 8). **The-Fat-That-Must-Not-Be-Named.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=49745>

Klugman, CM (2013, October 27). **Big Data. Big Worries.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=49625>

Klugman CM & Usatine R. (2013). **An evaluation of two online advance directive programs.** *American Journal of Hospice and Palliative Medicine*. Nov; 30(7): 657-663.

Klugman CM (2013, October 11). **Binge and Vac: Clinical Trial for Stomach Vacuum.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=49123>

Klugman CM (2013, October 10). **The Unhealthy Shutdown.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=49111>

Klugman CM (2013, September 27). **The Sky Is Falling: Health Exchanges and Government Shutdown.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=48988>.

Klugman CM (2013, September 24). **How Young is Too Young: Bariatric Surgery in Toddlers.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=48950>

Klugman CM (2013, September 15). **DNA and Newborn Screening.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=48857>

Klugman CM (2013, September 4). **Media Meld: Science, Credit and Peer Review.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=48719>

Klugman CM (2013, August 30). **Faster than the speed of thought.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=48700>

Klugman CM (2013, August 27). **Paying for Patient Empowerment.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=48670>

Klugman CM (2013, August 22). **Privacy for Sale.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=48628>

Klugman CM (2013, August 16). **War on Drugs Ceasefire.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=48551>

Klugman CM (2013, August 2). **The Television Truth of Assisted Living.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=48438>

Klugman CM (2013, July 23). **Pride in a Health Care System.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=48334>

Klugman CM (2013, June 26). **Human Rights and Human Wrongs.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=47870>

Klugman CM (2013, June 21). **Why We Don't Talk More About the Hard Stuff.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=47827>

Klugman CM (2013, June 6). **Lung Transplants and the Bioethics Bandwagon.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=47650>

Klugman CM (2013, June 4). **Data Aggregation and the Medical Marketplace.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=47627>

Klugman CM (2013, May 29). **Turf Wars or Patient Safety: Pharmacy Quick Clinics.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=47571>

Klugman CM (2013, May 16). **Vermont passes physician-assisted suicide.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=47409>

Klugman CM (2013, May 14). **Carbon, Bioethics and Planetary Health.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=47363>

Klugman CM (2013, May 9). **Magical NC Bill Builds Obstacles to Teen health.** Bioethics.net editor's blog. <http://www.bioethics.net/?p=47312>

Klugman CM (2013, May 1). **Maybe size does matter.** Bioethics.net editor's blog. <http://www.bioethics.net/2013/05/maybe-size-does-matter/>

Klugman CM (2013, April 24) **In quest for excellence, athletes ingest unregulated drugs.** Bioethics.net editor's blog. <http://www.bioethics.net/2013/04/in-quest-for-excellence-athletes-ingest-unregulated-drugs/>

Klugman CM (2013, April 17) **DNA, Patents and the Supreme Court.** Bioethics.net editor's blog. <http://www.bioethics.net/2013/04/dna-patents-and-the-supreme-court/>

Klugman CM (2013, April 3). **Psst. There's A Drug Shortage.** Bioethics.net editor's blog. <http://www.bioethics.net/2013/04/psst-theres-a-drug-shortage/>

Klugman CM (2013, March 21). **Bioethics in the Media.** Bioethics.net editor's blog. <http://www.bioethics.net/2013/03/bioethics-in-the-media/>

Klugman CM (2013, March 15). **Screen Screeners.** Bioethics.net editor's blog. <http://www.bioethics.net/2013/03/screening-screenings/>

Klugman CM (2013, March 7). **The Boss is Watching You.** Bioethics.net editor's blog. <http://www.bioethics.net/2013/03/the-boss-is-watching-you/>

Klugman CM (2013, February 28). **A Directive Too far.** Bioethics.net editor's blog. <http://www.bioethics.net/2013/02/a-directive-too-far/>

Klugman CM (2013, February 22). **Importing Docs.** Bioethics.net editor's blog. <http://www.bioethics.net/2013/02/importing-docs/>

Klugman CM (2013, February 14). **Diagnosing Art.** Bioethics.net editor's blog. <http://www.bioethics.net/2013/02/diagnosing-art/>

Klugman, CM (2013, February 7). **The Hidden Research Curriculum.** Bioethics.net editor's blog. <http://www.bioethics.net/2013/02/the-hidden-research-curriculum/>

Klugman CM (2013, February 1) **Protecting Us From Pain Control.** Bioethics.net editor's blog. <http://www.bioethics.net/2013/01/whose-dna/>

Klugman CM (2013, January 25). **Whose DNA Is It Anyway?** Bioethics.net editor's blog. <http://www.bioethics.net/2013/01/whose-dna/>

Klugman CM (2013, January 18). **Nasty, Brutish & Short.** Bioethics.net editor's blog. <http://www.bioethics.net/2013/01/nasty-brutish-short/>

Klugman CM (2013, January 11, 2013). **Donors Beware.** Bioethics.net editor's blog. <http://www.bioethics.net/2013/01/donors-beware/> Stone M, Klugman C, Young V. (2013) **Leadership in Interprofessional Community Service Learning-Ethics Module.** MedEdPORTAL. Available from: [www.mededportal.org/publication/9348](http://www.mededportal.org/publication/9348)

## Department of Mathematical Sciences



Allan Berele

Professor

A. Berele, **Using hook Schur functions to compute matrix cocharacters.** *Comm. Algebra* 41 (2013), no. 3, 1123–1133.

A. Berele, **Invariant theory for matrices over the Grassmann algebra.** *Adv. Math.* 237 (2013), 33–61.



Jeffrey Bergen

Professor, Director M.A. in Mathematics Education and M.S. in Mathematics for Teaching programs

Bergen, J. M., Riley, D., Usefi, H. (2013). **Lie Superalgebras whose Enveloping Algebras Satisfy a Non-Matrix Polynomial Identity.** *Israel J. Math.*, 196, 161-173.



David Degras

Assistant Professor

Degras-Valabregue, D. A., Lindquist, M. (2013). **A hierarchical model for simultaneous detection and estimation in multi-subject fMRI Studies.**



Christopher Drupieski

Assistant Professor

Drupieski, C. M. (2013). **Cohomological finite generation for restricted Lie superalgebras and finite supergroup schemes.** *Representation Theory*, 17, 469-507.

Drupieski, C. M. (2013). **Cohomology rings for quantized enveloping algebras.** *Proceedings of the American Mathematical Society*, 141, 3739-3753.

Drupieski, C. M. (2013). **On projective modules for Frobenius kernels and finite Chevalley groups.** *Bulletin of the London Mathematical Society*, 45, 715-720.



**A. Eduardo Gatto**

Associate Professor

Gatto, A. E., Pineda, E., Urbina, W. (2013). **Riesz Potentials, Bessel Potentials and Fractional Derivatives on Triebel-Lizorkin Spaces for the Gaussian Measure.** *Journal of Mathematical Analysis and Applications*.



**Juan Hu**

Assistant Professor

Hu, J., Bahls, M., Bidwell, C. A. (2013). **Gene expression differences during the heterogeneous progression of peripheral atherosclerosis in familial hypercholesterolemic swine.** *BMC Genomics*, 14, 443.



**T. Kyle Petersen**

Associate Professor

Petersen, T. K. (2013). **On the shard intersection order of a Coxeter group.** *SIAM Journal on Discrete Mathematics*, 27, 1880-1912.

Petersen, T. K. (2013). **Two-sided Eulerian numbers via balls in boxes.** *Mathematics Magazine*, 86, 159-176.

Petersen, T. K., Tenner, B. E. (2013). **How to write a permutation as a product of involutions (and why you might care).** *Integers*, 13, 20 pp., #A63.



**Claudia Schmegner**

Associate Professor

Ameziane, M., Schmegner, C. (2013). **A Class of One Sample Tests Based on the Mann-Whitney-Wilcoxon Functional.** *Journal of Statistical Computation and Simulation*. Published online 02 Sep 2013. DOI: 10.1080/00949655.2013.830307



**Bridget Tenner**

Associate Professor

Tenner, B. (2013). **Coincidental pattern avoidance.** *Journal of Combinatorics*, 4, 311-326.

Tenner, B. (2013). **Fingerprint databases for theorems.** *Notices of the American Mathematical Society*, 60, 1034-1039.

Tenner, B. (2013). **Mesh patterns with superfluous mesh.** *Advances in Applied Mathematics*, 51, 606-618.

## *School of Nursing*



**Kim Amer**

Associate Professor

Amer, K. M. (2013). **Quality and Safety for Transformational Nursing: Core Competencies.** Pearson Prentice HaB.

Amer, K. M. (2013, February 9). **La Raza Who Needs to Get the Flu Vaccine?** <http://impremedia.newspaperdirect.com/epaper/viewer.aspx>



**Elizabeth Florez**

Clinical Assistant Professor

Florez, E. A., Zerwic, J., Sangoleye, F. (2013, October (4th Quarter/Autumn)). **Addressing Health Disparities Through**

**Healthcare Workforce Diversity.** *American Heart Association*, 11, 1.



**Paula Kagan**

Associate Professor

Kagan, P. N. (2013). **Acts of social justice: Creating policy relevance for overlooked minorities.** *Nursing Quarterly*, 85.

Kagan, P. N. (2013). **Innovation in Nursing: Only Radical Change will Do.** *Advances in Nursing Science - Wolters Kluwer*.



**Mona Shattell**

Associate Dean for Research and Faculty Development; Associate Professor, Nursing; Associate Professor, Community Psychology

Cuddeback, G., Shattell, M., Bartlett, R., Yoselle, J., & Brown, D. (2013, June). **Consumers' perceptions of transitions from Assertive Community Treatment to less intensive services.** *Journal of Psychosocial Nursing and Mental Health Services*, 51(8), 39-45.

Heyland, M., Emery, C., & Shattell, M. (2013, October). **The Living Room, a community crisis respite program: Offering people in crisis an alternative to emergency departments.** *Global Journal of Community Psychology Practice*, 4(3), 1-8. <http://www.gicpp.org>

Jones, N., & Shattell, M. (2013, July). **Engaging with voices: Rethinking the clinical treatment of psychosis.** *Issues in Mental Health Nursing*, 34, 562-563.

Schrader, S., & Shattell, M. (2013, November). **Cultural cognition: What mental health researchers and**

**clinicians can learn about the climate change debate.** *Issues in Mental Health Nursing*, 34, 842-843.

Schrader, S., Jones, N., & Shattell, M. (2013, January). **Mad pride: Reflections on sociopolitical identity and mental diversity in the context of culturally competent psychiatric care.** *Issues in Mental Health Nursing*, 34(1), 62-64.

Shattell, M. (2013, October 4). **Why are lesbian nurses still invisible?** Huffington Post. [http://www.huffingtonpost.com/mona-shattell/why-are-lesbian-nurses-still-invisible\\_b\\_4026189.html](http://www.huffingtonpost.com/mona-shattell/why-are-lesbian-nurses-still-invisible_b_4026189.html)

Shattell, M. (2013, May 6). **A nurse's muse: How one patient made a difference.** Huffington Post. [http://www.huffingtonpost.com/mona-shattell/nurses-week\\_b\\_3214717.html](http://www.huffingtonpost.com/mona-shattell/nurses-week_b_3214717.html)

Shattell, M. (2013, April 26). **Good intentions are not enough: On community, voice, and the ethics of inclusion/exclusion.** Huffington Post. [http://www.huffingtonpost.com/mona-shattell/good-intentions-are-not-enough\\_b\\_3161873.html](http://www.huffingtonpost.com/mona-shattell/good-intentions-are-not-enough_b_3161873.html)

Shattell, M. (2013, March 28). **Visiting as a villager.** *Yellow Springs News*.

Shattell, M. (2013, March 8). **What not to say to a nurse: Hooters opens nursing school.** Huffington Post. [http://www.huffingtonpost.com/mona-shattell/female-nurse\\_b\\_2814070.html](http://www.huffingtonpost.com/mona-shattell/female-nurse_b_2814070.html)

Shattell, M. (2013, February 15). **Better nurse-to-patient ratios a must in psychiatric hospitals.** Huffington Post. [http://www.huffingtonpost.com/mona-shattell/nurse-patient-ratios\\_b\\_2686703.html](http://www.huffingtonpost.com/mona-shattell/nurse-patient-ratios_b_2686703.html)

Shattell, M. (2013, February 4). **In psychiatric emergencies, emergency rooms not always safe.** Huffington Post. [http://www.huffingtonpost.com/mona-shattell/emergency-mental-health-services\\_b\\_2605706.html](http://www.huffingtonpost.com/mona-shattell/emergency-mental-health-services_b_2605706.html)

Shattell, M. (2013, January 25). **Families and the debate on mental health.** PBS.org. <http://www.pbs.org/wnet/need-to-know/opinion/families-and-the-debate-on-mental-health/16125/>

Shattell, M. (2013, January 10). **From publishing an op-ed to joining social media, Mona Shattell talks about the rush of it all.** The Byline Blog. <http://theopedproject.wordpress.com/2013/01/10/from-publishing-an-op-ed-to-joining-social-media-mona-shattell-talks-about-the-rush-of-it-all/>

Shattell, M., & Stuart, G. (2013). **Policy and advocacy in mental health care.** In G. Stuart (Ed), *Principles and Practices of Psychiatric Nursing* (10<sup>th</sup> Ed), St. Louis, Missouri: Mosby.



**Matthew Sorenson**

Associate Director, Master's Entry to Nursing Practice Program; Associate Professor

Jason, L.A., Sorenson, M., Evans,

M., Brown, A., Flores, S., Sunnquist, M., & Schafer, C. (2013). **The implications of sensitization and kindling for chronic fatigue syndrome.** In N. Gotsiridze-Columbus (Ed.), *Encephalitis, Encephalomyelitis, Encephalopathies: Symptoms, causes and potential complications.* (pp.73-94). New York: Nova Science.

Sorenson, M. R. (2013). **Genetics and Genomics for Nursing.** (pp. 35-44). Upper Saddle River, NJ: Pearson.

Sorenson, M. R. (2013). **Genetics and Genomics for Nursing.** (pp. 259-269). Upper Saddle River, NJ: Pearson.

Sorenson, M. R. (2013). **Quality and Safety for Transformational Nursing: Care Competencies.** (pp. 130-147). Upper Saddle River, NJ: Pearson.

Sorenson, M. R., Jason, L. A., Evans, M., Brown, A., Flores, S., Sunnquist, M., & Schafer, C. (2013). **Encephalitis, Encephalomyelitis, Encephalopathies: Symptoms, causes and potential complications.** (pp. 73-94). New York: Nova Science.

Sorenson, M., Tichawa, U. (2013). **Case Studies for Adult Health Nursing** (1st ed). Kendall-Hunt, Dubuque, IA. ISBN: 978-1-4652-0294-9



**Joseph Tariman**

Assistant Professor

Heuck, C. J., Mehta, J., Bhagat, T., Gundabolu, K, Yu, Y., Khan, S., Chrysosfakis, G., Schinke, C., Tariman J., et al (2013). **Myeloma is characterized by stage-specific alterations in DNA methylation that occur early during myelomagenesis.** *Journal of Immunology*, 190(6), 2966-2975.



**Uta Tichawa**

Clinical Assistant Professor

Tichawa, U. J., Sorenson, M. (2013). **Case studies in adult health nursing.**

## *Department of Physics*



**Mary Bridget Kustusich**

Assistant Professor

Roundy, D., Gupta, A., Wagner, J. F., Dray, T., Kustusich, M. B., Manogue, C. A. (2013). **From Fear To Fun In Thermodynamics.** 2013 Physics Education Research Conference Proceedings.

Sherer, G., Kustusich, M. B., Manogue, C. A., Roundy, D. (2013). **The Partial Derivative Machine.** 2013 Physics Education Research Conference Proceedings.

Zwolak, J. P., Kustusich, M. B., Manogue, C. A. (2013). **Re-thinking the Rubric for Grading the CUE: The Superposition Principle.** 2013 Physics Education Research Conference Proceedings.



Eric Landahl

Assistant Professor

E.C. Landahl and S.E. Rice. **Model-independent decomposition of two-state data.** *Phys. Rev. E* 88, 062713 - Published

16 December 2013.

J.L. Klosowiak, P.J. Focia, S. Chakravarthy, E.C. Landahl, D.M. Freymann, and S.E. Rice, “**Structural coupling of the EF hand and C-terminal GTPase domains in the mitochondrial protein Miro,**” *EMBO reports*. (advanced online publication: doi:10.1038/en1bor.2013.15).

### Psychology Department



Suzanne Bell

Associate Professor

Bell, S. T. (2013). **Multicultural work teams.** In E. H. Kessler (Ed.), *Encyclopedia of Management Theory*.

Sage Publications.



Karen Budd

Director of Clinical Training; Professor

Hesse, T. L., Danko, C. M., & Budd, K. S. (2013). **Siblings of children with autism: Predictors of adjustment. Research in Autism Spectrum Disorders**, 7, 1323-1331.



Linda Camras

Psychological Science Program Director; Professor

Camras, L. A., & Shuster, M. (2013). **Children's expressive behavior in different cultural contexts.** (pp. 24-30). London: Psychology Press.

Camras, L. A., Shuster, M. (2013). **Current emotion research in developmental psychology.** *Emotion Review*, 5, 321-329.



Jessica Choplin

Associate Professor

Choplin, J. M., Stark, D. P. (2013). **Doomed to fail: A psychological analysis of mortgage disclosures and policy implications.** *Banking & Financial Services Policy Report*.

Choplin, J. M., Stark, D. P., & Mikels, J. A. (2013). **Cognitive barriers to rational home loan decision making: Implications for mortgage counseling.** Hauppauge, NY: Nova Science.

Stark, D. P., Choplin, J. M., LeBoeuf, M. A. (2013). **Ineffective in any form: Confirmation biases and other**

**psychological phenomena undermine improved home loan disclosures.** 122, *Yale L.J. Online* 377. <http://yalelawjournal.org/2013/04/16/stark-choplin&leboeuf.html>.

Stark, D. P., Choplin, J. M., Linnabery, E. (2013). **Dysfunctional contracts and the laws and practices that enable them: An empirical analysis.** 46, *Ind. L. Rev.* 797.



Joseph Ferrari

Professor & St. Vincent de Paul Professor

Bottom, T.L., Ferrari, J.R., Mateo, E., & Todd, N. (2013). **Assessing school sense of community, inclusion, and religious**

**pluralism: Students' perceptions at two Catholic universities.** *Journal of Prevention & Intervention in the Community*, 41, 4-14.

Ferrari, J. R. (2013). **Categorical twelve-step involvement and continuous abstinence at two-years.** *Journal of Substance Abuse Treatment*, 44, 46-51.

Koenigs, A.M., & Ferrari, J. R. (2013). **Exploring university mission-identity perceptions: Predictors of faith maturity.** *Journal of Prevention & Intervention in the Community*, 41, 24-35.

Williams, S.M., Karahalios, V.S., & Ferrari, J. R. (2013). **First-generation college students and U.S. citizens: Is the university perceived like family or stranger?.** *Journal of Prevention & Intervention in the Community*, 41, 45-54.

McAuliff, K.E., Antler, C., & Ferrari, J. R. (2013). **Global and urban engagement to promote social justice: Reflections of one's faith tradition.** *Journal of Prevention & Intervention in the Community*, 41, 36-44.

Steel, P., & Ferrari, J. R. (2013). **Sex, education and procrastination: An epidemiological study of procrastinators' characteristics from a global sample.** *European Journal of Personality*, 27, 51-58.

McAuliff, K.E., Williams, S. M., & Ferrari, J. R. (2013). **Social justice and the university community: Does campus involvement make a difference?.** *Journal of Prevention & Intervention in the Community*, 41, 244-254.

Janulis, P., Ferrari, J.R., & Fowler, P. (2013). **Understanding public stigma toward substance dependence.** *Journal of Applied Social Psychology*, 43, 1065-1072.

Ferrari, J. R., & Bottom, T. L. (2013). **Who do we say we are? Publically proclaiming one's university mission identity.** *Journal of Prevention & Intervention in the Community*, 41, 1-3.

Karahalios, V.S., Williams, S.M., Ferrari, J.R., & Matteo, E. (2013). **Written in their own voice: First-year and older student perceptions on their university's identity.** *Journal of Prevention & Intervention in the Community*, 41, 15-23.

Appleby, D.C., & Ferrari, J. R. (2013). **Psi Chi officers can develop a full portfolio of career-related skills.** *Eye on Psi Chi*, 18, 12-15.

Ferrari, J. R. (2013). **Factors affecting the sustainability of self-run recovery homes in the United States.** *International Journal of Self Help and Self Care*, 7, 99-109.

Beasley, C. R., Miller, S. A., Jason, L. A., Stevens, E., & Ferrari, J. R. (2013). **Person-environment interactions among residents of Oxford House recovery homes.** *Addiction Research & Theory*, 21, 198-206.

Uzun-Ozer, B., Demir, A., & Ferrari, J. R. (2013). **Reducing academic procrastination through a group treatment program: A pilot study.** *Journal of Rational Emotive Cognitive-Behavior Therapy*, 31, 127-135.

Ferrari, J. R. (2013, August). **The mid-life calling and gift of the diaconate.** "Christ Is Our Hope" magazine, for Diocese of Joliet, 6, 7.

Ferrari, J. R. (2013, July (3rd Quarter/Summer)). **Pray, and pray often.** "Deacon Digest", national magazine for 18,000+ deacons, 27, 12-13.

Ferrari, J. R. (2013, February). **Deacon moments, in life.** "Christ Is Our Hope" magazine, for Diocese of Joliet, 6, 14-15.

Ferrari, J.R., Bottom, T., McAuliff, K., & Williams, S. (2013). **The college as community: [Themed Issue].** *Journal of Prevention & Intervention in the Community*, Taylor & Francis, Publ.

Ferrari, J.R. (2014). **Treating procrastination: Dispositional and situational forms.** In L.R. Grossman & S. Walfish (Eds). *Translating research into practice: A desk reference for practicing mental health professionals.* Chapter 30, pp. 275-278. New York: Springer Publications.

Nguyen, B., Steel, P., & Ferrari, J.R. (2013). **Procrastination's impact in the workplace and the workplace's impact on procrastination.** *International Journal of Selection and Assessment*, 21, 388-399.



**Kathryn Grant**

Professor

Carter, J. S., Smith, S., Bostick, S., & Grant, K. E. (2013). **Mediating effects of parent-child relationships and body image in the prediction of internalizing symptoms in urban youth.** *Journal of Youth and Adolescence*.

Dinizulu, S., Grant, K. E., Bryant, F., Boustani, M. M., Tyler, D., & McIntosh, J. M. (2013). **Parent-adolescent relationship quality and nondisclosure as mediators of the association between exposure to community violence and psychological distress.** *Child and Youth Care Forum*, 43, 41-61.



**Verena Graupmann**

Assistant Professor

Abben, D. R., Brown, S. G., Graupmann, V. P., Mockler, S. A., Fernandes, G. F. (2013). **Drawing on Social Psychology Literature to Understand and Reduce Workplace Discrimination.** *Industrial-Organizational Psychologist*, The, 6, 476-480.

Graupmann, V. P., Peres, I., Michaely, T., Meindl, T., Frey, D., Fehse, K., Gutyrchik, E. (2013). **Culture and its neurofunctional correlates when death is in mind.** *Neuroscience Letters*, 548, 239-243.

Graupmann, V. P., Streicher, B. (2013). **Emotions and self-integrity** Nova Science Publishers.

Graupmann, V. P., Frey, D., Streicher, B. (2013). **The self-fortress: Motivational responses to threats to the self** Nova Science Publishers.

Graupmann, V., Frey, D., & Streicher, B. (2013) **The self-fortress: Motivational responses to threats to the self.** In B. O. Hunter, T. J. Romero (eds.). *Psychology of threat.* (pp.1-29) New York: Nova Science Publishers.

Silveira, S., Graupmann, V., Agthe, M., Gutyrchik, E., Blautzik, J., Demirçapa, I., Berndt, A., Bao, Y., Poeppel, E., Frey, D., Reiser, M., Hennig-Fast, K. (in press) **Existential neuroscience: Effects of mortality salience on the neurocognitive processing of attractive opposite-sex faces.** *Social Cognitive and Affective Neuroscience [SCAN]*.

Streicher, B., Frey, D., & Graupmann, V. P. (2013). **Fairness bei Veränderungsprozessen (Fairness in times of change).** (pp. 15 pages). Heidelberg: Springer.



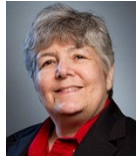
**Megan Greeson**

Assistant Professor

Adams, A. E., Greeson, M. R., Tolman, R. M., & Kennedy, A. C. (2013). **The effects of adolescent dating violence on educational attainment and financial well-being in adulthood.** *Journal of Interpersonal Violence*, 28, 3283-3300.

Campbell, R., Greeson, M. R., & Fehler-Cabral, G. (2013). **With care and compassion: Adolescent sexual assault victims' experiences in Sexual Assault Nurse Examiner Programs.** Accepted by *Journal of Forensic Nursing*, 9 (2), 68-75.

Greeson, M. R., & Campbell, R. (2013). **Sexual Assault Response Teams (SARTs): An empirical review of their effectiveness and challenges to successful implementation.** *Trauma, Violence, & Abuse*, 14, 83-95.



## Jane Halpert

I-O Program Director; Professor

Abben, D. R., Halpert, J. A. (2013). **I-O program information available on universities' websites.** *The Industrial-Organizational Psychologist*, 51, 72-83.



## Leonard Jason

Director of Center for Community Research; Professor

Anderson, V.R., Jason, L.A., & Hlavaty, L.E. (2013). **A qualitative natural history study of ME/CFS in the community.** *Health Care for Women International*, 34, 1-24. DOI:10.1080/07399332.2012.684816

Adams, M.L., Jason, L.A., Pokorny, S., & Hunt, Y. (2013). **Exploration of the link between tobacco retailers in school neighborhoods and student smoking.** *Journal of School Health*, 83, 112-118.

Majer, J.M., Jason, L.A., Aase, D. M., Droege, J.R., & Ferrari, J.R. (2013). **Categorical 12-step involvement and continuous abstinence at two-years.** *Journal of Substance Abuse Treatment*, 44, 46-51.

Harvey, R., Mortensen, J., Aase, D., Jason, L.A., & Ferrari, J.R. (2013). **Factors affecting the sustainability of self-run recovery homes in the United States.** *International Journal of Self-Help & Self-Care*, 7(1), 99-109.

Beasley, C. R., Miller, S. A., Jason, L. A., Stevens, E., & Ferrari, J. R. (2013). **Person-environment interactions among residents of Oxford House recovery homes.** *Addiction Research & Theory*, 21(3), 198-206.

Katz, B., & Jason, L.A. (2013). **Chronic fatigue following infections in adolescents.** *Current Opinion in Pediatrics*, 25:95-102.

Jason, L.A., Brown, M., Brown, A., Evans, M., Flores, S., Grant-Holler, E., & Sunnquist, M. (2013). **Energy Conservation/Envelope Theory interventions to help patients with chronic fatigue syndrome.** *Fatigue: Biomedicine, Health, & Behavior*, 1, 27-42. PMID: PMC3596172

Hunter, B. A., Jason, L. A. & Keys, C. B. (2013). **Factors of empowerment for women in recovery from substance use.** *American Journal of Community Psychology*, 51, 91-102.

Jason, L.A., Mericle, A.A., Polcin, D.L., & White, W.L. (2013). **The role of recovery residences in promoting long-term addiction recovery.** *American Journal of Community Psychology*, 52, 406-411.

DiGangi, J.A., Jason, L.A., Mendoza, L., Miller, S.A., & Contreras, R. (2013). **The relationship between wisdom and abstinence behaviors in women in recovery from substance abuse.** *American Journal of Drug and Alcohol Abuse*, 39(1), 33-37. PMID: 22924585

Callahan, S., & Jason, L.A. (2013). **Strategies to minimize attrition in longitudinal research.** *The Community Psychologist*, 46, 32-35.

Berkowitz, B., Fernandez, C., Holt, C., Jason, L.A., Callahan, S., Sunnquist, M., Sasao, T., Shahin, H., & Vega, M. (2013). **Expanding online learning in community psychology: A dialogue.** *The Community Psychologist*, 46, 16-24.

Jason, L.A. (2013). **Intuition as a core community skill.** *The Community Psychologist*, 46, 8-10.

Brown, A. A., Jason, L. A., Evans, M. A., & Flores, S. (2013). **Contrasting case definitions: The ME International Consensus Criteria vs. the Fukuda et al. CFS Criteria.** *North American Journal of Psychology*, 15(1), 103-120.

Contreras, R., & Jason, L.A. (2013). **Experiences of Oxford House residents living with Hepatitis C virus.** *Frontiers in Psychological and Behavioral Science*, 2, 19-25.

Shanks, L., Jason, L.A., Evans, M. & Brown, A. (2013). **Cognitive impairments associated with CFS and POTS.** *Frontiers in Physiology*. 4:113.doi: 10.3389/fphys.2013.00113

Aase, D.M., Jason, L.A., Ferrari, J.R., Li, Y., & Scott, G. (2013). **Comorbid mental health and substance abuse issues among individuals in recovery homes: Prospective environmental mediators.** *Mental Health and Substance Use*. DOI:10.1080/17523281.2013.806342

Beasley, C. R., Miller, S. A., Jason, L. A., Stevens, E., & Ferrari, J. R. (2013). **Person-environment interactions among residents of Oxford House recovery homes.** *Addiction Research & Theory*, 21(3), 198-206. doi:10.3109/16066359.2012.703270

DiGangi, J.A., Gomez, D., Mendoza, L., Jason, L.A., Keys, C., & Koenen, K. (2013). **Pretrauma risk factors for posttraumatic stress disorder: A systematic review of the literature.** *Clinical Psychology Review*, 33, 728-744.

Flores, S., Brown, A., Adeoye, S., Jason, L.A., & Meredyth, E. (2013). **Examining the impact of obesity on individuals with CFS.** *Workplace Health & Safety*, 61, 299-307.

Flores, S., Jason, L. A., Adeoye, S. B., Evans, M., Brown, A., & Belyaev-Glantsman, O. (2013). **The evolution and growth of the Eco-Community Psychology Conferences.** *Global Journal of Community Psychology Practice*, 4(2), 1-8. Retrieved 10/10/2013, from (<http://www.gjcpp.org/pdfs/2012-006-final-20130502.pdf>).

Jason, L.A., Brown, A., Evans, M., Sunnquist, M., & Newton, J.L. (2013). **Contrasting Chronic Fatigue Syndrome versus Myalgic Encephalomyelitis/Chronic Fatigue Syndrome.** *Fatigue: Biomedicine, Health & Behavior*, 1, 168-183.

Jason, L. A., & Brown, M. M. (2013). **Sub-typing daily fatigue progression in chronic fatigue syndrome.** *Journal of Mental Health*, 22, 4-11.



Jason, L.A. (2013). **Principles of Social Change**. New York: Oxford University Press.

Jason, L.A., Sorenson, M., Evans, M., Brown, A., Flores, S., Sunnquist, M., & Schafer, C. (2013). **The implications of sensitization and kindling for chronic fatigue syndrome**. In N. Gotsiridze-Columbus (Ed.). *Encephalitis, Encephalomyelitis, Encephalopathies: Symptoms, causes and potential complications*. (pp.73-94). New York: Nova Science.

Majer, J.M., Droege, J.R., & Jason, L.A. (2013). **Coping strategies in recovery: More evidence for categorical twelve-step involvement**. *Journal of Groups in Addiction & Recovery*, 7, 3-14.

Walt, L.C., Kinoti, E., & Jason, L.A. (2013). **Industrialization stresses, alcohol abuse & substance dependence: Differential gender effects in a Kenyan rural farming community**. *International Journal of Mental Health Addiction*, 11, 369-380.



## Christopher Keys

Professor

DiGangi, J.A., Gomez, D., Mendoza, L., Jason, L.A. Keys, C., & Koenen, K. (2013).

**Pretrauma risk factors for posttraumatic stress disorder: A systematic review of the literature**. *Clinical Psychology Review*, 33, 728-744.

Hunter, B. A., Jason, L. A. & Keys, C. B. (2013). **Factors of empowerment for women in recovery from substance use**. *American Journal of Community Psychology*, 51, 91-102.



## Gerry Koocher

Dean of the College of Science and Health; Professor

Childress-Beaty, L. & Koocher, G. P. (2013). **Dealing with Subpoenas**. In

G.P. Koocher, J.C. Norcross, and B.A. Greene (Eds.) *PsyDR: Psychologists' Desk Reference*, Third Edition, New York: Oxford University Press (pp 564-566).

Koocher, G. P. (2013). **Commentary: The Tonsil Party and a Career in Pediatric Psychology**. *Journal of Pediatric Psychology*, 38, 693-699. DOI: 10.1093/jpepsy/jst039.

Koocher, G. P. (2013). **Ethical considerations in clinical psychology research**. in J. S. Comer and P. Kendall (Eds.) *Oxford Handbook of Research Strategies for Clinical Psychology*. New York: Oxford University Press (pp 395-412).

Koocher, G. P. (2013). **Managing Your Managed Care Contracts**. In G.P. Koocher, J.C. Norcross, and B.A. Greene (Eds.) *PsyDR: Psychologists' Desk Reference*, Third Edition, New York: Oxford University Press (pp 635-636).

Koocher, G. P. & (2013). **Normal Medical Laboratory Values and Measurement Conversions**. In G.P. Koocher,

J.C. Norcross, and B.A. Greene (Eds.) *PsyDR: Psychologists' Desk Reference*, Third Edition, New York: Oxford University Press (pp 487-492).

Koocher, G. P. (2013). **Prototype Mental Health Records**. In G.P. Koocher, J.C. Norcross, and B.A. Greene (Eds.) *PsyDR: Psychologists' Desk Reference*, Third Edition, New York: Oxford University Press (pp 654-656).

Koocher, G. P. (2013). **Understanding Legal Terms of Special Interest in Metal Health Practice**. In G.P. Koocher, J.C. Norcross, and B.A. Greene (Eds.) *PsyDR: Psychologists' Desk Reference*, Third Edition, New York: Oxford University Press (pp 487-492).

Koocher, G. P. & Keith-Spiegel, P. (2013). **Dealing with Licensing Board and Ethics Complaints**. In G.P. Koocher, J.C. Norcross, and B.A. Greene (Eds.) *PsyDR: Psychologists' Desk Reference*, Third Edition, New York: Oxford University Press (pp 594-598).

Koocher, G. P., Norcross, J. C., & Greene, B. (Eds.). (2013). **PsyDR3: Psychologists' Desk Reference (third edition)**, New York: Oxford University Press.

Koocher, G. P. & Rey-Casserly, C. (2013). **Assessing the Quality of a Psychological Testing Report**. In G.P.

Koocher, J.C. Norcross, and B.A. Greene (Eds.) *PsyDR: Psychologists' Desk Reference*, Third Edition, New York: Oxford University Press (pp 152-154).



## Yan Li

Associate Professor

Aase, D.M., Jason, L.A., Ferrari, J.R., Li, Y., & Scott, G. (2013 online first).

**Comorbid mental health and substance abuse issues among individuals in recovery homes: Prospective environmental mediators**. *Mental Health and Substance Use*. DOI: 10.1080/17523281.2013.806342

Li, Y. & Wright, M. F. (2013 online first). **Adolescents' social status goals: Relationships to social status insecurity, aggression, and prosocial behavior**. *Journal of Youth and Adolescence*. DOI: 10.1007/s10964-013-9939-z

Liao, Z., Li, Y. & Su, Y. (2013 online first). **Emotion understanding and reconciliation in overt and relational conflict scenarios among preschoolers**. *International Journal of Behavioral Development*. DOI: 10.1177/0165025413512064

Wright, M. F. & Li, Y. (2013). **Normative beliefs about aggression and cyber aggression among young adults: A longitudinal investigation**. *Aggressive Behavior*, 39, 161-170. DOI: 10.1002/ab.21470

Wright, M. F. & Li, Y. (2013). **The association between cyber victimization and subsequent cyber aggression: The moderating effect of peer rejection**. *Journal of Youth and Adolescence*, 42, 662-674. DOI: 10.1007/s10964-012-9903-3



## Susan McMahon

Chair, Psychology Department; Professor

McMahon, S. D. (2013). **Regional Update.** *The Community Psychologist*, 46, 16-24.

McMahon, S. D. (2013). **Regional Update.** *The Community Psychologist*, 46, 24-27.

McMahon, S. D. (2013). **Regional Update.** *The Community Psychologist*, 46, 28-32.

McMahon, S. D., Espelage, D., Anderman, E., Brown, V., Jones, A., Lane, K., Reddy, L. A., Reynolds, C. R. (2013). **Understanding and Preventing Violence Directed Against Teachers: Recommendations for a National Research, Practice and Policy Agenda.** *American Psychologist*, 68, 75-87.

McMahon, S. D., Parnes, A., Coker, C. (2013). **Environmental Stressors, Social Support, and Internalizing Symptoms Among African American Youth.** *Journal of Community Psychology*, 41, 615-630.

McMahon, S. D., Todd, N. R., Martinez, A., Coker, C., Sheu, C. F., Shah, S., Washburn, J. J. (2013). **Aggressive and Prosocial Behavior: Community Violence, Cognitive, and Behavioral Predictors Among Urban African American Youth.** *American Journal of Community Psychology*, 51, 407-421.

Reddy, L. A., Espelage, D., McMahon, S. D., Lane, K., Anderman, E. M., Reynolds, C. R., Jones, A., Brown, V. (2013). **Violence Against Teachers: Case Studies from the APA Task Force.** *International Journal of School & Educational Psychology*, 1, 231-245.



## Joseph Mikels

Associate Professor

Mikels, J. A., Cheung, E., Cone, J., & Gilovich, T. (2013). **The dark side of intuition: Aging and increases in nonoptimal intuitive decisions.** *Emotion*, 13(2), 189-195. doi:10.1037/a0030441

Gruber, J., Purcell, A. L., Perna, M. J., & Mikels, J. A. (2013). **Letting go of the bad: Deficit in maintaining negative, but not positive, emotion in bipolar disorder.** *Emotion*, 13(1), 168-175. doi:10.1037/a0029381

Reed, A. E., Mikels, J. A., & Löckenhoff, C. E. (2013). **Preferences for choice across adulthood: Age trajectories and potential mechanisms.** *Psychology and Aging*, 28(3), 625-632. doi:10.1037/a0031399

Stark, D. P., Choplin, J. M., Mikels, J. A., & McDonnell, A. S. (in press). **Complex decision making and cognitive aging call for enhanced protection of seniors contemplating reverse mortgages.** *Arizona State Law Journal*, 45.

Mikels, J. A., & Reuter-Lorenz, P. A. (2013). **Emotion and working memory.** In H. Pashler (Ed.), *Encyclopedia of the Mind*.

Choplin, J. M., Stark, D. P., & Mikels, J. A. (2013). **Cognitive barriers to rational home loan decision making: Implications for mortgage counseling.** In A. Di Fabio (Ed.), *Psychology of Counseling*. Hauppauge, NY: Nova Science. (299-331).



## Antonio Polo

Associate Professor

Livas-Stein, G., & Polo, A. J., (2013). **Parent-child cultural value gaps and depressive symptoms among Mexican American youth.** *Journal of Child and Family Studies*, 23, 189-199.



## Kimberly Quinn

MS Program Director; Associate Professor

Gawronski, B., & Quinn, K. A. (2013). **Guilty by mere similarity: Assimilative effects of facial resemblance on automatic evaluation.** *Journal of Experimental Social Psychology*, 49, 120-125.



## Christine Reyna

Department Associate Chair; Associate Professor

Reyna, C., Dobria, O., & Wetherell, G. (2013). **The Complexity and Ambivalence of Immigration Attitudes: Nuanced Stereotypes Predict Conflicting Attitudes toward Immigration Policies.** *Cultural Diversity and Ethnic Minority Psychology*, 19, 342-356.

Wetherell, G., Brandt, M.J. , & Reyna, C. (2013). **Discrimination across the Ideological Divide: The Role of Value Violations and Abstract Values in Discrimination by Liberals and Conservatives.** *Social Psychology and Personality Science*, 4, 658-667.

Wetherell, G., Reyna, C. & Sadler, M. (2013). **Public Option vs. the Market: Perceived Value Violations Drive Opposition to Healthcare Reform,** *Political Psychology*, 34, 43-66.

Zimmerman, J. L., & Reyna, C. (2013). **The meaning and role of ideology in system justification and resistance for high and low status people.** *Journal of Personality and Social Psychology*, 105, 1-23.

Zimmerman, J. & Reyna, C. (2013). **The meaning and Role of Ideology in System Justification and Resistance for High and Low Status People.** *Journal of Personality and Social Psychology*, 105, 1-23.



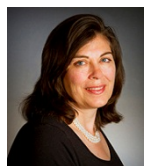
### Bernadette Sanchez

Director, Community Program; Associate Professor

Ford-Paz, R. E., Reinhard, C., Kuebbeler, A., Contreras, R., & Sánchez, B. (2013).

**Culturally tailored depression/suicide prevention in Latino youth: Community perspectives.** *Journal of Behavioral Health Services and Research*, 1-15. DOI: 10.1007/s11414-013-9368-5.

Sánchez, B., Colón-Torres, Y., Feuer, R., Roundfield, K. E., & Berardi, L. (2014). **Race, ethnicity, and culture in mentoring.** In D.L. DuBois & M.J. Karcher (Eds.), *Handbook of youth mentoring*, 2nd Edition. Thousand Oaks, CA: Sage Publications.



### Alice Stuhlmacher

Professor

Brown, S., Stuhlmacher, A. F., & Keegin, M. (2013). **Job role congruence and**

**gender.** A. Michalos (Ed.) *Encyclopedia of Quality of Life and Well-Being Research*.

Stuhlmacher, A. F., & Adair, C. K. (2013). **Personality and negotiation.** In M. Benoliel (Ed.), *Negotiation excellence: Successful deal making*, 2nd edition. World Scientific Publishing.

Stuhlmacher, A. F., & Linnabery, E. (2013). **Gender and negotiation: A social role analysis.** Chapter 9 (pp221-248) in *Handbook of Negotiation Research*, Mara Olekalns & Wendi Adair (Eds). London: Edward Elgar.

Towler, A. J., & Stuhlmacher, A. F. (2013). **Attachment styles, relationship satisfaction, and well-being in working women.** *Journal of Social Psychology*, 153, 279-98.



### Jennifer Zimmerman

Instructor

Zimmerman, J., Reyna, C. (2013). **The meaning and role of ideology in system justification and resistance for high and**

**low status people.** *Journal of Personality and Social Psychology*, 105, 1-23.

### STEM Center



### Bernhard Beck-Winchatz

Associate Professor

Beck, K., Medintz, T., Beck-Winchatz, B. (2013). **Exploring Waves in the Stratosphere.** *Science Scope*, 37, 40-47.

Beck-Winchatz, B., Beck, K., and Medintz, T. 2013. **High-Altitude Ballooning in Middle School: Focusing on Science and Engineering Practices.** In: *Proceedings of the 4th Annual Academic High-Altitude Conference*. Upland, IN: Taylor University.

Beck-Winchatz, B., Parra, R. D. (2013). **Finding Out What They Really Think: Assessing Non-Science Majors' Views of the Nature of Science.** *College Teaching*, 61, 131-137.

Hike-Teague, N., and Beck-Winchatz, B. 2013. **High Altitude Ballooning at an International Baccalaureate High School.** In: *Proceedings of the 4th Annual Academic High-Altitude Conference*. Upland, IN: Taylor University.

Potosnak, M. J., Beck-Winchatz, B. (2013). **Effectiveness of a high-altitude balloon project compared to conventional environmental science laboratory projects conducted by undergraduate students in an environmental chemistry course.** In: *Proceedings of the 4th Annual Academic High-Altitude Conference*. Upland, IN: Taylor University.



### Carolyn Narasimhan

Director of the STEM Center; Professor

Lach, M., Narasimhan, C. C., Jabon, D. C. (2013). **Getting Serious About**

**Implementing The Common Core Standards for Mathematics: An Implementation Guide for Schools and Districts in Illinois.** CSTEMEC.



### Wendy Jackson

Project Director

Jackson, W., Jabon, D. C., Wenzl, S. (2013). **Implementing The Next**

**Generation Science Standards: Hallmarks of a Fully Realized School System** CSTEMEC.

With gratitude for your  
service to DePaul and  
the CSH Students

*2013 Retirees*

Barbara Cortzen, Associate Professor

Department of Mathematical Sciences

33 Years of Service

Constantine Georgakis, Associate Professor

Department of Mathematical Sciences

50 Years of Service



# DEPAUL UNIVERSITY

## COLLEGE OF SCIENCE AND HEALTH

*This 2013 Annual Report was prepared by Mona Shattell, PhD, RN, FAAN, and Abigail Ingram, and made possible by the efforts and contributions of the faculty and staff of the College of Science and Health.*

### *Special thanks to*

**Lindsey Burdick**

Pre-Health Advisor, CSH Office of Advising and Student Services

**Dominika Chafai**

Business Manager, College of Science and Health

**Rhonda Harley**

Assistant Director of Research and Student Services, CSH Office of Advising and Student Services

**Leonard Jason**

Director, Center for Community Research

**Gerald Koocher**

Dean, College of Science and Health

**Orson Morrison**

Director, DePaul Family and Community Services

**Robert McCarthy**

Post-Award Coordinator, Office of Research Services

**Jesús Pando**

Chair and Associate Professor, Physics Department

**Lucinda Rapp**

Assistant to the Dean, College of Science and Health

**Karen Reinbold**

Assistant Dean for Budget, College of Science and Health

**Michael Roberts**

Assistant Dean for Academic Services, CSH Office of Advising and Student Services

**Margaret Silliker**

Associate Dean of Graduate Studies, College of Science and Health

**Sandra Virtue**

Associate Professor, Psychology Department