

The View from Lewis College

BIG PICTURE

Fall 2016

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606-1-6 Feature: Ethics
Growing Expertise
Digital Discourse and Civil Society



GREETINGS FROM THE DEAN

Summer went by quickly and we are nearing the end of the fall semester. It has been a busy time in Lewis College and at Illinois Tech. In September the university broke ground on the Ed Kaplan Family Institute for Innovation and Tech Entrepreneurship. This will be the first new academic building on campus in more than 40 years. The new building will serve as a hub for student creativity, design, and innovation. The design of the building maintains the vision Ludwig Mies van der Rohe had for the campus, while integrating modern materials and cutting-edge technology. If you haven't had a chance to see the plans, check them out online at web.iit.edu/provost/kaplan-institute/design.

In Lewis College we welcomed three new faculty members this fall, Kristina Bauer, Gregory Chasson, and Yuri Mansury. We also introduced two new undergraduate programs—a major in global studies in the social sciences department and an interdisciplinary minor in leadership. Our faculty and programs are growing and I've enjoyed sharing Lewis College news with the many alumni I meet around the country.

On October 13, we hosted our second annual Lewis College Roundtable discussion, Digital Discourse and Civil Society, and also celebrated the 40th anniversary of the Center for the Study of Ethics in the Professions. These events highlight the important role that Lewis College faculty play in critically examining the increasingly complicated relationship between technology and ethical decision making. The rapid advancements of technology require us to ask the question, just because we can do something, should we?

There is no aspect of life that won't require us to make ethical decisions. Preparing students to be ethical decision makers in their professional and personal lives is an important role we play at Lewis College. As part of the core undergraduate curriculum, we provide all Illinois Tech undergraduate students with the knowledge and skills to critically examine the increasingly complex questions that technology brings to their lives. Our courses in philosophy and ethics introduce students to the basis of ethical decision making and theories of ethical behavior. These concepts are applied as students complete independent research projects as part of their capstone experiences. In these courses, students learn all aspects of the ethical conduct of research including the protection of study subjects and how to navigate institutional review boards.

Across campus, the ethical decisions of professionals in the fields of engineering, science, and architecture are the topics of both education and research. Throughout this issue of *Big Picture*, we highlight some of the roles that ethics play in the lives of our students, researchers, and alumni. I hope you enjoy reading their stories.

Christine L. Himes
Dean, Lewis College of Human Sciences

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BIG PICTURE

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Informing the future: New worlds of possibility at the intersection of humanity and technology

Lewis College of Human Sciences was formed on June 1, 2013, and houses the humanities, psychology, and social sciences departments.

Illinois Institute of Technology, also known as Illinois Tech, is a private, technology-focused research university offering undergraduate and graduate degrees in engineering, science, architecture, business, design, human sciences, applied technology, and law.



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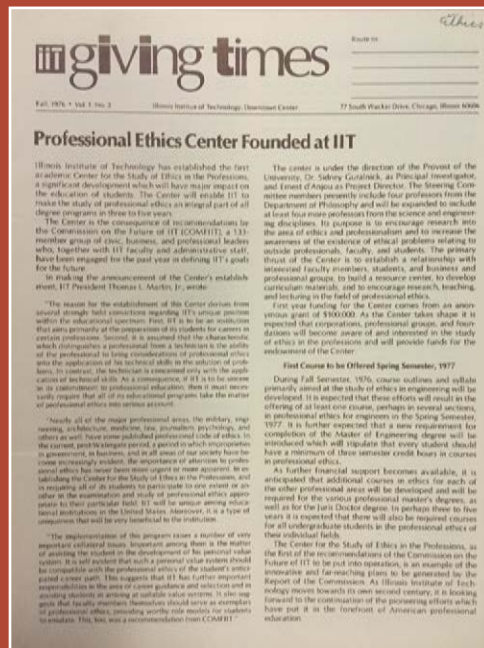
"Lewis College of Human Sciences, Illinois Institute of Technology"



Over the summer a group of Illinois Tech students spent four weeks studying abroad in Osaka, Japan, as part of the Lewis College faculty-led study abroad program.

CELEBRATING 40 YEARS OF ETHICS EDUCATION AND RESEARCH AT ILLINOIS TECH

This fall the Center for the Study of Ethics in the Professions celebrated its 40th anniversary at Illinois Tech. In this issue of *Big Picture*, we reflect on the center's impact on ethics education and research over the years at the university and beyond.



Announcement of the new ethics center in IIT Giving Times (1976)



Intercollegiate Ethics Bowl (2014)



Elisabeth Hildt with her IPRO students (2014)



40th CSEP Anniversary Celebration (2016)



Workshops on Ethical Issues in Engineering (1979)



Ethics Across the Curriculum (2001)



"IIT: Serving Up Ethics for Lunch" in Science Magazine (1995)



Engineering Ethics Conference (1998)

CREATING A PROFESSIONAL ETHICS CENTER

Established in 1976, CSEP was created from the recommendations of the Commission on the Future of IIT, a 133-member group of civic, business, and professional leaders who, in collaboration with the university's faculty and staff, worked together to define Illinois Tech strategic goals. As one of the first ethics centers at an educational institution, CSEP established a mission that continues today—to encourage research into professional ethics in engineering, science, and related areas of business, and to increase the awareness of the existence of ethical problems in the professional fields. During a time when the nation had faced the Watergate scandal and other improprieties in government and business, the creation of CSEP was especially timely and would position Illinois Tech as a leader in the field of ethics.

"We may be a small center with very few people, but we accomplish many things... I am looking forward to continuing our work in ethics education and encouraging campus-wide involvement in the center."
—Elisabeth Hildt

"There are many individuals who played a major role in the development of the center," says Kelly Laas, librarian at CSEP. "The center was made possible by a donation from Faye Sawyer, a former philosophy professor at Illinois Tech who was big supporter of ethics education and research. Michael Davis, Robert Ladenson, and Vivian Weil were involved from the beginning and can be credited for much of the center's success. Vivian was the director of CSEP for nearly 30 years and had a tremendous impact on science and engineering ethics education at the university."

Here are a few of the many highlights from CSEP's rich history.

ETHICS ACROSS THE CURRICULUM

CSEP has received several National Science Foundation grants over the years, but one of the most significant NSF-funded projects focused on integrating ethics into the college curriculum. Originally presented to Illinois Tech faculty in 1991 and then extended to faculty across the country in 1994, "Ethics Across the Curriculum" consisted of week-long courses to teach faculty how to identify ethics topics in their fields and how to incorporate ethics into their courses.

INTERCOLLEGIATE ETHICS BOWL

Did you know that the Intercollegiate Ethics Bowl started at Illinois Tech? Created by Ladenson in 1994 as an intramural activity, the Ethics Bowl is a competition that evaluates teams on how well they debate their position on ethics case studies. With the goal of engaging in civil discourse about a topic, the competition awards points based on the clarity of the team's discussion and presentation, including whether or not they discuss alternative viewpoints. The original Ethics Bowl was so successful that it quickly spread to other universities in the area. Today, more than 120 colleges and universities participate in the Ethics Bowl at regional and national levels of competition. The Ethics Bowl has even expanded to several high schools across the country.

ETHICS CODES COLLECTION (ECC)

CSEP is home to a curated collection of more than 4,000 professional ethics codes and guidelines—one of the largest collections of its kind. Professors, students, entrepreneurs, and practitioners use the ECC when looking for guidance on how to resolve professional ethical issues in their daily work. Professional societies use it when writing their own codes of ethics, and consumers interested in finding out more about the ethical guidelines of professionals may also use the codes. With funding from the MacArthur Foundation and assistance from student Interprofessional Projects (IPRO) Program teams, the center is currently upgrading access to the ECC, which includes developing a more user-friendly website and creating a promotional plan to attract a broader group of users.

CURRENT PROJECTS

In addition to the ECC enhancements, CSEP is busy with several initiatives, including two NSF-funded projects. Led by Laas, "Becoming the Online Resource Center for Ethics in Engineering and Science" is focused on the use of ethics codes and guidelines in scientific research. The project team is creating an extensive collection of online and print resources for students looking at ethical issues in science and technology and professors looking for ways to integrate ethics into their courses.

"A Bottom-Up Approach to Building a Culture of Responsible Research and Practice in STEM" is a newly-funded project focused on developing ethical guidelines for laboratories at Illinois Tech. "The bottom-up approach uses graduate students to identify the ethical issues they see in their research labs," explains Elisabeth Hildt, director of CSEP and professor of philosophy. "Every lab is different, so it is important to get input from a variety of departments across campus. Our hope is that some of these guidelines will become department-level guidelines with the long-term goal of creating a model that can be implemented at other universities."

LOOKING INTO THE FUTURE

"We may be a small center with very few people, but we accomplish many things," says Hildt. "My vision for the center is to expand our areas of research, especially in the areas of bioethics, neuroethics, and technology-related research. I am looking forward to continuing our work in ethics education and encouraging campus-wide involvement in the center. I want to continue building a vibrant ethics center and look forward to another 40 years!"

Learn more about the Center for the Study of Ethics in the Professions at ethics.iit.edu.



CENTER FOR THE STUDY OF ETHICS IN THE PROFESSIONS

"Russian Specialists in Engineering Ethics to Visit Ethics Center" in Contact (1995)



ONE THEME. SIX PERSPECTIVES.

The 60616 zip code is home to the Illinois Tech community and the historic neighborhood of Bronzeville. In each issue of *Big Picture*, we select one unifying theme and present six distinct perspectives from our community.

Our theme this issue is **ETHICS**.

ETHICS IN THE FIELD OF CRIMINAL LAW

I came to Illinois Tech as an engineering major, and like all engineers, I took courses in the humanities. It was during one of my courses, Techniques of Prose Writing, that I realized I was a better writer than a mathematician. My professor, Henry Knepler, noticed my talent and encouraged me to pursue an English major.



My decision to become a lawyer also was influenced by another professor. I was taking a political science course with Paul DeForest that was presented using the Socratic method. He recognized that I was very engaged in the discussions and encouraged me to consider law school. Taking these classes completely changed my career path, and I am grateful that I received a liberal arts education at an engineering school.

At Chicago-Kent College of Law, I worked at the school's legal clinic, where two of my law professors focused their practice on criminal defense work. Once I set foot in a courtroom with them, I was hooked. I find criminal law more interesting than other areas because you're dealing with things that are difficult to put a price on, such as someone's liberty. So I thought that if I was going to do something worthwhile with my legal education, it would be best to work with people whose freedom was at stake, rather than litigating over dollars and cents.

I started working in the Cook County Public Defender's Office two days after taking the bar exam and have been there for the last 26 years. One of the premier ethical issues we face in our field of law concerns a conflict of interest rule known as imputed disqualification. Although courts do not currently apply this rule to public defender offices, private law firms cannot represent multiple defendants in the same case where one of the clients has an interest that is materially adverse to another client. A typical scenario would be when one client wants a better disposition and is willing to testify for the prosecution against another co-defendant who is also a client of the firm. At a law firm this situation would require one of the lawyers to withdraw from representing his or her client due to the conflict. As lawyers in this state, we are all bound by the Illinois Rules of Professional Conduct that were adopted by the Illinois Supreme Court; however, it can be argued that public defenders are treated differently and not like lawyers at other firms. The perception of divided loyalty is at the heart of this rule and in our line of work; therefore, it is of the utmost importance that we *all* abide by the ethical guidelines on which our profession is founded.

Kulmeet Galhotra (English '87, J.D. '90)
Attorney Supervisor, Law Office of the Cook County Public Defender

PURSUING THE STUDY OF ETHICS

Ethics is a branch of philosophy that reflects on the moral rules that guide our behavior. Central questions include, why do we think certain acts are right and others are wrong? What is a good life? What are my responsibilities? What is justice? The various philosophical positions invite us to think about the different aspects of a situation or question, to reflect on the further implications of a decision, and to question attempts to come up with quick and easy answers in complex settings.



After graduating with a degree in biochemistry, I found the philosophical approach to my field very attractive as it involves the critical analysis of an argument and the clarification of a problem by categorizing and structuring the aspects involved. My field of work is bioethics, which consists of interdisciplinary research at the interface of philosophy and ethics, the life sciences, medicine, and engineering. It focuses on philosophical aspects and ethical and societal implications of new developments in science and technology. Questions I am interested in include, does knowledge about brain structure and function influence our views on moral judgment, free will, or responsibility? How far does neurotechnology influence individual autonomy? How can we use gene editing techniques in a responsible way?

Furthermore, one of my central goals is to integrate ethics education into as much of the curricula at Illinois Tech as possible. In my view it is very important to stimulate students, especially science and engineering students, to think critically about the ethical and societal implications of science and technology. There is a clear need to reflect on the ethical issues that may arise for students or professionals in workplace or lab situations. Concerning the latter, the ethics center is about to start a project funded by the National Science Foundation that focuses on developing ethical cultures in science, technology, engineering, and mathematics (STEM) research. In this project Illinois Tech students in STEM fields will develop discipline and laboratory-specific ethical guidelines aimed at providing support in handling ethical issues important to the lab environments in which they work.

Elisabeth Hildt
Professor of Philosophy
Director, Center for the Study of Ethics in the Professions

HUMAN RESEARCH ETHICS AND THE IRB

Empirical research is an essential tool for expanding knowledge about the human condition. Investigators who conduct this kind of research engage people in studies to answer important questions. Conducting this kind of work is a privilege that, at a minimum, needs to be completed under the strictest of ethical guidelines. Research in the United States is guided according to three ethical principles of the *Belmont Report*. These include:

1. Respect for persons: Protect the autonomy of people and treating them with courtesy and respect. Research participants must be fully informed of the goals and methods of a study to which they provide consent without coercion.
2. Beneficence: Research projects should maximize benefits and minimize risks to research participants.
3. Justice: Ensure reasonable, non-exploitative, and well-considered procedures are administered fairly. Opportunities to benefit from research are not limited by ethnicity, gender, or other human condition.

The National Commission for the Protection of Human Services of Biomedical and Behavioral Research authored the report in September 1978 in the aftermath of egregious examples of health research in the United States. Most infamous among these was the Tuskegee Syphilis Study, conducted by the United State Public



Health Service for 40 years from 1932–1972. During that time about 400 African-American males who had been diagnosed with syphilis were entered into a long-term surveillance study. None were ever informed of their diagnoses or treated with penicillin, which was shown in 1942 to successfully remedy the disease. The *Belmont Report* and subsequent addenda were passed to assure no American institution, be it government or scholarly, would engage in such heinous malfeasance in the future.

Research organizations in the U.S. are required to develop institutional review boards (IRBs) as the governing bodies over human subject research. Made up of research peers as well as at-large members from the community, IRBs contrast cost and benefits of a proposed project as well as the extent to which investigators fully inform participants of the goals and methods of a project. At Illinois Tech our IRB meets monthly to review all research proposals that involve human participants, including projects with minimal participation, such as surveys or questionnaires. This is meant to be a dynamic enterprise where IRB and investigators mold projects that weave the rigorous demands of research with the ethical demands of the *Belmont Report*.

Patrick Corrigan
Distinguished Professor of Psychology
Chair, Illinois Tech Institutional Review Board

QED: THE ETHICAL DEBATERS

I use to think the term “ethics” sounded unappealing; it, to me, was reminiscent of the familiar idea of a code of ethics, or the title of a piece of paper I would have to sign in registration for some extracurricular program as a child. I interpreted ethics as embodying rules that, “would be good to keep in mind,” and guidelines I might nevertheless be forced to follow at any time despite my better judgement.

This was my preliminary concern when joining the Illinois Tech Ethics Bowl team, or as it is now called, QED: The Ethical Debaters, the student organization for which I am now president. I worried that it would be, for lack of better words, boring and meaningless, because I equated ethics with preexisting rules.

Joining it, I found the organization, in its capacity as a team that participates in the Intercollegiate Ethics Bowl, to actually be quite meaningful, exhilarating, and empowering. These qualities are partly founded in the structure of the Ethics Bowl itself—an intercollegiate debate-style competition based on analyzing and answering questions about predetermined, relevant, real-world cases of ethical ambiguity. As a member of the Illinois Tech team, I was encouraged to engage in comprehensive discussions and to attempt to intuitively understand quite specific situations that present legitimate questions of what to do. Furthermore, the nature of the debate style itself encourages robustness in argumentation and requires a more complete understanding of the subject matter and ability to communicate the reasons for decisions.

On a basic level the process of ethical thought only necessitates the consideration of others (people, living things, etc.). Ethical reasoning both harkens to one’s intuitions of how to act, as well as holds a necessity to be thorough, comprehensive, and considerate of the implications of one’s actions.

With the help of fellow Ethics Bowl participants and our phenomenal coaches, I have found new insights and new grounds from which to understand the complexities of ambiguous real-world situations. Additionally, by way of the debate style of the program, I have noticeably refined my ability and increased my confidence in communicating ethical reasoning and considerations, and have garnered a new commitment to coming to conclusion when I have exhausted my considerations.

Whether or not my involvement in QED even remotely helps me in the pursuit of my undergraduate physics degree remains to be seen, but I would not hesitate to credit it with having a positive effect on my life and my own ability to think ethically.

Reno (Fera-Ducatt) Waswil
Physics 4th Year

CODE OF ETHICS IN PSYCHOLOGY

If we accept that psychology is the study of human behavior, can we dispute that it holds more risks for ethical conflicts than any other discipline? The American Psychological Association (APA) arguably has the most carefully developed and stringent code of ethics of any professional association in the world.

But if you look at the history of our field, you will find examples of misconduct that disregard the principle of respect for human rights and dignity, a fundamental tenet of research ethics. Some well-known examples include deception, as seen in the Stanford Prison Experiment and Bystander Apathy Experiment, and the redefinition of boundaries for torture, as observed in Abu Ghraib and Guantanamo Bay. Even more recently we have seen serious problems with the replicability of psychological research, outright fraud with respect to data manipulation, and the premature implementation of psychological interventions without evidence of safety, for example, mandatory “resilience training” in boot camp. What has happened to the principles of justice and integrity in research ethics?

My 45-year career to date has been a crusade for social justice that has required unbridled access for Americans with disabilities to all rights and privileges of citizenship. I am a scholar who is committed to the implementation of the Americans with Disabilities Act, the most ambitious civil rights initiative since the 1964 Civil Rights Act. I work alongside thousands of others who seek to create a “flat earth,” or completely accessible and barrier-free planet, for persons who have significant disabilities.

Even in clinical practice, ethics continues to be a challenge. The principles of informed consent may be compromised by counselors and psychologists whose theoretical orientations are fixed on a single construct as the core root of psychological distress. We see this in those schools of counseling that claim, “your presenting problem is interesting, but I’m sure the root problem is psychological inflexibility, irrational thoughts, or adherence to the wrong value system.”

The ethical issues facing us are not solely the responsibility of APA, but they do suggest a lack of monitoring and enforcement when ethical breaches occur. These may involve lapses in scientific inquiry or clinical practice, or perhaps in our approaches to ethics training in graduate and continuing education. These ethical breaches destroy our reputation and our ability to recruit the best and the brightest into our profession, which has otherwise greatly advanced the health and well being of our citizenry.

Brian McMahon, Ph.D. (M.S. Rehabilitation Counseling '74)
Associate Dean for Research and Innovation
School of Allied Health Professions, Virginia Commonwealth University



OBSERVING PEOPLE FOR RESEARCH

A component of my dissertation involves participant observation at events in Boystown bars that appeal to stigmatized communities that exist within the already marginalized gay community. Yet within spaces of bars, there are nuances to the performance of gender and identity that do not necessarily translate to society outside



the walls of the bar. Part of how I apply ethics to my project is in my attention to affirming identities within queer spaces in my writing in a way that does not perpetuate stigma or further marginalize these individuals.

Part of my study involves attending to the ethics of writing about signs used by subversive communities. I

must consider to what extent these signs are used to self identify and present oneself as a member of a niche within the gay community, and if such knowledge should be made widely available. The “hanky code,” the placement of a colored handkerchief in a pant pocket, serves as a good

example; during the 1980s this allowed gay men to locate one another in “passing” in straight spaces and, in gay spaces, to communicate a type of sexual act they enjoyed. To ethically communicate the significance of such codes to broader audiences, especially those involving sexual practices, I must be careful to not contribute to the othering of the niche group.

A recurring ethical consideration in my research is that I would typically participate in the activities and conversations with people during the event. However, as a researcher, I find myself holding back from asking people questions and even taking selfies and pictures. For one, my IRB approval did not cover impromptu interviews, nor did these people consent to interviews. Furthermore, such actions from me could interrupt the event space and the person’s participation by forcing a moment of reflection—however brief it may be—and by creating a potential threat with ramifications for the person’s life outside the event space. Even though the IRB creates boundaries for my research methods, I would not want to put a person in jeopardy through exposure.

Michael DeAnda
Technology and Humanities Ph.D. Candidate

GROWING EXPERTISE

Please join us in welcoming our newest faculty members to Lewis College of Human Sciences!



KRISTINA BAUER
ASSISTANT PROFESSOR OF PSYCHOLOGY

Kristina Bauer joins the Department of Psychology after spending a year as a visiting assistant professor in the college. She is a researcher in industrial-organizational psychology who explores topics in self-regulated learning with an emphasis on technology, including goal setting and motivation, game-based training, and online learning.



GREGORY CHASSON
ASSOCIATE PROFESSOR OF PSYCHOLOGY

Greg Chasson came to the university in August from Towson University in Maryland. His research program revolves around mental health phenomena characterized by repetitive and behavioral compulsions. He largely studies clinical populations with obsessive-compulsive disorder and related conditions, as well as autism spectrum disorders.



YURI MANSURY
ASSOCIATE PROFESSOR OF SOCIAL SCIENCES

Yuri Mansury came to Illinois Tech this fall from Cornell University. As the newest faculty member in the Department of Social Sciences, he focuses his research on spatial disparities in cities and neighborhoods—such as poverty and inequality—and what solutions can be created to address these imbalances.

Get to know our newest faculty members in the *Big Picture* online exclusives: humansciences.iit.edu/bigpicture.

DIGITAL DISCOURSE AND CIVIL SOCIETY

What does it mean to live in a civil society in the digital age? In its second year, the Lewis College Roundtable featured experts from digital ethics, communications, social psychology, and gaming to discuss the current tone of our society's discourse – both on and offline—and to explore what we can do to become a more civil society. Moderated by Lewis College Dean Christine Himes, the 90-minute conversation was engaging and timely, especially given the contentious and often heated discourse in the media and online surrounding this year's presidential election.



This year's Roundtable participants (L-R): Don Heider, Lucy Bernholz, Christine Himes, Kishonna Gray, Howard Fend, and Eric Wesselman

Digital media has increased our ability to connect with one another in ways that were previously not possible. Are we more civil to each other in person-to-person interactions than we are online? What is it about the digital space that influences our behavior?

"Have we ever been civil in our society? In our history and at our core?" asked Kishonna Gray, MLK Visiting Scholar in Women & Gender Studies and Comparative Media Studies/Writing at Massachusetts Institute of Technology. "Maybe not, but we have been civilized toward one another in smaller circles and groups."

Lucy Bernholz, senior research scholar at the Center on Philanthropy and Civil Society and director of the Digital Civil Society Lab at Stanford University said, "We need free expression and the ability to self govern ourselves. In small, homogenous groups we often see someone who will speak up when something is wrong, but that doesn't happen in larger groups. Our online spaces are created by companies that do not moderate them, and as a society, we let things go too far."

"It's a great example of bystander intervention. How do we encourage people to feel responsible enough to speak up? In larger groups, like the Internet, diffusion of responsibility happens, which can perpetuate incivility," said Eric Wesselman, an assistant professor of psychology at Illinois State University who studies ostracism and other types of social exclusion.

"We live in a bit of an outrage culture," added Howard Fend, a vice president at Hennes Communications in Cleveland who specializes in crisis communications. "The media notices the outrage on a controversial topic and reports on it, making it a bigger story. The conversation continues and becomes bigger and bigger; it's almost like a self-fulfilling prophecy."

"We're so focused on reporting on the bad things that happen, but we're not talking about the real issues," said Donald Heider, dean of the School of Communications and founder of the

Center for Digital Ethics at Loyola University Chicago. "In an election season it's so difficult to get information about what's on the ballot because the media isn't covering the real issues anymore."

Despite the polarizing discourse we see online, the digital space can be used to create networks that may not be possible otherwise. What kinds of people are left out of these communities? Are there other places for them to go?

"To participate you have to have access to the space—access to Internet connections and sometimes money for memberships," Gray responded. "In many places in the world, people's basic needs may not even be met yet, so why would they care about these communities?"

"If there is a movement to put everything in the digital space, we have to provide real access to the digital world," added Bernholz. "It has to be publicly available. If the digital space continues to be privately owned, we risk keeping people from access, and are essentially putting up a digital door to keep them away."

An audience member commented that much of the discussion had focused on the actions of people, but not the tools and technology we use. What technical features would be necessary for a civil space? How can we better design technology to work differently and better for this purpose?

"We need to understand how different technologies create different interactions among users. Facebook is different than Twitter, which is different than comment sections on a news site," said Bernholz. "In my area of work, we think there are three types of code necessary for a civil society—software code, for things such as encryption or consent features; organizational code, which determines how institutions are using available information or how they create new information; and regulatory code to govern the space."

Another audience member also added, "How can we expect to figure out how technology can create a more civil society when we haven't even figured out how to treat each other face to face?"

Toward the end of the conversation, Heider captured the overall feeling of the panel with his personal sentiments. "I'm hopeful for a space that will foster civil discussion. Whether it is online or not, we need a space where we can agree upon basic principles so we can talk about real issues and have productive conversations."



Undergraduate Achievements

Lewis College undergraduates are inquisitive, hardworking students who are dedicated to their studies and extracurricular activities. Here are a few of their impressive accomplishments in and out of the classroom.

The Department of Humanities hosted the 51st annual Illinois Tech Writing Contest in the spring and received a record number of submissions from students across the university. Congratulations to the Lewis College authors who won awards!

Mollie Cohen Poetry Prize, 3rd place: **Chelsea Badiola** (PSYC '16), "Four Poems"
Henry Knepler Freshman Essay Prize, 2nd place: **Paulina Pys** (BEHW 3rd year), "Mom?"
Henry Knepler Freshman Essay Prize, 3rd place, **Dennis Tran** (PSYC 2nd year), "A Kafka Trial"



Fourth-year political science major **Quentin Shipley-Mellon** completed an internship with the Metropolitan Planning Council this summer. As a research assistant, he was responsible for researching and writing about topics related to government efficiency and effectiveness.

A group of undergraduates in Nicole Legate's Research Methods course—**Tabitha Anderson** (PSYC/SOC 4th year), **Andrew Canavan** (PSYC '16), **Diana Cordon** (BEHW 5th year), **Alice Amell** (PSYC 4th year), **Kristie Hein** (PSYC 4th year), **Tehlyr Kellogg** (PSYC 4th year), and graduate student **Heidi Maibeucher** (M.S. PHRD '15)—were one of 25 research groups participating in a replication study to reproduce the results of a previously unpublished study of 10 moral judgement effects. Their work is part of a larger movement in the field of psychology to replicate studies before publishing results and resulted in a coauthored paper in *Scientific Data*.

Fourth-year psychology major **Maya Al-Khouja** was selected to receive the 2016 Abraham Lincoln Civic Engagement Award. This award honors an outstanding senior from each of the four-year degree-granting institutions of higher learning in Illinois for overall excellence in curricular and co-curricular activities. She was recognized by Governor Bruce Rauner at the state capitol in November.

Gabriel Connors, a fourth-year social and economic development policy major, is a member of Illinois Tech's group participating in the University Innovation Fellows (UIF) program. Sponsored by Stanford University and Epicenter, UIF teaches students how to become catalysts for change and to encourage the entrepreneurial mindset, innovation, creativity, design thinking and venture creation at their home institutions.



Maya Al-Kouja receives the Abraham Lincoln Civic Engagement Award

The college held its first Lewis College Undergraduate Research Day in the spring. Previously hosted by the Department of Psychology, the event was expanded to showcase the research accomplishments of all Lewis College undergraduates. More 40 undergraduates from across the college participated in the event. Congratulations to the winners!

1st place: "Co-Sleeping on the Job" by psychology majors **Nicolas Kertesz** (3rd year) **Anoopa Sundararajan** (4th year), **Colt Scroggins** (3rd year), and **Cassandra Hansen** (3rd year)

2nd place: "Substitutability of Physical and Social Warmth" by psychology majors **Mehak Hafeez** (4th year), **Dalia Martinez**, (4th year) and **Tamia Polk** (3rd year), and computer science and psychology double major **Max Burns** (4th year)

3rd place: "Plant Chicago: Implementing Next Generation Science Standards (NGSS)" by **Diana Cordon** (BEHW 5th year)





Libby Hemphill named a Nayar Prize II Finalist

Congratulations to Lewis College's Libby Hemphill, associate professor of communication and media studies, and her collaborator, Aron Culotta, assistant professor of computer science, on their selection as a Nayar Prize II finalist team for their project, "Cyberbullying Early Warning and Response System."

Cyberbullying is a widespread public health issue that affects roughly a third of teenage Internet users and often results in serious consequences such as physical violence, depression, and substance abuse. The goal of this project is to develop software tools to forecast imminent cyberbullying threats and vulnerabilities in online social networks. The approach will build on recent advances in natural language processing, machine learning, and social network analysis. With the resulting cross-platform tool, individuals and communities will be better equipped to intervene in cyberbullying episodes in real-time to reduce harm and improve outcomes.



The Nayar Prize is a \$1 million-plus prize package established to encourage and challenge Illinois Tech faculty, staff, and students to develop breakthrough, innovative projects that will, within three years, produce meaningful results with a societal impact. It provides an unparalleled chance for members of the Illinois Tech community to be recognized for their extraordinary problem-solving abilities—and their passion to make a real difference in our world.

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