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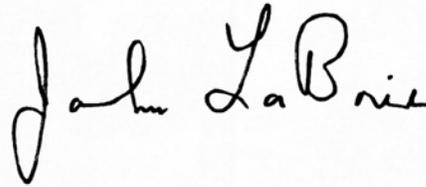
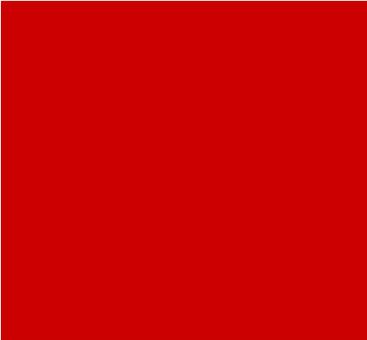


At the State of the University address, Provost Bean announced a new and exciting initiative for the university that involves all stakeholders: [What do you want Northeastern to look like in 2025?](#)

Please add your voice to the conversation about the future of the university's Academic and Long Range Plans. This includes determining the essence of Northeastern, what the university should look like in 2025, and how its distinctive identity should evolve to meet the challenges facing higher education.

[Learn more](#) about the process, find up-to-date information, share ideas, and join the discussion.

Sincerely,



John LaBrie  
Dean

## Faculty Academic Council

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The Faculty Academic Council (FAC) promotes the integration of sustained, systemic faculty expertise, perspectives, and voice in key processes and policies within the College of Professional Studies, fostering the highest levels of academic integrity and professional standards.

To aid in accomplishing this work, the FAC created four standing committees. The Academic Programs Committee is tasked with making recommendations to the FAC on matters including the curriculum and academic standards. Its work over the summer and extending to the present has included identifying principles for effective capstone courses, working on the conversion of undergraduate programs to the semester format, and setting up a process for involvement and leadership in the new programs.

The Faculty Development and Support Committee makes recommendations to the FAC on matters relating to policies and procedures on funding and other resources for teaching and scholarship support. Over the summer the Committee focused on orientation of new faculty, community building, and providing support for the College's Fall Faculty conference. The Agenda Committee presides at meetings and officially represents the faculty, sets the agenda of the FAC, appoints Chairs and committee members, among other duties. The Professional Standards Committee has been exploring faculty workload issues.

## Aligning Academic with Career via the Experiential Network

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The new [Experiential Network](#) program provides graduate students with the opportunity to gain applied professional experience by working on a six week project with a sponsor, i.e. a business or organization.

How does it work? Northeastern graduate students are matched with sponsoring organizations according to discipline on short-term projects, all done virtually. Projects are scoped to be completed in approximately 30 hours, so the student spends about 5-6 hours per week working on an authentic project with a real-world employer while the employer commits a few hours per week to help mentor the student and ensure the project meets the need and deliverable. This low-threshold approach enables sponsoring organizations to move forward on project-based work and connect with rising professional talent, while providing students with real-world learning opportunities. An instructor-facilitated online course accompanies the six-week experience to provide student participants with a support framework for professional development, review, reflection, and support as they work one-on-one with their sponsors.

For example of this experience, this fall a graduate student in the Master's in Corporate and Organizational Communication program worked with a Boston-based accelerator for

international entrepreneurs. The student developed a strategy for identifying startup businesses for participation in the organization's programs. The sponsor was so impressed with the student's work that they asked her to consider a fellowship opportunity with their firm beginning in February 2016. The student was able to walk away with an authentic and rewarding real-world work experience, and also made a valuable networking opportunity in the process.

In another example, a student worked with a public electronic manufacturing company on a Human Resources-focused project. After the student's final presentation to the sponsor, the sponsor referred the student to a colleague at another company who was actively hiring.

At present, five graduate programs of the College of Professional Studies are participating in the program (Corporate and Organizational Communication, Global Studies and International Relations, Leadership, Nonprofit Management and Project Management) and more graduate programs within the College and across the University will be participating in the Experiential Network program in the near future.

The Experiential Network is now accepting applications from graduate students in select programs for Winter 2016. For questions about this program, please contact Chuck Kilfoye, Senior Director, Experiential Network, Northeastern University Global Network at [c.kilfoye@neu.edu](mailto:c.kilfoye@neu.edu).

## Publications, Presentations & Media Visibility

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### Publications:

**Darin Detwiler**, faculty member in the Regulatory Affairs in Food and Food Industries program, published an article: "[Food, Justice, and the American Way](#)," on October 16 in *Quality Assurance and Food Safety* magazine.

**Annabel Dodd**, faculty member in the Informatics graduate program, recently signed a contract with Pearson, a large educational publisher for her book's "[The Essential Guide to Telecommunications](#)" sixth edition. Dodd's book covers mobile protocols, the Internet, security, wide area networks, and an industry overview. Over 200,000 copies of the book have been sold and it has been translated into nine languages.

### Presentations:

**Rick Arrowood**, faculty member in the Nonprofit Management and Human Resources graduate programs, recently gave a presentation on "Developing One's Global Cultural Competencies: Ways to Re-Engineer Your Worldview" at Nawaloko College of Higher Studies in Colombo, Sri Lanka. Arrowood provided insights on what students could start doing today to enhance their employability and leadership potential.

He noted: "I shared my view and experience that thinking patterns need to be re-engineered to include a more globally centered mindset. Those considerations can then pivot into actions. And, those actions (or learning experiences) then become a platform for exploring and experiencing cultural diversity on a global scale. Soon-to-be degree candidates seeking employment must be equipped to demonstrate their leadership potential and capacity to

prospective employers to stand out 'from the crowd.' It's what potential employers demand in this 21st century globally-connected economy."

**Kristen Costa**, faculty member in behavioral sciences in the undergraduate and Doctor of Education program, will present her book "RESET: Make the Most of Your Stress" at Snell Library's [Meet the Author series](#) on December 3 at 12 P.M. at Snell Library, room 90.

**Harvey Shapiro**, faculty member in the Department of Education, presented at The Northeastern Humanities Center of the College of Social Sciences and Humanities on October 29 as part of their Fall 2015 [Faculty Works-in-Progress Colloquium Series](#). His presentation was titled, "Inclusive Exclusions: School Shootings and Giorgio Agamben's Sovereign Exception."

### **Media Visibility:**

**Kristen Costa** was recently on Southern California's Public Radio's (KPCC) program AirTalk to discuss [five tips for college students](#) in coping with stress. She also penned articles for the Huffington Post ("[Do We Need a New Pill Drill](#)") and for Psychology Today ("[Your Mental Health is More Important Than Your Grades.](#)")

**Caitlin Gaffny**, faculty member in the Master of Arts in Teaching program, was recently [interviewed](#) on Radio Boston discussing the hot topic of standardized testing in Massachusetts.

[An excerpt](#) from the book by NU Global faculty member **Ted Miller**, "Nut Country: Right-wing Dallas and the Birth of the Southern Strategy" ran on the online news website Salon.

## Northeastern University Online Experiential Learning Update

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Faculty: Looking for help with Blackboard? Now you can schedule a phone appointment with a Blackboard technical support specialist who can assist you with your issue and answer any questions. Check out the [Faculty- Book an Appointment](#) section on the Support Portal home page that allows you to choose the time slot that works best for you.

## Meet Your Colleague: Stefan Winkler, Life Sciences

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### **A Scientist with Boundless Energy**



As lead faculty for life sciences in the Lowell Institute School, Dr. Stefan Winkler, who teaches biochemistry and biotechnology, knows how to get his students attention.

"A big part of biotech is bio-processing," he says. "But how do you get students to really relate to a reactor or to thermodynamics? To do that, I get them to make beer at home, and yes, they are all of age to do so. Because everything you do while making beer is really reactor control, biodynamics, and so on. When they bring the beer to class and explain the process, they are also explaining the same thinking they would do when making a drug, really."

Stefan brings a wealth of diverse international and professional experience to the program. He has worked as a research scientist in Germany and Japan; as Science and Technology Consul for the United Kingdom Foreign and Commonwealth Office; as a consultant for a range of start-up companies in the Boston area; and as Manager of Partnerships and Development at the Center for the Advancement of Science in Space at the National Aeronautics and Space Administration (NASA) in Suntree, Florida (Cape Canaveral).

"When I saw that the Lowell Institute School was looking for faculty, I applied right away," he said. "Lowell has done a fantastic job of highlighting the importance of STEM (science, technology, engineering and math) in the academic environment. I wanted to be part of something that is on the forefront of STEM education, a place that is dynamic and where we can try out new things."

### **Redesigning the Curriculum**

While he says he is still figuring out what it really means to be lead faculty, Stefan has already jumped in feet first to reorganize the curriculum as the College transitions to a semester system for its undergraduate programs, in line with most other academic institutions. In the process he has redesigned the curriculum to include new areas of study more in line with industry, such as bioinformatics, the development of methods and software tools for understanding biological data. He has also hired a new faculty member, Langdon Clough, PhD, to redesign the environmental sciences program, because he needed an expert to bring the course up to speed with the recent developments in this rapidly evolving field.

"I love teaching STEM students," he says. "Many have been working for a while and have decided they could probably do better with a bachelor's or master's or PhD. I like that some of them may know more about a certain topic than I do. When that happens, I put them on the spot and ask them to teach that part of the class. 'If you've been doing large scale HPLC (high pressure liquid chromatography) purification for 5 years,'" I say, "'Then tell us about it!'"

Biotechnology is relevant to a wide range of careers and the new curriculum that Stefan designed covers all the bases—from drug research and development to formulation and production of pharmaceuticals. He also added a course on quality assurance, which, he says, is perfect for those who are good with numbers and protocols and have the right detail-oriented mindset.

"My goal is to enable my students to go to any biotech, pharmaceutical company, or startup and say 'Hey, I come from Northeastern,'" he says. "And that this, in itself, will open doors for them to get a good job. That is my dream."

Stefan's knowledge of the scientific landscape in the US is also helpful to his students as they advance their careers. For students interested in working in large biotechnology production

facilities, for example, he can direct them to opportunities in the Carolinas, while in the Boston area, many opportunities can be found in small start-up companies.

### **Teacher and Researcher**

In addition to his full-time position at the Lowell Institute School, Stefan is a researcher at Massachusetts Institute of Technology (MIT), where he is currently looking into the barriers to the middle classes in emerging economies such as the Middle East and India to access good medical care - is it about production or access? He is also looking forward to "getting his hands on a cool gadget" made at MIT that measures electrodermal activity (the autonomic nervous system). Initially made to help people track seizures, Stefan's idea is to see if it can be used to measure where the craving begins for people with addictions like substance abuse and find out exactly where the craving starts.

As a teacher, Stefan is committed to listening to his students' needs and adapting his classes accordingly.

"The bottom line for me is that I want students to have a great experience and learn what they need to be successful," he says. "I don't want them to be afraid to come to me at any given time to say what they think of the course-what they may or may not like, what they wish was included. I'm happy to change gears as we go along because I want to be sure they get what is best for them. If I cannot make them laugh at least once in a lecture or talk to me, then I think I've failed."

## **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). **Deadline for submissions for the December issue is November 19.**

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