

## A Call to Action: Deepening Diversity on Campus

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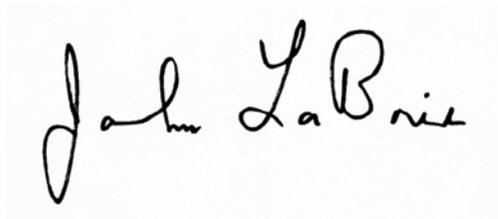
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### Connect With Us



By now you have all received the [message](#) from Joseph Aoun, president of Northeastern University, about the role we each can play in making our university more vibrant and diverse. I urge you to engage with the ideas and the activities outlined in this message and share your suggestions with me and with Provost James Bean. Deepening diversity is integral to our commitment to educating our students. I welcome your input and look forward to what we will accomplish together.

Sincerely,



John LaBrie  
Dean

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Framing the Future of STEM Education by Giving Voice to the Past: New Book about the Lowell Institute School

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*Kelly Conn speaking at the book launch for "The Lowell Institute School at Northeastern University."*

The archives of the Lowell Institute yielded a book-length tale of educational aspirations and philanthropy, dating back 112 years, reports Kelly Conn, Assistant Teaching Professor in the Graduate Education programs, in a recent post for Northeastern University Libraries' blog, "[Snell Snippets.](#)"

Conn wrote about the experience that she and co-author Mya M. Mangawang, Associate Dean of Academic and Faculty Affairs, had tracing the history of the Lowell Institute School from its founding to its "most recent vision of the School in meeting the needs of the critical areas of science, technology, engineering and mathematics (STEM)" in their fall 2015 book, *The Lowell Institute School at Northeastern University*.

#### **Full book text available**

After reading the blog, check out the full text of [The Lowell Institute School at Northeastern University](#) available in the Digital Repository Service.

## Faculty Member Advises National Science Foundation on Science and Engineering Education

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When the National Science Foundation created a panel to review proposals under its [Advanced Technological Education program](#), it invited Tom Vaughn, a longtime undergraduate science faculty member to serve on the panel. Vaughn was also invited by the National Science Foundation program officer to chair the two-day meeting which advises program officers on selecting proposals and provides input to submitters of proposals on how to strengthen future proposals.



Vaughn has been a member of the faculty of the College since 1997, most recently teaching undergraduate Oceanography, Astronomy and previously, "Leadership and Ethical Issues in Science, Technology and Society." After a 30-plus year career teaching earth science in K-12 schools, Vaughn now serves as an educational consultant and higher education faculty member. He has contributed widely to improving science education in Massachusetts and nationally as a reviewer of NASA (National Aeronautics and Space Administration) educational materials.

Vaughn holds two Master's degrees -a Master of Arts (Geography, Boston University) a Master of Education (Educational Administration, University of Massachusetts Lowell) and a Certificate of Advanced Graduate Study from Lesley University in Curriculum and Instruction in

Computers in Education.

### **More about Advanced Technological Education and National Science Foundation**

The National Science Foundation describes the program on its website: "With an emphasis on two-year colleges, the [Advanced Technological Education \(ATE\)](#) program focuses on the education of technicians for the high-technology fields that drive our nation's economy. The program involves partnerships between academic institutions and industry to promote improvement in the education of science and engineering technicians at the undergraduate and secondary school levels. The ATE program supports curriculum development; professional development of college faculty and secondary school teachers; career pathways to two-year colleges from secondary schools and from two-year colleges to four-year institutions; and other activities....The program invites research proposals that advance the knowledge base related to technician education."

The National Science Foundation (NSF) is an independent Federal agency created "to promote the progress of science; [and] to advance the national health, prosperity, and welfare by supporting research and education in all fields of science and engineering." The Foundation accounts for about one-fourth of Federal support to academic institutions for basic research.

### **Media Visibility**

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- **Darin Detwiler**, faculty member in the Regulatory Affairs of Food and Food Industries and Global Studies and International Relations programs, provided commentary for the article ["Chipotle: Our Food is so Fresh, it Could Make you Sick"](#) in *Popular Science*. Detwiler was also interviewed for NBC News' article ["Chipotle Promotes Fresh Food While Cautioning About its Danger."](#)
- **Donna Lubrano**, faculty member in the undergraduate programs, was interviewed for the BBC.com article ["Picked the Wrong Career? This Five-Year Plan Could Help"](#) and for the *Fast Company* article ["7 Ways to Change the Subject More Effectively than a Presidential Candidate."](#)
- "Nut Country: Right-wing Dallas and the Birth of the Southern Strategy" by **Edward Miller**, faculty member in NU Global, was reviewed in *The New York Times'* Sunday

Book Review in an article entitled: "['Nut Country' and 'Right out of California'](#)" and was also included in *The New York Times'* [Book Review Podcast](#).

## Semester Calendar Coming in 2016 - Undergraduate Programs

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The College of Professional Studies is converting its undergraduate programs to a semester calendar, starting in September 2016. This means that instead of three 12-week academic terms (fall, winter, and spring), the College will offer undergraduates two 15-week academic terms (fall and spring) within the same time period, and summer courses will continue to be offered.

For an overview, information about the benefits to students and ongoing information, please click [here](#).

## Faculty Member Provides Tips on Adjusting Back to the Classroom

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**Rick Arrowood**, faculty member in the Nonprofit Management and Human Resources graduate programs, provided tips for students adjusting back to the classroom for the daily email newsletter *news@Northeastern* in "[Back from break: A primer on the first week of classes.](#)"

## Online Experiential Learning Update

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**Faculty: Do you have a Blackboard technical support question that you'd like detailed help walking through, such as questions on the Grade Center or setting up assignments?** In addition to the College's in-house Blackboard technical services team and 24/7 support through the Blackboard Support Portal, you can schedule a one-on-one phone appointment with our Blackboard Partnership Manager Richard DeBord, who will assist you with your Blackboard technical support issue.

**How to book an appointment with Richard:**

Go to the [Blackboard Support Portal](#).  
Click on **Faculty- Book an Appointment**.  
Choose an appointment time that works best for you.

## Meet Your Colleague: Sabine Amend, Corporate and Organizational Communication

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### Helping Colleagues Communicate Effectively

Throughout her 17-year career helping staff members of corporations, organizations, and educational institutions learn how to best communicate and lead, Sabine Amend has continually been surprised by how many experienced professionals have never really thought about how they run meetings.



"Good or bad meetings are not surprises that drop from the sky," she says. "How a meeting goes has a lot to do with how well you prepare, how you think, and how you communicate."

Sabine teaches in the Master's program in [Corporate and Organizational Communication](#).

"My students are professionals from a broad range of backgrounds," she says. "Social workers, corporate staff from different industries, journalists moving into communications management, teachers moving into administration, dancers moving into arts management. It is so enjoyable that the age range and professional experience in this course is really quite diverse."

One of the two courses that Sabine teaches is Meeting Management, a hands-on class where students - some from other Northeastern Master's programs such as Project Management or Leadership - practice facilitation skills and meeting preparation in addition to studying group dynamics. They work on case studies, taking on different tasks that they need to accomplish within a series of meetings that address the challenges of an international organization, discussing topics such as how to best communicate internally as an organization and whether or not to use English as the corporate language.

"This class is very well-received because it is so concrete and immediately applicable in the workplace," says Sabine. "Students tell me they are already using at work what they are practicing in the class just two or three weeks into the term!"

Sabine also teaches Intercultural Communication, which she considers an essential skill in the modern workplace, and where students are invited to reflect on how their own behaviors may impact their cultural sensitivity.

"I try to make it a transformative experience for my students," she says.

### Identifying Students' Cultural Backgrounds

In addition to gaining a conceptual understanding of the topic, students also keep a journal where they can reflect upon their own experiences as intercultural communicators. Self-awareness says Sabine, is key, so that students can analyze their own behavior and see the impact of their own cultural conditioning on how they approach a situation.

"We have international students, first or second generation students from Latin America and Asia who are often balancing a bi- or multi-cultural identity, and students from different parts of this country," says Sabine. "Some of the students from the US start by saying they don't really have a cultural background. And then the differences from one region of the US to another start to appear, which, coupled with the diversity of the class, help students realize that they do indeed have a cultural background. It's fascinating!"

### **Students Share Real-Life Cultural Challenges in the Classroom**

Students are encouraged to share real-life experiences in the classroom. One student talked about the personal challenges he faced as a first generation immigrant to the US who is married to a woman of a different ethnic background - their views on the role of meals, food, and family were quite different. Others shared the challenges they face at work when trying to ascertain the appropriate amount of assertion or directness to use in communication, especially as leaders. Some in the education field shared the differing expectations that parents of different backgrounds bring to the educational process.

"I weave theory, analytical skills, and the ability to self-reflect throughout the course," says Sabine. "So that my students can move into a higher level of inquiry around differences and gain a higher level of self-awareness of where they are and who they are as intercultural communicators."

Sabine knows first-hand what it is like to live and work with people from different cultures. Born in Germany, she has lived in the United Kingdom, China, and the US, earning a BA in Chinese Studies from London's School for Oriental and African Studies and a Master's in European Marketing Management from Brunel University, London. She is currently a PhD candidate in Social Sciences at the Taos Institute, Colorado where her research focuses on embodied leadership, including the mind-body connection and the role of movement in change processes. Sabine's professional experience includes consulting and international leadership development work with internet technology, automotive, pharmaceutical, aerospace, and chemical companies, educational and government agencies, and nonprofits such as the Business and Professional Women of Colorado.

"I really enjoy teaching at Northeastern," says Sabine. "I love working with adult learners who are professionals because you can leverage the experience they already have for meaningful learning. We have a wonderful balance of theory and practice in the program, and with such experienced students we can really work toward developing more reflective and well-rounded practitioners."

## **We Want to Hear from You!**

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What information would you like to receive in the next or future issues of the Faculty Newsletter? We welcome all suggestions, and will do our best to incorporate your ideas into future communications. To submit a note, please send an email to [cpsnews@neu.edu](mailto:cpsnews@neu.edu). **The deadline for submissions for the February issue is January 25 at noon and the deadline for submissions for the March issue is February 22 at noon.**

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