



THE COLLEGE OF EDUCATION NEWSLETTER

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Surviving and Thriving

The College of Education has a long and proud tradition at Governors State University. The College has weathered some storms over the years and had to quickly adjust to remote learning during the pandemic. Elizabeth Edwards, an attorney and activist, once wrote “She stood in the storm and when the wind did not blow her way...she adjusted her sails.” So, too did the College of Education students, faculty, and staff. We continue to train education, mental health, and administrative professionals and leaders. When the storm hit, we adjusted. As the Dean, I am proud of how everyone has learned to make the best of an unexpected and difficult time.



Dr. Shannon B. Dermer
 Dean of the College of Education

Although we could not proceed with status quo processes and procedures—classes, supervision, clinical experiences, student activities, publishing, grant-writing, and all the other things the College of Education does still go on. The Family Development Center closed briefly and provided online services while they adjusted to allow children and teachers to come back to the center in a safe way. Faculty quickly switched to remote and online learning when possible. Those classes that were required to meet on campus adjusted to do so in a safe way. In Fall 2020 Governors State University offered almost 1,000 courses and only about 100 had any contact on campus. It has not been easy, or even perfect, but we have adjusted our sails and continue our journey to train exceptional students and serve the community.

We continue our journey despite the challenges of COVID-19 and many other traumatic events over the last year. I am sure it has taken its toll on many people—their financial lives, their mental health, on their children, and on their relationships. We should spend some time accepting those losses and hardships, and we should also reflect on what we have learned about ourselves and positives that may have emanated from these obstacles. Personally, I have learned new technology, adjusted to working from home, spent more time outside (between Zoom meetings—heck, even sometimes during a Zoom meeting), participated in online student activities, and learned new ways of engaging with family and friends from afar. Even my dogs had to adjust—learning to deal with me being home 24/7. They got lots of time, affection, and treats. They have also learned how to participate in Zoom meetings (disrupting them in many ways), became involved in school activities (helped me read books to children), and I am pretty sure one of them has learned how to use the remote to change the channel to Animal Planet when I am not looking.

Soon, hopefully, social distancing, social unrest, the pain of racial and socioeconomic inequity, and the threat of COVID-19 will be a distant memory. Yet, we cannot forget the lessons we learned. Some of the pain people have experienced will leave deep, ugly scars. We cannot take away the pain—we can only hope to help those injuries heal and work to prevent perpetuating the behavior and attitudes from which those injuries resulted. I hope everyone can embrace the opportunities and lessons emerging from hardship. Our choices are to adjust our sails and continue an altered journey or sink. I can only speak for myself and my hopes for the College of Education—we have and will continue to adjust our sails.

Students, I want to give you a special mention. I doubt most of you envisioned doing your education remotely. Even if you are part of an online program, you could not have predicted the many societal challenges that would converge at once. I am amazed and in awe of your dedication to completing your education. The importance of knowledge, education, and critical thinking is deeply ingrained in my own cultural background and professional life. So, seeing how our students persevered in their quest for their education was quite moving. Many of you will graduate and give back to underserved populations and communities, which only highlights the importance of your perseverance. While many colleges and universities saw a decrease in enrollment during the pandemic, the College of Education and GSU overall stayed steady and strong. This speaks to our student population and their dedication to fulfilling their educational dreams. I hope your family, friends, and communities recognize the dedication it takes to continue in the face of so many demands and obstacles. I also hope you have congratulated yourselves because you are impressive.

Please continue your studies in a safe and sane way. We hope to see you back on campus as soon as it is safe to do so. In the meantime, please do not hesitate to contact your faculty, staff, or administrators in the College of Education if you need assistance or just want to say “hello”.

Breanne C. Dale: First Winner of the Bonnie Gregg Memorial Scholarship



Breanne C. Dale

Winner of the Bonnie Gregg Memorial Scholarship
Governors State University

Bonnie Gregg was a GSU alumna and senior academic advisor. In her work at GSU, she won two prestigious, peer-nominated awards during her 10-year tenure at Governors State University, where she joined the Board of Governors administrative staff in 1998. She left and returned in 2006 as a member of the Counseling team as an Academic Advisor where she served until 2016.



Bonnie Gregg

The following year, Bonnie received the prestigious 2017 Dr. Gerald C. Baysore Award in honor of GSU's previous Associate Vice President of Academic Affairs. It is the highest honor GSU bestows on employees. In a nomination letter signed by 36 members in the College of Education, Dean Shannon Dermer (Interim Dean at the Time) said Gregg represents the qualities central to a Baysore awardee. She had absolute integrity, total competence, generous dedication, and unflinching civility.

It was the second community-wide award for Bonnie. In 2013, she won an Excellence Award for creating programs and services, including

an advising syllabus, a counseling peer mentor program, and study plan sessions that brought students in for group advising.

Bonnie was a huge Star Wars fan. The nomination for the Baysore award included a quote from The Empire Strikes Back. "We may not see her every day anymore, but Bonnie is a Force that will always be felt at GSU. She is a luminous being and a Force that will always be around us . . . between you, me, the tree, the rock, everywhere."

After Bonnie's death, her family established the Bonnie Gregg Memorial Counseling Scholarship in 2020, offering at least one \$750 scholarship each semester to a graduate counseling student in the College of Education. The first winner of the award was school counseling student Breanne C. Dale. Thanks to Bonnie's Legacy, Ms. Dale and many students to come will be helped by her scholarship.

We strive to keep the Force strong for future students in Bonnie's honor. Please consider donating to the scholarship by going to <https://www.govst.edu/donateCOE/> and choosing the Bonnie Gregg Scholarship Memorial Fund.

You Can't Social Distance in Early Childhood

In one of Lisa Murphy's trainings that I attended (Lisa is called the "Ooey Goey Lady" and is known for her highly engaging, creative and often messy hands-on activities for children) she was



Erin Soto

Executive Director,
Family Development
Center

reviewing appropriate attire for teachers. Of course we want to appear professional so as to elevate the image of work we do out of the common misconception that we are mere babysitters, but we don't want to be so concerned with our attire that we're worried we will ruin our clothing. Lisa relayed a time when she was observing in a classroom and a child with messy hands was running towards her caregiver and the teacher yelled, "Stop! Don't touch me!" I can imagine that child's crestfallen face and wonder how she may have internalized her teacher's missive. Was she resilient and secure, shrugging it off, having built strong relationships with her caregivers and herself or was this a moment that

turned her off from approaching others or getting her hands dirty forever?

As educators, we may be the only positive relationship a child has in their life. We are told, one person can make a difference in a child's life. Of the hundreds of teachers I have interviewed over the years, they all have stated the same thing: they want to make a difference. But sometimes our unconscious behaviors don't always reflect our intrinsic values. As educators it is of the utmost importance to be self-monitoring of our feelings and actions.

Children this age are so vulnerable because they can't regulate on their own. They need an adult to help soothe them. In small children, regardless of whether it is a physical or emotional need that requires attending to, a regulated adult must be close at hand to clean, feed, hold them and rock them. Social distancing from children this age is not only physically impossible, as closeness is required for feeding and changing diapers, but it is emotionally required as well.

When we reopened, I was concerned as to how this would play out in our classrooms. On one hand, teachers want to make a difference. They want to implement best practice. On the other, there is a very real and primal fear of getting sick that arises every time we're notified of a possible case. Would teachers back away from the kids? Would teachers and staff be able to regulate their own fears for the sake of the children?

The answer was an astounding yes. They came in and implemented best practice within the current regulations, putting their bodies at risk to care for our children's physical and psychological safety. Teachers and staff clean and sanitize, they organize their activities with spacing in between. And they also nurture and comfort and provide close physical contact to our children. Teachers and staff continue to go above and beyond the call of duty, knowing they are providing the best learning and nurturing environment for their students-because at the end of the day, you can't social distance in early childhood education.



Updates from the FDC



Erin Soto
Executive Director,
Family Development
Center

In August of 2019 I took the position of Executive Director at the Family Development Center. Nowhere in my wildest imagination did I think that my first year of leadership would include navigation through a global pandemic! When FDC shut its doors on March 16th, we never imagined we would reopen under an emergency licensure to temperature checks, PPE, and classroom quarantines. Nowhere in the developmentally appropriate practice handbooks does it discuss

how to foster children's social emotional development while attempting to social distance.

However, we are managing it as all educators across the nation are, and we're doing it with the grace, tenacity, strength, and perseverance that teachers do.

What is new at the FDC? The grants go on. We recently had a re-licensure visit from DCFS under our belt which staff passed with flying colors. We have an ISBE grant audit under way and an Early Head Start audit as well later this year.

FDC received close to \$200,000 in additional funding from a Child Care Restoration Grant which allows us to supplement some of

the tuition losses due to COVID enrollment restrictions. The CCAMPIS grant is still funding childcare for GSU students and we are still enrolling in all of our programs: infant/toddler, preschool and school age. So do let your Pell-eligible (low income) students know we are open and available.

Other than that we are busy with the day to day of keeping children engaged and learning in safe, secure environment. We are however, looking forward to a long and well deserved winter's break from COVID nipping at our doors. We know you are, too.

Arab Americans and Health

Arab Americans are a culturally diverse population with complex health experiences. Arab Americans are classified as "White" on the U.S. Census and are represented within White racial categories in databases within hospitals, schools, and social service organizations.



Dr. Lamise Shawahin
Assistant Professor

This categorization makes it difficult to conduct research with this population. As such, much of the research on the health of Arab Americans has used convenience samples, although there have been some efforts to conduct research with national

samples. There were plans to include a Middle Eastern and North African (MENA) category in the 2020 census but that ultimately did not happen. Researchers continue to focus

on better understanding the health of Arab Americans within the limits of the current system. Although there have been some conflicting findings in the research, it appears that there are health risk factors that impact Arab Americans including higher rates of cardiovascular disease, diabetes, and low birth weight among infants. Stigma is a factor that makes it difficult for Arab Americans to seek treatment for medical and mental health issues. At the same time, protective factors for Arab Americans include a strong sense of cultural and religious community support. Emerging research on Arab American health suggests that this population is less likely than their non-Hispanic White counterparts to seek out vaccines. This could be due to socioeconomic factors such as a lack of access to insurance.

The limited research focused on this population suggests health patterns of Arab Americans do not necessarily follow the same health patterns

as other immigrant groups. For example, in other immigrant groups it tends to be the case that second generation immigrants (i.e., the children of immigrants) have worse health outcomes than first generation immigrants. However, in examining the experiences of Arab Americans, it tends to be the case that second generation immigrants tend to have better physical health than their parents' generation, but poorer mental health. These findings suggest that acculturation, or the degree to which Arab Americans can honor both their Arab and American culture, plays a significant role in Arab American's health and wellness. In my research examining Human Papilloma Virus screenings, vaccination, and sexual wellness among Arab American women, participants have noted that while there are some cultural factors (e.g., stigma) that prevent them from seeking out preventative care for sexual health other cultural factors (e.g., strong family ties) help motivate them to take care of their health.

Reducing Bias with Entertainment Media

Prejudice, stereotyping, and discrimination are among the most pressing social issues of our time. Diversity researchers in psychology have developed a strong understanding of how prejudices emerge and persist in society.



Dr. Sohad Murrar
Assistant Professor

there is a growing body of research focused on developing and testing practical approaches that rely on our knowledge of the psychology of prejudice reduction.

Practical methods for reducing bias attempt to shift people's feelings, beliefs, and behaviors towards members of social groups to which they do not belong. In particular, these methods attempt to persuade people that they should have positive feelings, beliefs, and behaviors when it comes to outgroup members, especially those who are targets of discrimination. Unfortunately, persuasive attempts to change people often activate a psychological process known to blunt their potential: resistance. When people are exposed to persuasive messages, they often dismiss the persuader, create counterarguments, selectively attend to information that matches

their preexisting attitudes and behaviors, or even become angry. As such, approaches that can overcome resistance to intergroup attitude change are critical for overcoming bias on a large scale.

Using entertainment media to reduce bias is one of the most promising and practical approaches available to us. Entertainment media include a variety of means of mass communication such as TV shows, films, books, podcasts, videos, and music. Entertainment media, especially those with immersive narratives, can deliver persuasive messages about having positive intergroup attitudes and behaviors in subtle ways. The subtlety in which pro-diversity messages can be embedded in and the immersive nature of entertainment media reduce the activation of psychological resistance. Additionally, entertainment media provide audiences with characters they can observe and adopt as social models whose behaviors they can mimic.

Increasingly, entertainment media are studied as means for reducing bias. My research focuses on testing the effectiveness of entertainment media, like TV shows and YouTube videos that depict minorities, in reducing bias towards targeted social groups. In a study published in *Group Processes and Intergroup Relations* (Murrar & Brauer, 2018), I found that participants who were randomly assigned to watch 6 episodes of a popular sitcom portraying Muslims in a relatable way (*Little Mosque on the Prairie*) showed less prejudice

towards Muslims (immediately after viewing and 4 weeks later) compared to individuals who watched 6 episodes of a popular sitcom that did not portray any minorities or issues related to intergroup relations (*Friends*). In a second study, I examined the effects of a YouTube music video that featured a heterogeneous group of Muslims sharing something personal about their lives. I compared it to two common approaches for reducing prejudice. The YouTube video was more effective in improving viewers' attitudes towards Muslims than the other approaches in American participants. This study was recently replicated by researchers in Germany who used the same YouTube video with Germans and published their findings in *Social Psychology* (Siem, Neymeyer, & Rohmann, 2020).

Entertainment media are arguably one of the most powerful communicators of information today. In industrialized nations, people spend a majority of their waking hours consuming media. Recent reports find that the average American consumes nearly 11 hours of media a day totaling to about 4000 hours a year. Approximately half of those hours are spent watching television. Entertainment media's prevalence, scalability, and capacity to prevent psychological resistance to intergroup attitude change make it an incredibly powerful tool for reducing social prejudices. Thus, as we consider how to address bias in society, we must leverage entertainment media to forge a reality in which diversity never comes with the cost of equity and inclusion.

How to Help Your Kids Stay Healthy While Staying at Home

Nowadays, parents, including many of us, must face fear, uncertainty, and having to stay at home, to slow the spread of COVID-19. This, and schools



Claudia Nguyen
Health Services
Director

being closed, can make it challenging for parents to keep their children healthy. What is Health? According to the World Health Organization, health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. Here are a few things you can do to help keep your child stay healthy while staying at home:

Go Get Regular Check-ups!

During these times, we seem to have very little control over many things, but you have the power to help keep your child healthy. Making sure that your child sees their doctor for regular check-ups and vaccines is one of the best ways you can protect your child. Call your child's pediatrician about any upcoming appointments or to ask when your child's vaccinations are due. Find out from your child's pediatrician what steps are being taken to separate healthy patients from those who may be sick. Many healthcare providers are using telehealth visits to avoid person-to-person contact.

Keep Regular Routines!

Whether your child has e-learning or not, structure and consistency feel comforting. To keep your

child's mind and body active, aim for a mix of school-related activities and fun. Follow a general schedule, such as:

- Morning routines, getting dressed, breakfast and some active play, followed by quiet play to transition into e-learning.
- Lunch, exercise (active play), some online social time with friends, and then homework in the afternoon.
- Family time and bedtime routine.

Go Outside!

Getting outside provides more than a fun break for children and teens. It is also good for their physical and mental health and development. According to [HealthyChildren.Org](https://www.healthychildren.org), children and teens who spend time outdoors tend to be mentally and physically healthier, more engaged in learning, and have more positive behavior. Outdoor play can be enjoyed all year round if children wear appropriate attire.

Keep up with your child's emotions.

Check in with your child often and watch and listen for signs they are stressed. Invite your child to talk about how they are feeling. Feeling depressed, hopeless, anxious, and angry may be signs they could benefit from more support during this difficult time. Validate any worry or concern. Remind children you are there for them and work together to identify ways to feel better (i.e. an activity they love or talking with family or friends). Try to limit access to

the news and media. Don't forget that your pediatrician is there to help.

Eat healthy and talk about healthy hygiene habits!

With many schools closed for in-person learning, children have limited access to free or reduced-price meals. Parents may have to provide all meals at home, which increases their monthly grocery bill. Parents may not have the means to provide enough food and/or nutritious meals. Do your best to make nourishing meals, like those rich in fruits and vegetables, lean protein, and whole grains. These foods can help keep your child's body and mind healthy. Seek assistance, whether you have school-aged child or not, there are federal and local programs that help with food access. Here are a few resources: Meals 4 Kids, Pandemic-EBT, USDA National Hunger Hotline, WIC Program Locator.

Talk to children about the importance of handwashing, in a way they can understand. Tell them, even though they can't see this tiny virus, rubbing their hands together under soap and water is one of the best ways to prevent the spread of germs and viruses. Be sure to remind them of other healthy hygiene habits: wearing their mask, covering their cough, and social distancing.

As a parent, you play a big part in shaping your child's healthy habits. You are their biggest role model, so be sure to take care of yourself!

Tips for Teaching during the COVID-19 Pandemic

The COVID-19 pandemic presents unique opportunities for educators to develop creative ways to deliver instructional materials and engage students. This article aims to share high-impact, evidence-based strategies focusing on the pedagogical innovation (i.e., the response to the pandemic and beyond) and its implications for practice. The following tips for teaching during the COVID-19 pandemic fall under five categories: online pedagogical strategies, community and collaboration, K-16 educator professional development, digital tools, and (equity issues).



Dr. Li-Wei Peng
Associate Professor

community and collaboration, K-16 educator professional development, digital tools, and (equity issues).

Online Pedagogical Strategies

The move to remote instruction necessitates the transition from face-to-face or brick-and-mortar approaches to new pedagogical strategies. The strategies may include, but are not limited to, the integration of online teaching platforms (e.g., Seesaw, Mentimeter), digital resources for online teaching, and approaches for educators as they prepare parents and students for online learning and assessment. One of the research results suggests that creating a “digital learning plan” prior to implementing remote or online learning can be helpful to prepare parents and students for the shift in context. Here is an example from Koehler and Farmer (below).

Community and Collaboration

The COVID-19 pandemic has made it clear that close collaboration with educators, both locally and globally, is essential to respond to the

needs of students. There are ways to build such communities, for instance, Webinars for educators worldwide, school and university partnerships to support the transition to remote teaching, and social media to empower and connect educators. For example, the International Society for Technology in Education is a global education community including 20+ professional learning networks to accelerate the integration of technology to inspire innovation. In particular, the ISTE Online and Blended Learning Network’s Webinars, discussion forums, and Twitter chats are informative resources for educators at every level to share and collaborate around topics related to online and blended learning (<https://connect.iste.org/communities/community-home?CommunityKey=76474914-fdc2-43e3-912c-5ab3865bd55e&ga=2.63479983.1825841927.1608088534.692670532.1599685007>).

K-16 Educator Professional Development

The need of professional development is exacerbated during the COVID-19 pandemic as educators have to keep up to date with new developments in theory and practice of remote instruction. As a successful illustration, Governors State University’s Online Teaching and Learning Certificate Program provides K-16 educators in any discipline with unique, systematic, and hands-on professional development to support effective content delivery, online engagement, and technology-based assessments with certified quality. Educators can take advantage of this updated program for personalized and just-in time learning to coaching and tutoring (<https://www.govst.edu/ontl/>).

Digital Tools

When educators are suddenly faced with the necessity of transitioning to online instruction,

they need guidance with how to integrate digital tools in pedagogically-sound ways. Using digital tools such as audiovisual feedback (e.g., Flipgrid, VoiceThread), videoconferencing (Zoom, Google Meet), 360-degree VR videos (e.g., StoryMap), digital storytelling (e.g., Animoto, ThingLink, Powtoon), and robotics simulations (e.g., Webots, CoppeliaSim) can facilitate and enhance online instruction. By utilizing student-created screencasts for assessment (e.g., Screencast-O-Matic, Screencastify) educators can not only examine the end product, but also review the student’s thought process.

Equity Issues

When instruction precipitously needs to be delivered in the format of remote or online modules, preexisting concerns regarding equity issues in education become increasingly amplified. The concerns may include the digital divide and assistive technology (e.g., Co:Writer). Incorporating the principles of Universal Design for Learning into an online learning environment is one of the vital tips to improve the level of engagement and performance of students with disabilities. Finally, in order for educators to provide a safe, stable, and nurturing environment for students, the most important tip for teaching during the COVID-19 pandemic is to practice and model real care for themselves so that they can be there healthily for their students.

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Steps to Creating a Digital Learning Plan

Step	Strategies
Identify unique characteristics and challenges of the learning context	<ul style="list-style-type: none"> Survey parents/guardians (e.g., Google Form) about internet access, device usage, and guardian work schedules Consider student characteristics and demographics (e.g., special needs, language ability, student development level) Identify programs and platforms currently used in the classroom Identify community organizations that could provide support and services during eLearning instruction (e.g., internet hotspots in school parking lots, daycare, public libraries)
Create clear expectations regarding online classroom procedures	<ul style="list-style-type: none"> Consult school, corporation, and state policy guidelines for eLearning practices Develop procedures for handling each challenge (e.g., no access, lack of parental guidance) present in the learning context Establish guidelines related to due dates, workload, attendance, instructional technologies that will be used, and communication methods/frequency Solicit feedback and revise plan accordingly
Demonstrate eLearning procedures and offer practice opportunities	<ul style="list-style-type: none"> Conduct an in-class eLearning practice day with students to familiarize them with procedures Plan a pilot eLearning day and collect student and guardian feedback Develop short screencasts of common online procedures that students will complete during eLearning experiences Offer parents strategies for supporting learners’ eLearning efforts (e.g., sample schedules)
Communicate digital learning procedures to students and parents	<ul style="list-style-type: none"> Utilize communication forms and channels familiar to students and guardians Communicate digital learning plans in multiple forms on multiple occasions Offer virtual “open office” hours to address questions or respond to concerns

Practice Mindfulness

Like never before, we are living in a time that we need to find peace within ourselves and with each other. But it's not easy. Even with vaccines,



Dr. Tim Pedigo
Assistant Professor

the COVID crisis looms over us, the economy and unemployment are out of control, and severe racial and political conflicts divide the country. It's no wonder people are chronically stressed, exhausted, and even depressed. In order to address this situation we need to use our minds and hearts to learn how to be with ourselves and each other. Instead of reacting with fear or anger and engaging in habits that comfort us but worsen our health and well-being, we need to learn to calm ourselves and improve our well-being. Mindfulness is the intentional practice of being aware of what is happening in the present moment, in and around us, with acceptance (<https://www.mindful.org/what-is-mindfulness/>). Rather than reacting to our emotions, we learn to engage what is going on with patience and care. Instead of escalating with each other or distracting ourselves, we can make positive change. But how can we find the strength to do this?

Mindfulness has been shown to reduce stress, anxiety, and depression. It also improves attention (good for academics), emotional regulation, and compassion (<https://www.psychologytoday.com/us/basics/mindfulness>). The only catch is this; You have to build the muscle of mindfulness for it to be strong enough to overcome the reactive patterns of the mind. Just like physical strength, you have to exercise regularly if you expect to get "in shape." What does it mean to exercise your mind? We can strengthen mindfulness by practicing regular meditation, 4 or more times a week for at least 5 to 10 minutes. The most common approach is to attend to your breath with a good posture: Feet on the floor on a chair or legs crossed on a cushion, upright relaxed spine, hands on your legs, and head slightly tilted down. Your eyes can be slightly open or closed. If it's hard to sit still, begin with yoga, or some kind of mindful movement or mindful walking.

One of the most important aspects of mindful meditation is staying with the present moment and not getting drawn back into thinking. The breath (or the sensation of walking or moving) serves as an anchor to keep us in the present moment. The sensate focus shifts the mind to our bodies and it connects us to the world

within and around us. It's also important to be patient with ourselves when we do get caught up in thinking. When thoughts overcome us, we gently return to the sensation of breathing with kindness. It is common to have difficulty keeping your mind from obsessing. Learning to be kind and understanding with yourself is the basis to self-compassion which is crucial to establish for our own well-being.

Stress is a major reason for learning meditation. But after some weeks of regular practice, we can discover other benefits of mindfulness. We become more patient, understanding, and even compassionate towards others. We are living in a time of extreme reactivity and social isolation. More than ever we need to make a change in how we are with each other. Greater understanding and compassion create the connectedness we need to overcome the problems we face as a nation.

How about you? Will you join the mindfulness revolution to help change our culture? Join us for mindfulness meditation on Thursdays at 3 pm for an hour beginning in February. Look for an email from the Library with a Zoom link. I hope to see you then!

How to Engage Students in Alternative Ways

Engaging students can be difficult on any given day, particularly when students are adults with their own families, jobs, and other life concerns.



Dr. Lisa Pennington
Assistant Professor

During the pandemic with the smallest stressors exacerbated, engagement is even more challenging. With the shift to remote instruction, there are several ways to hold student interest in course material. Creating a routine and organizing classroom materials in the same manner throughout the course is beneficial for ease of use and familiarity. Students reported that knowing their weekly presentations, readings, activities, and assignment submissions were located in the same place helped them stay organized and avoid misplacing or missing materials and assignments altogether, and they appreciated the structure. Due to the ease of use, students were more likely to log in and complete course tasks.

Since in person social interaction is limited, students also reported they appreciated the opportunity to work in breakout rooms with small groups. Book clubs have been one discussion-based activity that translated well to an online format and provides this social experience. With the book club activity, providing students a common text related to the week's topic and current events made classroom and real-world connections possible. Students are given a

menu of short individual activities related to the book, and choose one to complete. Then guiding questions are provided to jumpstart small group discussions. Student groups take notes to share during a whole group session. While students do contribute in the whole group setting, small group discussions are generally more robust and avoid the lag time and interruptions often found in larger virtual group meetings. Feedback indicates students enjoy the social interaction, and they find the opportunity to relate outside texts to coursework and current events helpful for realizing the applicability of classwork to the real world.

One of the most dreaded online activities is the discussion board post and response. Students quickly lose interest and responses are often rote and avoid furthering the conversation (Henshaw, 2020). Varying the types of prompts and response methods each week can liven these assignments. For example, providing a prompt requiring students to respond with a photo, or in the form of a review, rather than a standard paragraph is more engaging (Henshaw, 2020). Peer responses may be varied too. Instead of responding to two classmates, students may create one long response thread, where they are only able to respond to the previous poster, and must build on that response to continue the conversation. Application prompts can also be more engaging. Students may address a prompt by providing a photo related to the week's topic, while peer responses have to guess and explain how the photo supports course material (Henshaw, 2020). These and similar

discussion activities are more interactive and require application of content beyond pulling information from an assigned reading.

Finally, including non-school related check ins each week helps create a more connected and caring space to draw students in (Rose, 2020). Forming meaningful relationships is difficult remotely. Asking students to share non-class related information helps re-create the moments before and after class where such information would normally be shared, lets students know you are interested and care about them, and provides another opportunity for social interaction. Non-school related check ins can relate to what students are currently doing for fun, or a general well-being check. These check ins can become a class component students look forward to and set the stage for a collaborative environment (Rose, 2020).

Engagement looks different in our remote world, and its parameters have stretched beyond class participation. Considering organization, varying activities, and providing space for social interactions and relationships can help students invest in and ultimately engage with their courses.

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Historical Trauma

The academic concept of Historical Trauma was coined by Maria Yellow Horse Braveheart, a clinical social worker and member of the



Dr. Maria Valgoi
Assistant Professor

Lakota tribe. Historical Trauma is defined as a cumulative wounding across generations from traumatic events that directly affected a whole community or social group (Braveheart, 2000).

These events are usually the result of one social group attempting to dominate and control another such as the European colonists pillaging the land of the indigenous Americans or violently exploiting the labor of kidnapped Africans. This domination may include attempted annihilation such as events like the WWII holocaust or the 1994 Rwandan Genocide. In order to physically dominate a people, a level of psychological devastation is activated. This psychological devastation involves creating narratives about the dominated that justify their domination. Examples include labeling Indigenous Americans as heathen, uncivilized or primitive and similarly labeling kidnapped Africans as bestial, simple, and promiscuous. These labels crafted a narrative that indigenous Americans were feckless with the land and did not deserve sovereignty. Similarly a narrative about Africans suggested they were suited only to work the land as owned by Europeans because they were mentally capable of little else. These labels, when internalized, can have a devastating effect on the subjugated. Internalized oppression can cause deep depression, numbness, anger, and identity confusion.

The cumulative wounding is both physical and psychological but it is often cultural as well. Humans use culture to socialize our children, to bring meaning to our lives, and to help us deal with the unpredictability of life. Dominating

forces oftentimes work to either rip culture from their victims or force cultural assimilation on their victims. For example, in Nazi Germany, the synagogues were often the first buildings to be destroyed when occupying a Jewish community and similarly Christian European colonists forced Christian baptism on enslaved Africans to separate them from their Muslim or indigenous African beliefs.

Cultural wounding is especially insidious because culture can act as a protective factor against other forms of trauma. Family separation and the pathologizing of resistance are particularly destructive examples. Dominating forces often purposely attempt to break up families in order to psychologically devastate and prevent resistance. Examples of this are sending indigenous children to Christian boarding schools and the separation of enslaved children from their parents through auction and sale. When resistance (ex: armed rebellion, strategic escape) is possible, these efforts are often labeled as pathological. For example, the clinical diagnosis of drapetomania was used to label an enslaved African “insane” if they attempted to run away from their master.

When a generation experiences physical trauma accompanied by psychological and cultural wounding survival can be bitter sweet. It can be hard to parent and nurture the following generation while also living with residual terror, survivors' guilt and shame, as well as numbness, anger and identity confusion. Through the concept of epigenetics, we are also learning that traumatic stress may be laid down in the genes. Genetic tags are attached to reproductive cells and are turned on/off based on the environmental conditions a person is living within such as severe stress or trauma. The location of these tags on reproductive cells provides this environmentally influenced genetic information can be passed on to the next generation.

Unfortunately, one of the most complex aspects of historical trauma is that processes of domination are not easily reversed. It can take generations for an oppressed community to find true liberation. This is well exemplified using the African American community in the United States. While there is no longer chattel slavery in the United States, African Americans have battled a continued traumatic backlash toward their quest for equal treatment in this country.

The most profound lesson that the concept of historical trauma teaches me is that in order to work for psychological healing of communities suffering from historical trauma we must go beyond our one-dimensional diagnostics and individual models of treatment. We must demand an end to the economic, political and social legacies of the original trauma and continued domination. Equally important we must demand amends be made and economic restitution be provided to victimized communities. Activism on the behalf of our patients should be considered a highly valuable therapeutic intervention.

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Puns to Ponder

“A pun, or paronomasia, is a form of word play that deliberately exploits an ambiguity between similar-sounding words for humorous or rhetorical effect.”

The fattest knight at King Arthur's round table was Sir Cumberfence. He acquired his size from too much pi.

I thought I saw an eye doctor on an Alaskan island, but it turned out to be an optical Aleutian.

A rubber band pistol was confiscated from algebra class, because it was a weapon of math disruption.

A grenade thrown into a kitchen in France would result in Linoleum Blownapart.

The paradox of our time in history is that we have taller buildings, but shorter tempers; wider freeways, but narrower viewpoints; we spend more, but have less; we buy more, but enjoy it less.

~ Dr. Bob Moorehead

There was the person who sent ten puns to friends with the hope that at least one of the puns would make them laugh. No pun in ten did.

If you jumped off the bridge in Paris, you'd be in Seine. My brother wishes he could compose smutty verse as good as mine. Is this scribbling ribaldry?

~ Hamrag

I used to be afraid of purchasing residential property for the purpose of renting, but now I have an apartment complex. I have kleptomania. But when it gets bad, I take something for it.

A group of chess enthusiasts were standing in the hotel lobby discussing their recent tournament victories. After about an hour, the manager came out of the office and asked them to leave. “But why,” they asked. “Because,” he said, “I can't stand chess-nuts boasting in an open foyer.”

A will is a dead giveaway.

Show me a piano falling down a mineshaft and I'll show you A-flat miner.

Why?

Why is the time of day with the slowest traffic called rush hour?

Why does “slow down” and “slow up” mean the same thing?
Why does “fat chance” and “slim chance” mean the same thing?

Why are they called “stands” when they are made for sitting?

Why do we drive on a parkway and park on a driveway.

Why are “wise man” and “wise guy” opposites? And “overlook” and “oversee” opposites?

Why is the man who invests all your money called a broker?

OUR AMAZING BRAIN



In these times of anxiety and stress, one sometimes wonders how your brain can continue to function at all. Let's take a look at this mysterious matter.

Although your brain only comprises about 2% of your total body weight, it uses 20% of your total energy and oxygen intake. As little as 2% dehydration can adversely affect your attention, memory and other cognitive functions. Ninety minutes of sweating can temporarily shrink your brain as much as one year of aging does!¹

Cholesterol is actually an integral part of every brain cell. 25% of all of the body's cholesterol resides in our brain. Without adequate cholesterol brain cells die. High cholesterol is actually believed to ward off dementia.²

Our brains contain about 86 billion brain cells. Each neuron can transmit 1,000 nerve impulses per second and make tens of thousands of synaptic contacts. Your brain actually generates about 12-25 watts of electricity, enough to power a low watt LED bulb and generates about 70,000 thoughts per day.³

Your brain can process an image that your eyes have seen for as little as 13 milliseconds-less than the time of a blink.⁵

Men's brains are actually bigger than women's, however the hippocampus (part of the brain associated with memory) is typically larger in women.⁶ (This explains a lot ladies.) Size isn't everything when it comes to the brain. Einstein's brain was 10% smaller than the average brain weight. And noteworthy is the fact, that the hippocampus of London's taxi drivers is significantly larger than average due to the mental workout they get navigating 25,000 streets in London.⁷

Unfortunately our modern lifestyle is tampering with our brains. Chronic stress and depression are rampant in our lives and either causes measurable brain shrinkage. Our diets are also low in Omega-3 essential fatty acids. Low levels result in brain shrinkage equivalent to two years of structural brain aging. Brain cells also cannibalize themselves as a last ditch source of energy to ward off starvation. Dieting, especially low-fat diets, can literally force your brain to eat itself.⁸

Exposure to electromagnetic frequencies emitted by your cell phone and other electronic devices negatively impact over 140 proteins in your

brain. Relying on GPS to navigate destroys your innate sense of direction, a skill that took our ancestors thousands of years to develop and hone. When areas of the brain involved in navigation are no longer used, those neural connections fade away via a process known as synaptic pruning.⁹

There is no such thing as multi-tasking. Your brain cannot learn or concentrate on two things at once. It can toggle back and forth between tasks, however doing so decreases your attention span, ability to learn, short term memory, and overall mental performance.

You are not amazed or worried about any of these facts? You say, "We can give our brain a break now that we are in this computer age". Your brain is far more powerful than any computer. It might interest you to know your brain's storage capacity is virtually unlimited. It doesn't get used up like the "RAM" does in your computer.

The latest research shows that the brain's memory capacity is a quadrillion or 10 to the 15th power, bytes. That's about the same amount needed to store the entire Internet. Researchers involved in the AI Impact project have developed a way to compare super computers to brains. Japan's K computer is one of the most powerful in the world. When programmed to simulate brain activity it took 40 minutes to crunch the data equivalent to just one second of brain activity.¹⁰

The brain is not, however, infallible. Of the thousands of thoughts a person has every day, it's estimated that 70% of this mental chatter is negative — self-critical, pessimistic, and fearful. Not helpful for your self-worth.

A blood-brain barrier protects your brain by preventing many foreign substances in your vascular system from reaching the brain. But the barrier doesn't work perfectly and many substances sneak through. Nicotine rushes into the brain in a mere 7 seconds. Alcohol, on the other hand, takes 6 minutes.¹¹

Although our knowledge of the brain has exploded in the last two decades, there is still much we do not know about all of the mysteries of this still uncharted organ. However, we do know some common things that you can do to help your brain function better in these difficult times. Drink plenty of water, take brain vitamins, exercise, and get plenty of rest to help curb stress.

And rgaele in this mcagial ogarn that siltl aamzes us with all of the wnoerdemnt that is cnotianed terhe.

Did you know that your brain just made it possible for you to read this? More amazing than you probably every imagined, isn't it?

- **Connie Schrage**, Administrative Assistant

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Governors State Premieres Ph.D. in Counselor Education and Supervision

Governors State University's College of Education is premiering the university's first ever Ph.D. The Doctor of Education in Counselor Education and Supervision (Ed.D.) will be converted to the Doctor of Counselor Education and Supervision (Ph.D.), a decision made to offer Governors State students the opportunity to expand research and contribute to the knowledge base.



Haley Walsh
Editorial Assistant
MARCOM

Traditionally, doctorate programs were Ph.D.s that focused on research and philosophical ideas. The Ed.D. was created to get more advanced training in applied fields. However, in many professions the two degrees have lost this distinction. For example, all accredited counselor education and supervision programs must have advanced training in counseling, teaching, supervision,

research, leadership and advocacy which include aspects of applied knowledge, theory, and research. The College of Education had already been delivering the Counselor Ed.D. program as a mixture of applied and research, reported Dean of the college Shannon Dermer.

“Not making the change would leave students at a disadvantage in a field that is becoming mostly Ph.D. driven,” said Dr. Dermer. “We’re keeping our students competitive in the field, by transitioning the program that was already congruent to a Ph.D.”

With accreditation from the prestigious Council for Accreditation of Counseling and Related Educational Programs (CACREP), the university's program has been strong since its creation, making the conversion to a Ph.D. a seamless process. Nevertheless, there have been changes. The program will feature more content on theory in every course including how to think about counseling, research about counseling, and

models of counseling. In addition, a qualitative research course was added in recent years to bolster students' training in both quantitative and qualitative research.

Students who wish to go into clinical work and supervisory positions will still be able to do so, and the Ph.D. will now make students more likely to be hired at universities, which Dermer estimates about 50% of counseling students wish to do.

As a regional university with the mission to serve underserved communities, Dermer states the change was of paramount importance.

“GSU has prided itself in giving people opportunity, and we wanted to make sure our students had every opportunity to succeed.” COE will be admitting Ph.D. students for fall 2022.

Social Justice and Advocacy Activities

The faculty, students, and staff of the College of Education are always engaged in social justice and advocacy activities. Below are a few highlighted activities. Kudos to everyone who is working tirelessly on social justice and advocacy issues during the pandemic when our students and their welfare remain our top priority.

- Dr. Tamekia Bell is the President-Elect for SAIGE (Society for Sexual, Affective, Intersex, and Gender Expansive Identities). She continues her social justice and advocacy path. This organization is a division of the American Counseling Association and is for counselors and related professionals. They also have a well-respected journal.

The Student group SEA/KDP We also want to highlight all of the social justice and advocacy work that SEA/KDP are doing. Their many activities are especially important in engaging students, faculty, staff, and the community during the pandemic. They have done some great activities online to support Black History month, Women's History month, animal shelters, LGBTQ issues, etc. Thank you to all of the faculty involved and especially Dr. Hisrich.

- Drs. Patterson and Vujaklija create informative podcasts on important issues related to education, the pandemic, and trauma (to name a few). <https://www.govst.edu/teaching-and-learning-podcast/>

- Doctoral student, Carla Cheatham, was elected to be President of the Illinois Multicultural Counseling Association and recently published the article, “Using the ACA Advocacy Competencies as a Guide to Group Work for Supporting the Career Development of School-Aged African American Males”.

Teacher Shortages

Introduction

Teaching, once a highly respected profession, has been hurt by the stigma of not being “professional” like the medical or legal fields. This has been a



Dr. Joi Patterson
Director of Educator Preparation

driving force behind lack of interest by college and university students entering the field, thus leading to massive teaching shortages. Teaching is still one of the most rewarding and influential professions in our history. Stated very appropriately by Linda Darling “Teaching is the profession on which all other professions depend.” We are all where we are and have benefited from qualified, caring teachers. This article looks at the history of the teaching profession, what’s driving the shortage, and solutions to ensure that children will continue to have a quality education for centuries to come.

Where it all began

A look at the history of women’s work and wages can give us a unique lens to look at the attributing factors of the current teacher shortage. Why women? Women currently make up over 80% of the current teaching population. According to the National Center for Education Statistics, the trend over the past few years shows a decline in much needed male teachers.

Along with women’s right to vote 70 years ago came opportunities to join the workforce. In the early 20th Century, only 20% of all women were gainfully employed, and fewer than 2% were enrolled in an institution of higher education. African American women were about twice as likely to be gainfully employed, as they were more likely to continue to work after marriage. By 1970, nearly 50% of women were gainfully employed, and high school and college graduation rates grew substantially. Women traditionally worked in the field of teaching, nursing, social work, and clerical. By the 1990s, more than 74% of women were gainfully employed and the doors had opened for women to pursue other professions, such as doctors and lawyers.

Over the past fifty years, women in the labor force have increased tremendously and are expected to reach 92 million by 2050. According to the U.S. Department of Labor, there are currently 74.6 million women in the labor force. Women make up 47% of US workers. More than 39% of women work in occupations where women make up at least 75% of the workforce. Women own close to 10 million businesses, accounting for \$1.4 trillion in receipts. Women are more likely to earn a bachelor’s degree than a man.

With the many choices in professions that educated women have to select from, women with degrees typically choose the highest paying fields, especially women of color. It’s not unfortunate that they get great jobs, but it does explain why the field has shrunk - professional women choosing more prestigious careers and less men entering the field.

Teacher Shortage

There are not enough highly qualified teachers to keep up with the growing student population. America needs teachers. In many states across the country, teacher shortages have paralyzed the

education system. The lack of highly qualified educators makes it difficult, if not impossible, to reduce classroom sizes, give individualized instruction, and ensure that students are succeeding rather than just being pushed on to the next grade. There is no doubt that teaching is a very demanding career without the pay to coincide. For this and many other reasons, states and school districts are finding it difficult not just to attract but to retain teachers.

The problem is more pronounced in certain areas. While many relatively small, populous states can find more than enough teachers, others are struggling. Rural areas find it difficult to attract newly licensed teachers to come into a remote area for a meager salary, which are on average 11K less than urban teachers. In inner cities, a lack of resources and huge class sizes also act as disincentives. And with teachers consistently under pressure from parents’ groups, funding cuts, and standardized testing, it’s no wonder there’s a shortage.

Illinois had about 4,000 unfilled school positions last fall, and that shortage is expected to be greater this year because of the pandemic. Meanwhile, about 300 potential student teachers are still without placements this year due to the coronavirus. Fortunately, through our efforts working collaboratively with local school partners, Governors State University placed 100% of student teachers during the pandemic.

Dr. Klaisner, the President of the Illinois Association of Regional School Superintendents, said, “We’re very, very concerned that the teacher pipeline is not what it needs to be and the teacher shortage is at a catastrophic level.” The Covid-19 crisis and an ongoing nationwide shortage of qualified teachers have created a perfect storm in the education system that may only worsen in the months to come. Data from the American Federation of Teachers, the national labor union, shows that 1 in 3 teachers say the pandemic has made them more likely to retire earlier than planned, particularly among those over age 50 and with more than 20 years’ tenure. The American Enterprise Institute projected that more than 18% of all public and private school teachers are in the 65 and older age group most vulnerable to the virus.

Why Teacher Shortages Exist - Barriers to Teaching

Some of the most common barriers to teaching that I have observed among college students and teachers are what I refer to as the 5Ps:

- **Perception** – Teaching is the only profession that students observe on a regular basis. Students report receiving discouragement for pursuing teaching by mentors, counselors/advisors, peers, parents, teachers, and especially parents who are teachers themselves.
- **Pressure** – Teachers have reported challenges with classroom behavior, pressure from parents and administrators, and having to wear many hats to meet students’ needs.
- **Policies** – Most of the policy review studies show that, in varying degrees, increased testing and teacher accountability have altered teacher-student relationships and reduced the possibilities for teachers to develop and nurture caring relationships with their students.
- **Pricey** – All states require they have at least a bachelor’s degree. While the cost of college soars (as does student loan debt), school teachers earn nearly 21% less on average than other professions that require a college degree. Thirty years ago, the pay gap was just 2% less.

- **Pay** – Teachers are paid an average of \$60,000, though the rate varies depending on the state, district, or school type. Many teachers work multiple jobs to make ends meet, according to the Pew Research Center. Over two dozen teachers revealed to *Business Insider* that they spend as much as \$1,000 of their own money on school supplies that should be provided by the administration. Illinois is one state that is raising the pay for teachers. Under H.B. 2078, the teacher salary in Illinois increases to a minimum of 40K by 2023-24.

Where do we go from here?

The engrained perception that teaching is a second-choice profession or an implicit assumption that “anyone can teach” cannot be further from the truth. Remote learning due to the Pandemic proves teachers’ worth. What profession offers you the opportunity to impact society, career advancement, fringe benefits, professional development, and have summers off? To compete with the many career choices that educated men and women have, we must think differently about who teaches and the pipeline to teaching. Long-term, if we really want to attract teachers, states need to match the salary to the demand, qualifications, and significance that comes with the responsibility of being a highly qualified teacher.

At GSU, we are working with local educational partners from the south suburban and rural communities surrounding Chicago to increase the pipeline to teaching by implementing some of the following strategies to attract, prepare, and retain highly qualified teachers.

- **Clinical immersion** – placing teacher candidates in high-need schools during clinical experiences through student teacher, with employment opportunities. This increases buy-in and retention.
- **Job-embedded programs** – allow candidates who work directly with students in school settings the opportunity to complete field experiences and student teaching through their work without having to quit their jobs. This makes it financially possible to become a teacher.
- **Grow your own initiatives** – including student-to-para-to-teacher and para-to-teacher are samples of great initiatives to identify future teachers early and prepare them to become teachers while working in a professional education setting. This population tends to be more diverse and live within a 5-mile radius of the school.
- **Alternative delivery** – appeals to the many teachers new to the profession who are career-changers. Alternative delivery and flexible scheduling (online, hybrid, evenings, Saturday) that we offer in our Master’s programs allow career-changers to continue working, while pursuing a Professional Educator License.
- **Title I initiative** – works with teacher candidates from low-economic schools to make it more affordable for candidates to complete a bachelor’s degree in teaching. Teachers who work in Title I schools may be eligible for federal loan forgiveness.
- **Initial Licensure Graduate Programs** – provides alternative routes for career-changers to receive a masters’ degree and a Professional Educator License while working a full-time job.
- **Endorsement programs** – GSU’s endorsement programs offer in-service teachers the opportunity to diversify and expand discipline areas, making them more valuable to schools while increasing their pay.
- **Trained Mentors** – experienced mentors are essential for teacher retention. The right mentor teacher can mean the difference between an unsuccessful 3-years of teaching vs. a 30-year successful career as a professional educator.

Getting to Know Our New Faculty Members

Dr. Roseina Britton



Q: Last book you read for pleasure?

A: "I'm Judging You" by Luvvie Ajayi

Q: Pets?

A: None but I want one really bad

Q: A children's book about my youth would be entitled?

A: How I managed (Took that from the office but don't tell anyone)

Q: If I could have lunch with someone I have never met, who would it be (living or dead)?

A: My mother

Q: If I had a magic lamp and could transport myself anywhere in the world today, where would it be?

A: Virginia to be with my sisters!

Q: The greatest lesson I have learned that I would have given my 18-year-old self would be?

A: Don't stress the small stuff

Q: I would recommend the following podcast to everyone?

A: The DSM Podcast Diagnosis Sitcoms and Movies

Q: My favorite way to spend alone time is?

A: Sleeping

Q: The number one thing on my bucket list is?

A: Financial Freedom

Q: My life path has been most influenced by?

A: My sisters and my desire to make my parents proud

Q: If I could right one wrong in the world it would be?

A: Racism-

Q: Everyone brings gifts to this world. I hope that the gift I will be remembered for?

A: The light and laughter

Q: My favorite season?

A: Fall

Q: Sunrise or sunset?

A: Sunset

Q: The film that I could watch again?

A: The Temptations

Q: I love? But I hate?

A: Love food, hate exercising

Q: Symphony or art museum?

A: Symphony

Q: Mountains or beach?

A: Beach

Q: Escargot or hot dogs?

A: Hot Dogs

Q: Scrabble or Settlers of Catan?

A: Neither

Q: Parachute jump or scuba dive?

A: Parachute jump

Q: A week in a cabin in the woods in the Adirondacks or in an apartment adjacent to Central Park, NYC?

A: An apartment adjacent to central park NYC

Q: The one thing I wish everyone knew about my avocation is?

A: it's harder than just teaching

Q: Parlez-vous francais?

A: IDK

Q: I wish I had more time to be with my family and friends. If I were writing my epitaph today, it would be?

A: Just breath

Dr. Eman Tadros



Q: A children's book about my youth would be entitled?

A: The Young and the Restless_or Crime and Punishment

Q: If I had a magic lamp and could transport myself anywhere in the world today, where would it be?

A: Paris, France

Q: The greatest lesson I have learned that I would have given my 18-year-old self would be?

A: be kind, be patient

Q: My favorite way to spend alone time is?

A: watching netflix

Q: The number one thing on my bucket list is?

A: sit courtside at a Knicks game at Madison Square Garden

Q: If I could right one wrong in the world it would be?

A: Mass Incarceration

Q: Everyone brings gifts to this world. I hope that the gift I will be remembered for is?

A: my kindness

Q: My favorite season?

A: Fall

Q: Sunrise or sunset?

A: Sunset

Q: The film that I could watch again?

A: All the Harry Potter movies

Q: I love? But i hate?

A: Love dessert but I hate Vegetables

Q: Scrabble or Settlers of Catan?

A: Scrabble

Q: A week in a cabin in the woods in the Adirondacks or in an apartment adjacent to Central Park, NYC?

A: Take me to both

Q: Parlez-vous francais?

A: Did a study abroad in France, but no can barely understand anything.

Q: I wish I had more time to?

A: sleep and spend time with family

Dr. Jon Borland



Q: Last book you read for pleasure?

A: "Crazy Rich Asians" by Kevin Kwan

Q: Pets?

A: A donkey named, wait for it, Donkey.

Q: A children's book about my youth would be entitled?

A: Running through Corn Fields

Q: If I could have lunch with someone I have never met, who would it be (living or dead)?

A: Dolly Parton

Q: If I had a magic lamp and could transport myself anywhere in the world today, where would it be?

A: Back to Hawaii

Q: The greatest lesson I have learned that I would have given my 18-year-old self would be?

A: that hatred is just fear in another octave.

Q: My favorite way to spend alone time is?

A: hiking and exploring.

Q: The number one thing on my bucket list is?

A: travel and skydiving.

Q: Everyone brings gifts to this world. I hope that the gift I will be remembered for is?

A: teaching.

Q: My favorite season?

A: Fall

Q: Sunrise or sunset?

A: Sunset

Q: The film that I could watch again?

A: Pride and Prejudice (2005)

Q: I love? But I hate?

A: I love being fit but I hate exercise.

Q: Symphony or art museum?

A: Art museum with classical music playing in the background.

Q: Mountains or beach?

A: A beach at the mountains.

Q: Escargot or hot dogs?

A: Hot dogs

Q: Scrabble or Settlers of Catan?

A: Scrabble

Q: Parachute jump or scuba dive?

A: How cool would it be to jump from a plane and land in the ocean?

Q: A week in a cabin in the woods in the Adirondacks or in an apartment adjacent to Central Park, NYC?

A: Again, both options would be great.

Q: The one thing I wish everyone knew about my avocation is?

A: who has time for hobbies?

Q: Parlez-vous francais?

A: No, but I am proficient in ASL.

Q: I wish I had more time to?

A: have an avocation.

Dr. Figen Karadogan



Q: Last book you read for pleasure?

A: "Before the coffee gets cold" by Toshikazu Kawaguchi

Q: Pets?

A: Karamel (our beloved Cocker Spaniel)

Q: A children's book about my youth would be entitled?

A: "Pete the cat and his groovy buttons"

Q: If I could have lunch with someone I have never met, who would it be (living or dead)?

A: Mustafa Kemal Ataturk

Q: If I had a magic lamp and could transport myself anywhere in the world today, where would it be?

A: Italy, please

Q: The greatest lesson I have learned that I would have given my 18-year-old self would be?

A: don't forget to breathe

Q: My favorite way to spend alone time is?

A: to enjoy a cup of hot cocoa or a Frappuccino

Q: The number one thing on my bucket list is?

A: to visit at least one country in each continent

Q: My life path has been most influenced by?

A: Umur Talasli, my cognitive psychology professor. I took my first psychology class with him as a freshman and he changed my world. Here I am now, following his footsteps.

Q: If I could right one wrong in the world it would be?

A: to eliminate greed in people

Q: Everyone brings gifts to this world. I hope that the gift I will be remembered for is?

A: being a loyal friend

Q: My favorite season?

A: Spring

Q: Sunrise or sunset?

A: Sunrise

Q: The film that I could watch again

A: Ghost

Q: I love? But I hate?

A: Love sharing, but I hate lies

Q: Symphony or art museum?

A: Symphony

Q: Mountains or beach?

A: beach

Q: Escargot or hot dogs?

A: hotdogs

Q: Scrabble or Settlers of Catan?

A: Settlers of Catan

Q: Parachute jump or scuba dive?

A: Scuba

Q: A week in a cabin in the woods in the Adirondacks or in an apartment adjacent to Central Park, NYC?

A: I don't like NYC.. How about an apartment in Boston?

Q: The one thing I wish everyone knew about my avocation is?

A: I am a proud novice knitter

Q: Parlez-vous francais?

A: studied 6 months after college, but now can not say a word other than "ca va"

Q: I wish I had more time to?

A: spend with my daughter. Can't believe she is 4 now. I am afraid she will be 18 before I know it.

Q: If I were writing my epitaph today, it would be

A: I had waaaaaay more than a dash

Dr. Shaalein Lopez



Q: Last book you read for pleasure?

A: "Daughters of Nri" by Reni K. Amayo

Q: Pets?

A: Dog: Coco; Cat: Zion

Q: A children's book about my youth would be entitled?

A: Uphill and Downhill: Every

Journey Counts

Q: If I could have lunch with someone I have never met, who would it be (living or dead)?

A: My Great Great Great Grandmother

Q: If I had a magic lamp and could transport myself anywhere in the world today, where would it be?

A: Thailand or Botwana

Q: The greatest lesson I have learned that I would have given my 18-year-old self would be

A: You will make mistakes but you will go on

Q: I would recommend the following podcast to everyone?

A: Inside Trader Joes

Q: My favorite way to spend alone time is

A: Audio Books in the Sauna or Tub

Q: The number one thing on my bucket list is

A: Travel the world

Q: My life path has been most influenced by

A: My Mother

Q: If I could right one wrong in the world it would be

A: Hatred (racial, ethnic, etc.)

Q: Everyone brings gifts to this world. I hope that the gift I will be remembered for is

A: Kindness

Q: My favorite season?

A: Summer

Q: Sunrise or sunset?

A: Sunrise

Q: The film that I could watch again

A: The Count of Monte Cristo

Q: I love? But I hate?

A: I love peace, but I hate dissention

Q: Symphony or art museum?

A: both

Q: Mountains or beach?

A: both

Q: Escargot or hot dogs?

A: Both!

Q: Scrabble or Settlers of Catan?

A: Srabble

Q: Parachute jump or scuba dive?

A: Neither

Q: A week in a cabin in the woods in the Adirondacks or in an apartment adjacent to Central Park, NYC?

A: Both

Q: The one thing I wish everyone knew about my avocation is

A: I enjoy knitting (first definition of avocation), I believe all students can learn (second definition of avocation)

Q: Parlez-vous francais?

A: Oui. Je parle le francais!

Q: I wish I had more time to?

A: sleep

Q: If I were writing my epitaph today, it would be?

A: peaceful

Dr. Leonis S. Wright



Q: Last book you read for pleasure?

A: "Singing in the Comeback Choir"

Q: Pets?

A: Dog (Max)

Q: A children's book about my youth would be entitled

A: Black Butterfly

Q: If I could have lunch with someone I have never met, who would it be (living or dead)?

A: Maya Angelou

Q: If I had a magic lamp and could transport myself anywhere in the world today, where would it be?

A: Abuja, Nigeria

Q: The greatest lesson I have learned that I would have given my 18-year-old self would be?

A: to be true to yourself and don't worry about what others think of you

Q: I would recommend the following podcast to everyone?

A: The Michelle Obama Podcast

Q: My favorite way to spend alone time is?

A: Listening to music and running

Q: The number one thing on my bucket list is?

A: to complete an ultra-marathon

Q: My life path has been most influenced by?

A: God and my parents

Q: If I could right one wrong in the world it would be?

A: to end discrimination and prejudice

Q: Everyone brings gifts to this world. I hope that the gift I will be remembered for is?

A: that I was kind and truly cared for others

Q: My favorite season?

A: Spring

Q: Sunrise or sunset?

A: Sunrise

Q: The film that I could watch again?

A: Imitation of Life

Q: I love? But I hate?

A: I love oranges but I hate orange juice

Q: Symphony or art museum?

A: Art museum

Q: Mountains or beach?

A: Mountains

Q: Escargot or hot dogs?

A: Neither (not a meat eater)

Q: Scrabble or Settlers of Catan?

A: Neither (I prefer Charades)

Q: Parachute jump or scuba dive?

A: Neither (I am afraid of heights and I cannot swim)

Q: A week in a cabin in the woods in the Adirondacks or in an apartment adjacent to Central Park, NYC?

A: an apartment adjacent to Central Park, NYC

Q: The one thing I wish everyone knew about my avocation is?

A: running is my therapy and a great stress reliever (I love running. I have completed 4 marathons, 13 half-marathons, and countless 10/5ks.

Q: Parlez-vous francais?

A: No

Q: I wish I had more time to?

A: Travel

Q: If I were writing my epitaph today, it would be?

A: In memory of our beloved mother, wife, daughter, sister, aunt, and friend. "Come to me, all who labor, and are heavy laden, and I will give you rest." Matthew 11:28

Points to Ponder

The world of reality has its limits; the world of imagination is boundless.

~ Jean-Jacques Rousseau

Everything you've ever wanted is on the other side of fear.

~ George Addair

Life shrinks or expands in proportion to one's courage.

~ Anais Nin

If you don't read the newspaper you are uninformed, if you

do read the newspaper you are misinformed.

~ Mark Twain

Never test the depth of the water with both feet.

~ Unknown

Happiness is when what you think, what you say, and what you do are in harmony.

~ Mahatma Gandhi

Life is a promise; fulfill it.

~ Mother Teresa

The inherent vice of capitalism is the unequal sharing of the blessings. The inherent blessing of socialism is the equal sharing of misery.

~ Winston Churchill

GSU Receives a \$60k National Endowment for the Arts Grant



Dr. Marlon Cummings
INLD Director

Governors State University (GSU) recently received a \$60,000 National Endowment for the Arts (NEA) grant to support a project that will examine the importance of the arts in creating a sense of belonging and positive academic outcomes among students of color. The Research Grant in the Arts will examine arts participation, a sense of belonging, retention, and other academic outcomes of

students. Governors State researchers participating include Social Work Professors Linda D. Campos-Moreira, Maristela Zell, and Giesela Grumbach, Interdisciplinary Leadership Doctorate Program Director Marlon I. Cummings, and Assistant Director of Research Compliance Anna Bernadska. Dr. Cummings discussed his interest in the program, "I was truly delighted to be invited to join in this research and

I believe it to be an important part of helping many students of color tap into their natural ability and reach their full potential. Engaging in the arts really benefited my own progress as a young adult with music and band being an integral part of my middle and high school experience."