

The View from Lewis College

BIG PICTURE

Spring 2016

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DEAN'S GREETING

As the academic year nears its end, it is time to bestow a variety of awards and recognitions on faculty and staff. In Lewis College excellent teaching has long been a distinguishing feature and this year is no different. In evaluating nominations for our annual outstanding teacher awards, I look for several characteristics—a faculty member who engages students in learning, who does more than lecture in the classroom, and finds interesting ways to make the material come alive. Given the high quality of teaching in the college, making these decisions is always difficult. Recognized for Excellence in Teaching this year is Assistant Professor of Psychology Mahima Saxena and recognized for Excellence in Undergraduate Teaching is Assistant Professor of Psychology Nicole Legate. Their student nominators describe them as “passionate and informative,” “very helpful,” “knowledgeable and engaging,” and note that their “enthusiasm was contagious.”

These are not isolated comments but the type of feedback I regularly receive from both undergraduate and graduate students taking courses in Lewis College. Faculty members in all three of our departments—humanities, psychology, and social sciences—take great pride in their teaching. They work with students in and out of the classroom, supervise student clubs and activities, organize events, and mentor undergraduate and graduate students. Every undergraduate student at Illinois Tech takes courses in Lewis College, and many alumni I meet reflect back on these classes as some of the most influential courses they had as students.

This semester I am teaching my first class at Illinois Tech, an undergraduate course in demographic methods and models. Being in the classroom is one of my favorite activities and something I found I missed since taking on a more administrative role as dean. There is an energy you get from students that is sometimes lacking in long meetings. As a professor one of the most satisfying experiences is seeing a student grasp a difficult concept or make connections between ideas. Being in the classroom also gives me a better understanding of the characteristics that Illinois Tech undergraduates possess. Our students are interesting, thoughtful, and conscientious—diverse in so many dimensions. They may be working with supercomputers instead of slide rules or smart phones instead of punch cards, but their excitement, ambition, and motivation still define them. I shouldn't be surprised as those are the same qualities I observe in our alumni as I travel around the country.

The theme of this issue of *Big Picture* is leadership. I hope you will enjoy reading about how we teach leadership at Illinois Tech and how members of our Lewis College community weave leadership qualities and lessons into their everyday lives through service, work, and scholarly endeavors.

Christine L. Himes
Dean, Lewis College of Human Sciences

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Find bonus features for *Big Picture* at humansciences.iit.edu/bigpicture.

BIG PICTURE

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SEND ALUMNI NEWS
and other correspondence to humsci@iit.edu.

*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 Departments of
Humanities, Psychology, and Social Sciences.

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"



The advisory board for *Inspiring Change*, a community-based participatory research project led by Distinguished Professor of Psychology Patrick Corrigan that is focused on improving health outcomes for African Americans with serious mental illness.

DEVELOPING LEADERS at Illinois Tech



Leadership Academy Scholars

Serving the Illinois Tech community, Chicago professionals, and the general public, the new Center for Leadership Studies will provide programming and services to develop strong leaders equipped to deal with a multitude of challenges in a multicultural, increasingly complex tech environment.



Fresh in the City



Sophomore Leadership Retreat

Leadership development is a hallmark of the Illinois Institute of Technology experience for the entire university community—students, faculty, and staff. In its strategic plan, *Many Voices, One Vision*, Illinois Tech has committed to “producing graduates who have discipline-specific expertise and who are known for their ability to collaborate, create, innovate, initiate, and lead.”

In response to this strategic commitment, Lewis College of Human Sciences established the Center for Leadership Studies (CLS) in February 2016 to expand the leadership training activities at the university. The new center will provide the programs and resources needed to create a culture supportive of identifying and developing emerging leaders throughout university’s academic and alumni communities, and to raise awareness of leaders developed at Illinois Tech.

Planned CLS programming and initiatives include creating a minor in leadership studies available to all Illinois Tech undergraduates; offering professional development programs for Chicago-area Illinois Tech alumni and technology companies; developing a weekend speaker series for organizations in the technology and nonprofit industries; and providing a Certificate in Leadership Development for all students who complete at least 40 hours of leadership development programs and activities.

Illinois Tech has a long tradition of leadership training and excellence. In 2000 the university founded the M. A. and Lila Self Leadership Academy, a rigorous development program that transforms exemplary Illinois Tech undergraduates into capable leaders and empowers them to inspire the same in others.

“I want to give more to those around me. Leadership Academy seminars have taught me more about others and myself, and how I can contribute to a team and later, a company and my country.”

—Merjem Mededovic

“The positive impact of the Leadership Academy’s leadership training on undergraduate students has been a pleasure to witness,” explains Rodney Vallejo, program manager for the Leadership Academy. “They walk away from these events with a better understanding of specific leadership qualities, how to be a leader in a variety of situations, and the responsibilities and difficulties that come with being a leader. The Leadership Academy students continually impress me with their intellect, maturity, convictions, and influence. I strongly believe their potential to positively impact the world is unlimited.”

In addition to training these exceptional students, the academy offers activities open to all Illinois Tech students, including Fresh in the City, a day-long event designed to

- introduce first-year students to life in Chicago; the Second-Year Leadership Retreat, a two-and-a-half day retreat for students to learn about teamwork and decision-making skills through outdoor activities; and seminars focused on introducing leadership principles to students. The Leadership Academy will continue its programming under the umbrella of the new center.

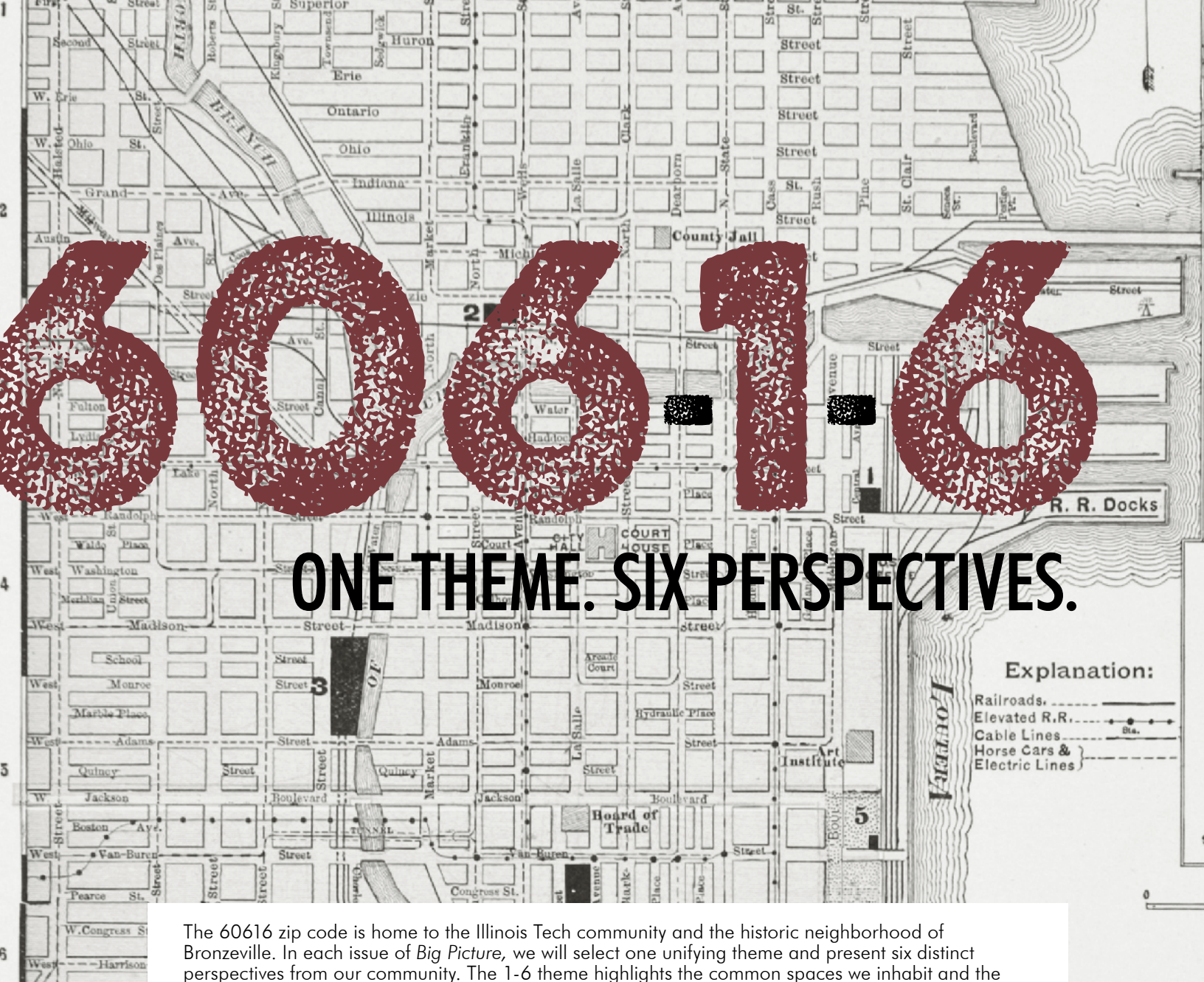
- Second-year student Merjem Mededovic has attended several Leadership Academy-sponsored events during her time at Illinois Tech. When asked to reflect on her experience thus far, she said, “I want to give more to those around me. Leadership Academy seminars have taught me more about others and myself, and how I can contribute to a team and later, a company and my country. It’s about the impact I want to create, and leadership training ensures that the trail I make will properly reflect who I am and what I do.”

- George Langlois, executive director of the Center for Leadership Studies, says that both the academy and center fulfill distinctive roles. “The Leadership Academy’s proven success, the expertise of our faculty in leadership studies and industrial/organizational psychology, and the university’s technology-based environment have created a strong foundation for the center to become a campus-wide repository and resource for the study and development of leadership,” he explains. “The center is uniquely positioned to gain a regional reputation for developing strong technical leaders equipped to deal with the various challenges in a multicultural, increasingly complex tech environment.”

- Learn more about the new center at leadership.iit.edu.



Leadership Academy Alumni



The 60616 zip code is home to the Illinois Tech community and the historic neighborhood of Bronzeville. In each issue of *Big Picture*, we will select one unifying theme and present six distinct perspectives from our community. The 1-6 theme highlights the common spaces we inhabit and the different perspectives with which we view the world.

Our theme this issue is **LEADERSHIP**.

Lewis College has a unique role in promoting and developing leaders at Illinois Tech. Not only is our college home to the new Center for Leadership Studies, but we also have accomplished researchers who study leadership across the disciplines of history, psychology, ethics, and more. Our students can be found in leadership positions across campus in student organizations, entrepreneurial activities, residence hall life, and athletic teams. Our alumni are using the leadership qualities they developed at Illinois Tech and are leading successful careers across the globe.

In this section we will explore how leadership is integrated into the daily lives of six members of our Lewis College community.

CREATING EFFECTIVE LEADERS

More is written, but less is empirically known about the nature of effective leadership—perhaps more so than any other topic in the behavioral sciences. An overwhelming number of books and studies, and a mind-boggling number of models, theories, and conceptual schemes touch upon this subject. Practitioners and researchers alike have grappled for decades with questions such as “What is leadership?” “How does it work?” “Are leaders born or made?”



Ed Piccolino

Immediately after earning my Ph.D. at Illinois Tech I was appointed to a special faculty position at the United States Military Academy at West Point to evaluate how effective the academy was at developing leaders. As an industrial/organizational psychologist assigned to one of the academy’s earliest institutional research projects, I was tasked with identifying predictors of leadership and determining how committed cadets were to a career in the Army. This early assignment truly helped to nurture my lifelong professional interest in leadership development, and ultimately led to a successful career in management consulting, as well as corporate leadership roles in companies such as American Airlines, Pepsi International, EMI Music, and Kodak Polychrome Graphics. Since retiring from corporate life, I have enjoyed an active practice as an executive coach helping executives, senior leadership teams, and boards assess, develop, and improve their leadership skills.

My professional bias, to be clear, is to define effective leadership in a behaviorally tough-minded and performance-oriented way as *the ability to build and maintain teams that demonstrate sustained and distinctive performance compared to competition*. Often, it’s less about traits and more about what behaviors are needed in a given

LESSONS IN LEADERSHIP

As college students we are told that we need to have leadership qualities in order to be successful in our future careers. Students often think it is difficult to acquire these skills because it can be hard to find leadership opportunities; however, everyone can become leaders once they realize their current activities can turn into leadership opportunities.

I was lucky enough to pursue a big leadership opportunity as the vice president of recruitment for my sorority, Kappa Phi Delta. Despite what people may think about Greek life, a sorority is a place of sisterhood at its core. We support each other to become better leaders for our organization and for our futures.

As vice president of recruitment, my duties according to our bylaws were very cut and dry and I knew exactly what was expected of me. Growing our sorority was always a priority and the best way to do that was to plan an amazing recruitment week, or so I thought. I was so focused on programming and making sure every event was perfect that I forgot to help my sisters become better recruiters. I forgot that people do not join sororities; people join people. I didn’t need a great event for women to want to join our organization; I needed my sisters to be the best versions of themselves. I was fortunate enough to have amazing sisters that presented the best versions of themselves without me leading by example. My sisters didn’t need my direction because they already knew what it meant to be leaders. Through this experience I realized that sometimes what you think your duties are as a leader turn out to be less important than cultivating leadership in your group or organization.

Emma Zachocki (3rd Year Consumer Research, Analytics, and Communication)



Blue Man Group

Photo Credit: Leslie Best

situation. Building a high performing team requires acquiring a high degree of self-awareness—what are an individual’s and the organization’s special competencies and what are areas for improvement? What complementary skills are needed to ensure world-class performance?

I’ve had the honor to collaborate with the founders of Blue Man Group to work through these types of issues. Blue Man is a highly creative powerhouse that is driven by a desire to craft truly game-changing, high-quality entertainment, but the founders of the organization realized that there were likely potential upsides to better understanding their core strengths and weaknesses from a management perspective, especially as their business grew in complexity and scope. Over the course of several years, I helped to guide the organization in building a diverse team with truly complementary skills, including strategic planning, astute financial management, and professional marketing. As a result of our efforts, the organization continues to revitalize its core entertainment shows and is in the process of expanding globally.

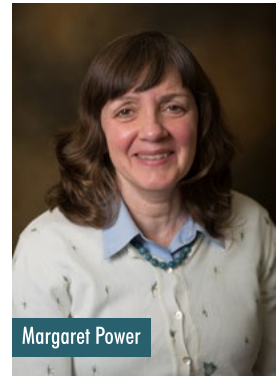
I am deeply indebted to Illinois Tech for providing me with the tools and mindset to apply behavioral science knowledge to enhancing organizational and individual performance.

Ed Piccolino (Ph.D. Psychology '66)



REDEFINING LEADERSHIP

For many people, the word leader frequently evokes the image of a man and/or a masculine definition of leadership. Leaders, or so we are told, have and project certain key qualities. One of the qualities is individualism. Another is strength, which most often means “knowing” that your ideas and your way of doing things are right and possessing the means to convince or force others to agree, or at least acquiesce, to both you and your ideas. Another characteristic is the ability to be tough, so that you can confront and defeat those who oppose you, since masculine leaders inhabit and create an oppositional world—one they wish to dominate and control.



As an historian I confront this image of leadership in my classes all the time. Social historians have made enormous contributions to redefining who are considered historical subjects worthy of study. We have published a multitude of rich narratives that chronicle the lives of colonial midwives, factory workers, and women in the Civil Rights movement, to name just a few. Yet many students still believe that those who matter in society are the so-called leaders—the military generals, elected officials, or financial wizards—because that is what their schools and much of society have taught them to believe. It is not a coincidence that the vast majority of these people are men.

When I ask students to name 10 or even five important women leaders, they are hard-pressed to do so. This is not because women have not led in many areas and in many ways but because the very definition of leader so often conflates with male.

My solution is not to promote women leaders who fit the male mold of leadership, but to redefine what it means to be a leader. My vision of a good leader is someone who has the ability to work well and collectively with others. It means being able to encourage and develop the strengths, skills, and insights of others. And it means, at times, recognizing and acknowledging your own weaknesses and your own need to draw on the strength of others. It also means valuing diverse expressions of leadership even if doing so represents a challenge to your own leadership. So—here’s to a gendered redefinition of leadership!

Margaret Power
Professor of History
Chair, Department of Humanities

“My solution is not to promote women leaders who fit the male mold of leadership, but to redefine what it means to be a leader.”

—Margaret Power

FOSTERING THE POTENTIAL OF OTHERS

Leadership has rapidly become my favorite area of interest in psychology. I have a fascination with what it takes to be a leader, what it means to be a leader, and how leaders can inspire others to become leaders.

Being a Student Life Leader (SLL) on campus, and having the pleasure of being president of Illinois Tech’s Student Union Board, I experience leadership at a level I never thought I would. The best part of being a leader is getting to be the one who brings out the best in others. I would say that my leadership is transformational in nature but that I also have a servant leadership mindset. At the end of the day my role is to be there to help others.

At a task-oriented level this may mean following the guidelines written on my contract for SLL or making sure events are produced by Union Board, but getting the job done isn’t all the matters. I am a supporter, a cheerleader, an open ear, and a motivator. I want everyone to see the potential in themselves and to find a level of confidence that they did not know they could possess. The best part of being a leader is not the title or the power—it’s the joy and happiness that comes from seeing other students and my executive board succeed.



I’ve always told myself that whatever I do in life, I want to be happy and make people smile. As I come to the last few semesters of my undergraduate career, I realize that doing research in the area of leadership would bring me the most joy. It is my dream to foster leaders that are confident, proud, happy, and eager to share their experiences, too.

I keep a list of people who have changed my life in one way or another; every single person on that list has helped me to become the leader I am today. This being said, I believe it is up to today’s leaders to develop tomorrow’s leaders.

I see no better way than to live my life helping others to discover their leadership potential. Not only is it incredibly inspiring but it also keeps me smiling. People amaze me every single day, and I will continue to use these people as the fuel that keeps me happy.

Melanie Standish (3rd Year Psychology)

“I see no better way than to live my life helping others to discover their leadership potential.”

—Melanie Standish

HUMANITIES AND ENGINEERING—A WINNING COMBINATION

I came to Illinois Tech on a Navy ROTC scholarship. During my time as a student, I met a professor named Howard Vincent, who was the head of the university’s language, literature, and philosophy department and was a top Herman Melville scholar. It was through his classes that I developed my love of Melville, which deepened my passion for studying the liberal arts. Because I was also training to be a naval officer I had to take physics and math courses, and realized that I really enjoyed mechanics.

I’ve held positions in the U.S. Navy, the private sector, and the government and have found that the combination of my humanities and technical education has been an incredible asset in my leadership roles. If your background is only in engineering or science you typically see the world in a certain way—a very operational and process-oriented way. For those with a pure liberal arts background their points of view are influenced more by their interactions with others. My engineering background gave me the technical skills to address a problem, and my liberal arts background taught me how to deal with the problem and communicate with my team and supervisors. The combination of both approaches was very attractive to my bosses and opened many doors for me, including serving as Secretary of the Air Force from 2000–05 under former Secretary of Defense Donald Rumsfeld. The American tax payers paid for my invaluable education, and I was honored to repay them by serving in this role.

Leadership is part of any endeavor in life. Throughout my experience I have learned that successful leaders are those who value the team around them. Effective leaders develop, nurture, and lead their people. They use the word “we” and always give credit to others on the team. Understanding what people are going through, which can sometimes be hard to do, and finding ways to always ask, “How can I help you?” are keys to building a strong foundation with your team. If you spend at least one-third of your time building this trust and foundation, your team will support you, model themselves after you, and look to you for help through difficult situations.

“Throughout my experience, I have learned that successful leaders are those who value the team around them.”

—Jim Roche



Jim Roche (English '60)

THE ROLE OF GENDER IN LEADERSHIP

Leadership is a concept that has been the focus of attention of philosophers and human science scholars around the world. Some people refer to excellence as leadership, but most scholars would say that leadership is a relationship where influence occurs between social agents.



I have dedicated most of my career to understanding leadership—how it occurs, when it occurs, and what makes it successful. Most of my work has focused on studying leadership in work organizations across industries. The complexity of our labor force—as a result of diversity of gender, culture, as well as cross-functional teams and virtual teams—makes the study of leadership exciting and complicated.

At Illinois Tech one area of study for my students and me is the role of gender in leadership. While most studies examine whether men and women are different in their leadership styles, our investigation has focused on how the same behavior exerted by men and women leaders may have differing impacts on their followers. We conducted two studies in the industries of education, finance, consulting, and manufacturing, and found that across hundreds of mixed dyad gender compositions of leaders and subordinates, women leaders engaging in either transformational leadership or charismatic leadership have

less favorable results when working with men subordinates. On the other hand, men who engaged in transformational or charismatic leadership had favorable results regardless of the gender of their subordinates. These studies were conducted in the '90s and the 2000s, and the results were quite similar each time.

We are also studying the role of emotional expression of leaders to determine if men and women expect their leaders to express the same emotions when they are in leadership roles that are nontraditional for their gender, such as a woman serving as a police chief. So far we have observed that men can express anger and pride but that it is not acceptable for women to express the same emotions.

We continue to find new ways to understand the role of leaders in a variety of workplace situations and recently began exploring the role of followers in the workplace. The importance of positivity and frequent, supportive communication relevant to the needs of followers is becoming more and more evident. There are many challenges in assessing leadership from the perspective of followers as their perceptions are often different from leaders, but our goal is to find ways to better help leaders see workplace situations from the standpoint of their followers.

Roya Ayman
Professor of Psychology
Director, Industrial/Organizational Psychology Program

“The complexity of our labor force... makes the study of leadership exciting and complicated.”

—Roya Ayman

NEW FACES

Please join Lewis College in welcoming two new members to its Board of Advisors. The board is a volunteer advisory group of Chicago-area leaders who collaborate with the dean to ensure the stability, viability, and growth of the college.

BRIDGET M. GIBBONS
VICE PRESIDENT OF OPERATIONS, NORTHWESTERN MEDICAL GROUP



As an experienced health care administrator, Bridget M. Gibbons joins the Board of Advisors with more than 20 years of experience in business-integration skills, respected relationship management abilities, and proficiency in managing various business disciplines. Her background includes a variety of senior leadership roles across the not-for-profit, public, and private sectors.

Gibbons obtained a Bachelor of Science in Health Care Management from Southern Illinois University and a Master of Business Administration from the University of Notre Dame.

STEPHEN A. SMITH
PRESIDENT AND CHIEF EXECUTIVE OFFICER, GLENARBOR PARTNERS, INC.

Stephen A. Smith brings significant investment and organizational management experience to the Lewis College Board of Advisors. Prior to his current positions he was a founding partner and chief operating officer of Bryanston Realty Partners, a managing director at LaSalle Investment Management, and an international director at Jones Lang LaSalle.

Smith serves as a member of the board of directors at Ann and Robert H. Lurie Children's Hospital of Chicago and Prescient. He earned a Bachelor of Arts in Economics from Brown University and a Master of Business Administration from Northwestern University.



Research at the Intersection of Humanity and Technology

Lewis College is home to a thriving research community. Our faculty and students conduct research that spans new media, health care, communication, ethics, psychology, international relations, and more. In the past six months alone, two multi-year research projects based in the college received significant research funding totaling more than \$600,000.

ENHANCING ILLINOIS TECH'S ETHICS CODES COLLECTION

In December 2015 the Center for the Study of Ethics in the Professions received a \$200,000 gift from the John D. and Catherine T. MacArthur Foundation to enhance its highly regarded Ethics Code Collection (ECC). The ECC is a unique resource collection of more than 4,000 ethics codes and guidelines across a range of disciplines that have been compiled over a 40-year period.

The ECC is used by professors, students, entrepreneurs, and practitioners looking for guidance in how to resolve professional ethical issues in their daily work, by professional societies writing their own codes of ethics, and by consumers interested in finding out more about the ethical guidelines of professionals.



The Ethics Code Collection has been compiled for more than 40 years.

The gift will provide the resources to embark on an extensive design strategy to improve the digital collection, and will include tools such as better keyword search, sorting capabilities, comparisons, and downloading in different formats. Funding will also enable three groups of Interprofessional Projects (IPRO) Program students to help with key portions of the design strategy, and provide the resources for new faculty and student research on the current and future roles of ethics codes within society, business, and technological innovation.

This revitalized resource, along with the research and greater public accessibility it will bring, will serve as a more dynamic global resource for informing ethical decision making in professional, entrepreneurial, scientific, and technological fields. It will also inform critical research into the advancement of ethical practices in a rapidly changing world.

IMPROVING COMMUNITY ENGAGEMENT THROUGH TECHNOLOGY

Last fall Assistant Professor of Communication Libby Hemphill received a three-year National Science Foundation grant totaling more than \$400,000 to examine the relationship between social media use, community attachment, social capital, and civic engagement.

Concerns have been widely expressed that our increasing use of social media and other individualizing technologies potentially threaten civic and community engagement. Civically engaged communities experience lower rates of crime, poverty, and unemployment, and higher rates of health and education.

Hemphill and her students are currently studying the Chicago community. One project, led by third-year psychology major Josh Guberman and computer science master's student Carol Schmitz, is looking at toxicity on social media. Using established scales of verbal violence from the field of psychology, they have written code to automatically analyze the toxicity of content on Twitter. They hope to use this information to create a tool that gives users explicit control over what they want to see, rather than leaving the control of visible content to the site's algorithms. Another project, led by Xi Rao, a Ph.D. student in the Department of Humanities, is analyzing interactions of the Asian American Chicago Network on Facebook. Her preliminary results show that this online community is used to reinforce a sense of culture and community and serves as a networking tool for professional and social opportunities.



A word cloud by Xi Rao, illustrating the most frequently used words in the Asian American Chicago Network.

This summer the research team will begin examining Chicago-area nonprofit organizations focused on social justice issues. By collecting data from the Facebook, Twitter, and Instagram profiles of these organizations, the team seeks to understand current social media practices and design tools that enable the organizations to use social media more effectively to engage their surrounding community.

In years two and three of the grant, Hemphill will conduct similar research studies in Northwest Iowa and DeKalb, Illinois, to examine how social media usage and civic engagement compares in smaller, more rural settings. The ultimate goal of the grant is to establish a set of best practices and activities in social media that can be used to facilitate increased civic engagement.

STUDENT ORGANIZATIONS

In this issue, we highlight a few of our thriving student organizations and the work they do to share their passions beyond the classroom with the entire Illinois Tech community.

CPGSO

The Clinical Psychology Graduate Student Organization (CPGSO) promotes research and professional development for its students. Members are encouraged to present their research at conferences, network with alumni and other professional clinicians, and bring information on cutting-edge research back to the Illinois Tech community. CPGSO also invites speakers to campus, facilitates mentoring opportunities between graduate and undergraduate students, and organizes research nights.

QED: THE ETHICAL DEBATERS

Originally founded as the Ethics Bowl, the students of QED: The Ethical Debaters gather weekly to discuss ethical and philosophical issues related to modern society, such as bioethics or the ethical use of chemical weapons. Throughout the academic year, the group hosts lectures and movie nights for the entire Illinois Tech community, and several of the members continue to form teams to participate in the Intercollegiate Ethics Bowl, a nationwide competition that was established at Illinois Tech in 1996.

GAIOPS

The Graduate Association of Industrial Organizational Psychology Students (GAIOPS) provides educational opportunities, professional development, and social activities for its members. The group is also dedicated to securing funding for students to attend the annual Society for Industrial Organizational Psychology (SIOP) conference. Last year, GAIOPS sent 25 students to the SIOP conference in Philadelphia and is planning to send 17 students with funding to the conference in Anaheim, California, in April.

PSI CHI

As a local chapter of the International Honor Society of Psychology, Psi Chi is a vibrant student organization dedicated to promoting the science of psychology on campus. In addition to encouraging, stimulating, and maintaining academic excellence, Psi Chi members share their passion for the science of the brain and human behavior by organizing frequent events and meetings for the entire campus community.



Save the Date: LEWIS COLLEGE ROUNDTABLE

Thursday, October 13, 2016

DIGITAL DISCOURSE AND CIVIL SOCIETY

In the next Lewis College Roundtable, scholars from the fields of digital ethics, social psychology, and gaming will explore what constitutes a civil society in the digital age.

Does the perceived anonymity in the digital space increase bullying and toxicity in online communities? Are the rules of etiquette and civility different online? How can we promote ethical behavior and social good in the digital space? Has the Internet fostered more extreme viewpoints on controversial issues?

Join us as we explore these questions and more at the next Roundtable event!



LEWIS COLLEGE
ROUNDTABLE



ILLINOIS INSTITUTE OF TECHNOLOGY