

The View from Lewis College

BIG PICTURE

Spring 2018



IN THIS ISSUE

Calamos Endowed Chair in Philosophy
606-1-6: The Student Experience
Coalition on Inclusion



During the fall semester Dean Himes taught *Introductions to the Professions*, a course for all first-year Lewis College students to learn about possible careers in their chosen majors and focus on developing the writing and communication skills necessary to succeed at Illinois Tech and beyond.

Greetings from the Dean

Illinois Tech provides a distinctive and relevant education to our students. We accomplish that through rigorous coursework that challenges students to think critically, develop analytic skills, and communicate their ideas. But a university education is so much more than what happens in the classroom. This year students from Lewis College of Human Sciences have participated in the Campus 1871 entrepreneurship event, been leaders in student government, competed on Scarlet Hawk athletic teams and the new university debate team, discussed topics in the Ethics Bowl, taken internships across the city and country, and volunteered with community organizations. All of these activities enrich and enhance their education and provide valuable skills for their future careers.



In this issue we highlight the accomplishments of our students, undergraduate and graduate. I hope that you will read their stories and appreciate their voices. Innovative and entrepreneurial thinking is a key element of today's tech world. Opportunities to intern at 1871, a Chicago incubator, or Facebook, the social media giant, help students from the humanities department see the role that they can have in the digital arena. Our Center for Research and Service, founded in 1996, gives psychology students the chance to put into practice the skills they are learning in the classroom. Through balancing the demands of athletic practices with coursework, student athletes learn to appreciate the value of time management and teamwork.

Illinois Tech and Lewis College offer much to our students, but I don't want overlook what our students provide to us. We have amazing students from all over the United States and the world. They bring with them experiences, ideas, and insights that enliven the university. This past November students and faculty in Lewis College worked together to hold Illinois Tech's first Social Inclusion Teach-In. Organized almost entirely by students, this half-day event brought speakers from a variety of community and campus groups together to provide a perspective on the diversity of experiences students have at Illinois Tech. The inspiring and challenging messages affirmed our community commitment to diversity and support for all students.

As we near the end of the spring semester and head toward Commencement, I applaud the achievements of our students and the faculty and staff who support, guide, and nurture them.

Christine L. Himes
Dean, Lewis College of Human Sciences

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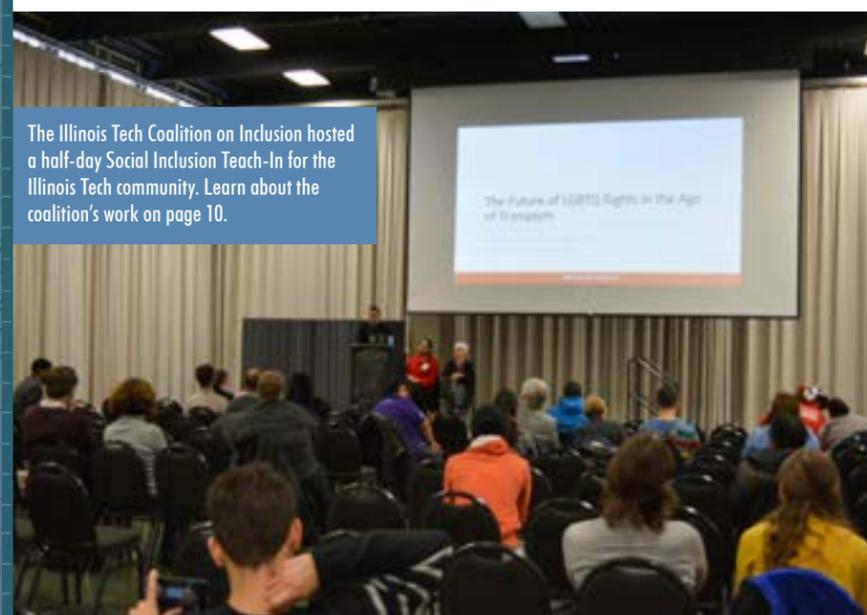
Graduate student Mehak Hafeez discusses her work to promote an inclusive environment at Illinois Tech.

11 Student Achievements

Lewis College students are hardworking, talented researchers and students. Here we recognize their achievements for the 2017–18 academic year.

Online Exclusives

Read extended coverage of stories featured in the print edition as well as bonus features for *Big Picture* at humansciences.iit.edu/bigpicture.



The Illinois Tech Coalition on Inclusion hosted a half-day Social Inclusion Teach-In for the Illinois Tech community. Learn about the coalition's work on page 10.

BIG PICTURE

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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"



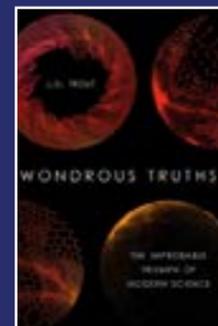
ON THE COVER: Students in the Repetitive Experiences and Behavior Lab test a virtual reality headset used to help community members with hoarding tendencies.



Investiture ceremony of the John and Mae Calamos Endowed Chair in Philosophy
 Standing (L-R): John Calamos Sr. (ECON '63, M.B.A. '70); Illinois Tech President Alan W. Cramb; Janice Nadler; Lewis College of Human Sciences Dean Christine Himes.
 Seated: J.D. Trout, John and Mae Calamos Endowed Chair in Philosophy

WELCOMING J. D. TROUT

This spring Lewis College of Human Sciences welcomed J. D. Trout as the new John and Mae Calamos Endowed Chair in Philosophy in the Department of Humanities. Prior to coming to Illinois Tech, Trout was a professor of philosophy and psychology at Loyola University and has held visiting positions at a variety of institutions including Virginia Tech, the University of Chicago, the University of Helsinki, the University of Pittsburgh, and the University of Innsbruck. His most recent book, Wondrous Truths: The Improbable Triumph of Modern Science, uses evidence from psychology and the history of science to make new arguments about scientific realism. Get to know J. D. Trout, including his research interests, hobbies away from work, and what he is looking forward to accomplishing at Illinois Tech.



Tell us about your path to Illinois Tech. How did you choose your area of research?

My work broadly focuses on the philosophy of science. My research is interdisciplinary and combines philosophy and psychology. What makes science rational? How can we explain progress? I really enjoy finding practical answers to philosophical questions. For example, we can look at a problem from an ethical standpoint and discuss why a proposed solution is morally wrong. We can also look at the same problem from a psychological standpoint to show why the proposed solution is wrong and how an act can be done right. The philosophy of science, too, focuses on finding realistic solutions to a problem.

During graduate school at Cornell University, my research outside of philosophy focused on speech perception and how people process language. My research incorporated a lot of experimental work, and I discovered that I really enjoyed empirical work as a way to address philosophical issues. Because of this passion, my transition to Illinois Tech really wasn't a transition at all.

In addition to my philosophy of science work I am also interested in science policy. Much of this work involves looking at empirical literature from psychology to examine issues with judgment-making and policy decisions. In the United States policy votes are made down party lines, whereas in Europe, people are trained in specific areas of science and use their expertise to advocate for science policy. The European method removes areas of bias, such as campaign donations, that influence the votes of elected officials. I am interested in doing a comparative study to find ways to improve how we make science policy decisions in the U.S.

What do you like to do for fun when you're away from campus?

I really like to go fishing, especially in the Chain of Lakes area and Florida, and try to go whenever I can. I also enjoy carpentry and electrical work and have remodeled much of my home. My wife and I are really fortunate because our careers have taken our family all over the U.S. and Europe. We love to travel and have enjoyed trips to northern Spain and the hill country in Italy, and trips driving through Austria and Germany. We are hoping to visit Australia and New Zealand in the near future.

I've lived in or near cities all of my life—Philadelphia; Hoboken, New Jersey, which is right outside of New York; the Oakland-San Francisco area; and now, Chicago. Chicago is unlike those cities in many ways. You can get downtown from anywhere in the city with ease. It's great to live here because we have easy access to top-notch cultural opportunities—art museums, the Museum of Science and Industry, and a world-class opera house with the Lyric Opera. In fact, growing up I sang opera and wanted to become an opera singer. My son is now training to become an opera singer so our family spends a lot of time at the Lyric Opera. My daughter is also very talented and kind of math-y; it is a little early to tell, but maybe she is an engineer in the making.

What are you looking forward to about your time at Illinois Tech?

The humanities faculty is really great—they are contributors to their fields and really care about their students. So far this has been an easy place to enjoy. I am really excited to collaborate with not only my colleagues in humanities but also in Lewis College and across the university. I am also looking forward to finding ways to help improve the student experience, including finding innovative ways to teach courses and helping more students get involved in research opportunities.

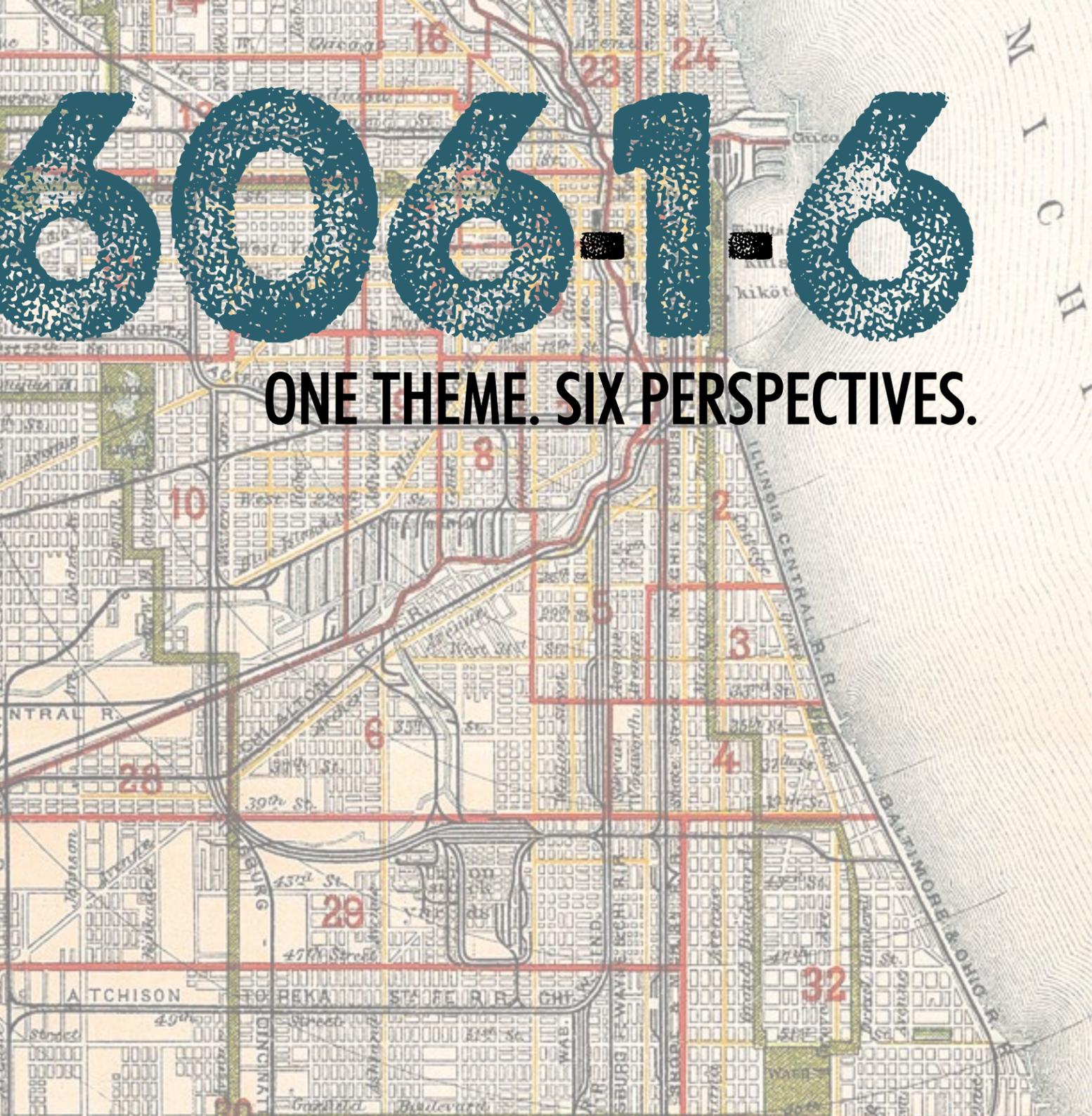


INVESTITURE CEREMONY

On February 27, 2018, the Illinois Institute of Technology community celebrated the investiture of J. D. Trout as the John and Mae Calamos Endowed Chair in Philosophy. Endowed chair positions are prestigious professorships awarded to the most distinguished faculty in recognition of their academic excellence and leadership. Trout joins Nambury S. Raju Endowed Chair in Psychology, Ronald Landis, as the second endowed chair in Lewis College.

The investiture ceremony featured remarks by Illinois Tech President Alan W. Cramb; Board of Trustees member John Calamos Sr. (ECON '63, M.B.A. '70); Lewis College of Human Sciences Dean Christine Himes; J. D. Trout; and invited guest speaker Joseph Mendola, professor of philosophy at University of Nebraska-Lincoln.

During the ceremony Trout was recognized with a medal (pictured above) and a Brno Chair designed by Ludwig Mies van der Rohe in 1930 for his Tugendhat House in Brno, Czech Republic.



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 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.

This issue focuses on the educational and extracurricular experiences of six Lewis College students.

DISCOVERING ENTREPRENEURSHIP

Last year I was privileged enough to participate in Campus 1871, an annual pitch competition styled like a hackathon for entrepreneurs and held at 1871 in downtown Chicago, the number one incubator for tech startups in the world. More than 100 students from universities in and around Chicago, including myself, formed teams and worked to ideate and pitch a new app to a panel of expert judges in less than 72 hours. It was intense. It was also challenging, fun, and inspiring. And my team won.

Before that competition I never really considered entrepreneurship as something that I'd be skilled at, academically or professionally. My parents and grandparents had been entrepreneurs at various points in their lives, and while the autonomy and self-accountability appealed to me, I have seen all of their successes along with all of their failures. There were also some aspects of entrepreneurship I found more interesting than others. For example, I love to make lists, organize, and get tasks accomplished, but I hate finance and accounting. I love engaging conversation, sales, and schmoozing, but I hate



Amy Kamin

finding motivation to attend events and communicating on the phone. Coincidentally, around the same time I was competing at Campus 1871, I was also accepted as an intern in 1871's summer internship program. This opportunity—without exaggeration—changed my life. As an unpaid intern my compensation came in the form of an education. I was encouraged to attend workshops and events that were otherwise only open to startup companies. I also participated in fireside chats with 1871 executives and founders of some of Chicago's most promising tech startups.

Learning so closely from the vast pool of expertise specifically curated for and by 1871 made me feel like a real entrepreneur. I began to understand that there is no special secret to founding a business; you just need a solution to a problem. And there is no right or wrong way to engage with your business—if you don't know something, find someone with the skills you need and work with them.

My Campus 1871 team and I have since started turning our app idea into reality. It's difficult and completely scary, but I remember 1871 CEO Howard Tullman saying, "If it's worth trying, it's worth failing. So I just keep going."

Amy Kamin
4th-Year Digital Humanities

THE GIFT OF A STUDENT ATHLETE

When the alarm rings at 5 a.m., the day has begun. Feeling aches all over my body from the previous night's practice, I get up to freshen myself, pack my bags, devour breakfast, and head to the gym. My name is Allan Huang and I am a varsity volleyball player at the Illinois Institute of Technology.

Many people ask me why I participate in a collegiate sport. The answer is simple—it is my passion. Attending university should not mean suppressing your passions. This is why I chose Illinois Tech—it provides students with a platform to realize academic talents as well as individualistic passions. However, this does not mean it is easy.



Allan Huang

Contrary to that, it is perhaps the hardest thing I've ever taken on in my life. But I wouldn't have it any other way because what's truly important is the essence of being a student athlete—learning how to balance different workloads and demands, taking the mentor fortitude forged through countless practices and games into the competitive workforce, knowing when to step up and be a leader as well as allowing others to cover up your own deficits, and pushing yourself to the absolute limits of what you can handle only scratches the surface of what it takes.

Despite all of these challenges, everything I've gained as a student athlete is more than anything I have ever given in the first place. Knowing that the program continues to grow more competitive every year, including entering the NCAA Division III Northern Athletics Collegiate Conference next year, makes me proud of the fact that I was able to be a part of Illinois Tech Athletics.

So, when someone asks me "why," it is because I've grown more as a person being a student-athlete than what any class could ever teach me. Meeting all the coaches, fellow student-athletes, staff members, trainers, and doctors who come together to ensure you succeed as an athlete—and most importantly as a person—goes to show that the student-athlete experience goes beyond the four (or five if you're in the architecture program) years of college. You carry it with you for life.

Allan Huang
4th-Year Social and Economic Development Policy



PREPARING FOR A CAREER IN COUNSELING

Attending the Rehabilitation and Mental Health Counseling Program at Illinois Tech was one of the best decisions I have made in my academic career. The experience at Illinois Tech has provided me with a sense of community, fostered an acquisition of practical counseling skills, and empowered me to pursue a career, not just a job.

I chose to relocate to Chicago to attend Illinois Tech after completing my undergraduate degree at the University of California, Berkeley because the university provided an environment that had both practical and research opportunities. On the practical side I have gained experience in a variety of mental health and rehabilitation settings. I interned at the Department of Rehabilitation Services helping people with a disability find employment and have fuller, happier lives. On the research side I have been fortunate enough to have research presented in multiple conferences, including the National Council on Rehabilitation Education, the American Psychological Association, and the Midwestern Psychological Association.

Associate Professor Eun-Jeong Lee has provided a research environment that has enabled me to study contemporary issues in rehabilitation counseling and pushed me to ask questions, be curious, and expand my knowledge of research methodologies and techniques. I have been involved with a community-based research project funded by the National Multiple Sclerosis Society that investigated the role of microaggressions in workplace retention for people with multiple sclerosis (MS). This research will lay the foundation for interventions to assist people with MS to cope with workplace stress and retain employment to live more autonomously. In addition to my MS work, I have also further investigated coping in caregivers and resiliency and post-traumatic growth in people with spinal cord injuries. This research has implications for building interventions to increase quality of life.

The faculty within the rehabilitation and mental health counseling department have provided consistent encouragement and opportunities to fund educational and research endeavors including the Rehabilitation Service Administration scholarship. This scholarship eased my financial burden and allowed me to have the rich experiences that I have had at Illinois Tech. The faculty provided real world experiences that equipped me with the tool box to handle the next steps after graduation this coming May. I intend to pursue a career in a setting that utilizes the skills I learned at Illinois Tech to help people live more connected, purposeful lives using integrated rehabilitation and mental health techniques.

Dylan Saks
2nd-Year M.S. in Personnel and Human Resources Development



STUDENT GOVERNMENT

I first got involved in Illinois Tech's Student Government Association (SGA) after observing consistent dissatisfaction among students and their itching to take action. I shared these students' frustrations and figured I would like to see the behind-the-scenes operations of the university up close and personal so that I could assess the situation and offer up some of my solutions.

Beginning as a senator representative for Lewis College, I enjoyed the opportunity to work with Dean Christine Himes personally and within my chosen task group, the Student Life Committee. By the end of my senate term I was still unsatisfied with my clarity of the school's mechanisms and my ability to enact change, so I decided to pursue the position of my committee head, vice president of student life. I currently occupy this position and am exhilarated each day as I interact with some of the most influential university administrators and my eager, hard-working committee members. I have initiated and carried through projects such as establishing single-stall genderless bathrooms on campus, creating an SGA contact channel in the student portal, maximizing the utility of the public safety force on campus, and acting as a liaison to deliver representative information between students and administration during the process of evaluating and deciding on a new campus food-service provider.

I have learned that one important key to leadership is listening. I am not here to impose my own agenda or project ideas upon the senators in my committee; but rather, to hear what their mission is and encourage them to pursue projects that align with that. Additionally, I am not here to decide what the student body wants; I am here to use the knowledge and resources available to me to gather my peers' opinions and make informed decisions to reach efficient compromises. My experiences here have taught me that some of the most impactful ideas come from the quietest places.

Trixie Weiner
3rd-Year Political Science and Applied Economics



CENTER FOR RESEARCH AND SERVICE

Before starting my first semester as a Ph.D. student in the Industrial-Organizational (I-O) Psychology Program at Illinois Tech, I was anxious about beginning a new and challenging chapter of my life. Coming into the program with no funding, I was bent on seeking out any funding opportunity to weather another onslaught of student debt. While corresponding with enrolled students to learn more about their experiences and available funding opportunities, I learned of the Center for Research and Service. Not only did the center offer funding opportunities to students in the I-O program, but it also provided valuable applied work experiences. I immediately set my sights on landing a position, and now—four years later—I can say that my experience working at the center has been invaluable to both my academic and professional development.



The Center for Research and Service is an in-house, non-profit firm that provides human resources consulting to real-world clients. Ranging from organizational surveys to leadership assessments, the center's diverse product- and service-offerings mean that students have ample on-the-job learning opportunities. Starting out as an associate consultant, I got my feet wet by handling and managing data sets, honing my expertise in Excel, and creating reports to be delivered to clients. Working at the center also served as a complement to my studies as I applied classroom learning to real-world consulting problems. The project managers offered guidance and constructive feedback along the way, and—being I-O psychology students themselves—offered insights and advice that helped me get through some of the toughest challenges in the program. I worked as an associate consultant my first two years, and it was gratifying to see how much I learned and to be entrusted with more responsibility on projects.

After two years I was promoted to project lead consultant, which opened up many more learning opportunities and challenges. I was introduced to project management, managing and developing teams of associate consultants, and interfacing with clients all while continuing to balance classes and research obligations. By the time I graduate I am confident that I will not only have a valuable Ph.D., but also work and management experience that will distinguish me from others with similar educational qualifications.

Jordan McDonald
4th-Year Industrial-Organizational Psychology
Ph.D. Candidate

INTERNING AT FACEBOOK

In March 2017 as a second year Ph.D. student, I was determined to stay in the academia for my future career—I would graduate with a Ph.D., find a job in a university, and become a tenured professor. However, things don't always go as you plan. I was attending an academic conference at the time and my advisor told me that she was leaving the university and couldn't bring me with her. It was shocking news, and I began to question if I should stay in academia and if I could graduate on time.

At the conference I saw that Facebook (the conference sponsor) was recruiting researchers. "Maybe I should try some industry work," I thought. So, I walked over to their table and talked with the representatives from Facebook. Luckily, one of the researchers there seemed very interested in my work and referred me to the User Experience Research (UXR) internship position. As soon as I got back to Chicago, I got a call from a Facebook recruiter. And after a couple of interviews, I was told that I got the offer.

This past fall I worked as a UXR intern at Facebook. This was a fabulous opportunity and I really learned a lot. There are so many intelligent people at Facebook! Doing research in industry is definitely different from doing research in academia. Two main things I've learned are the importance of balancing speed and quality, and how to collaborate with different roles. Although we use similar research methods in industry and academia, working at a company requires working faster. It takes us years to do a research in academia, while we are allowed only weeks to complete a research project at a company. Moreover, in university settings, we do research and share it with people with similar backgrounds and knowledge; at Facebook, we did our research and shared it with people in different roles such as programming, design, and project management. This type of collaboration requires an understanding of our peers and the ability to think from their perspectives.

After the three-month internship I was told that I got a return offer, which means that I could come back and work as a full-time researcher! And that's what I'm planning to do this year.

Xi Rao
3rd-Year Technology and Humanities Ph.D. Candidate



Creating an Inclusive Community at Illinois Tech

Graduate student Mehak Hafeez is a champion for inclusion at Illinois Tech. As a member of the Illinois Tech Coalition on Inclusion, a group of faculty, staff, and students dedicated to fostering a welcoming and safe community on campus, she dedicates much of her free time to educating the Illinois Tech community about the issues many of our students are facing and what resources are available to help.

"The tone of the political climate media during the recent Presidential election divided our country and put a lot of negative attention on groups of people who are marginalized in our country," explains Mehak Hafeez, a master of science student in the Rehabilitation and Mental Health Counseling Program. "After the election in November 2016 many students on campus were fearful because the results of the election made it seem as though all Americans wanted to continue down the path of exclusivity."

In January 2017 a group of faculty, staff, and students began meeting to discuss issues of inclusion at Illinois Tech. "Illinois Tech is such a diverse community. Many of our students are impacted by potential changes in immigration policies and DACA (Deferred Action for Childhood Arrivals). We have students who have experienced Islamophobia. We have many LGBTQ students who have experienced discrimination," Hafeez says. "Our goal was to come together to find ways to educate our campus community on the issues that marginalized groups are facing, give our community a safe space to discuss these issues, and provide helpful resources."

The group decided to focus its initial efforts on what the Illinois Tech community seemed to be the most affected by—immigration. The coalition's first event hosted an attorney from the National Immigrant Justice Center's Legal Protection Fund for a "Know Your Rights" presentation that explained the legal rights for people with undocumented status. Members of the coalition also created a training workshop for faculty and staff to become allies for undocumented students. The workshop focused on educating attendees on the issues these students are facing and explained that resources are available on and off campus to help.

The group is also focused on other issues of inclusion and hosted a Social Inclusion Teach-In, organized in conjunction with PRISM, the Commuter Student Organization, and the Office of Student Access, Success, and Diversity Initiatives. The half-day seminar featured 12 different speakers who discussed inclusion topics related to disabilities, veterans, stigma, Islamophobia, Black Lives Matter, and more. The group plans to host another Inclusion Teach-In in November 2018.



Mehak Hafeez

"The response on campus has been really positive," Hafeez says. "The Illinois Tech community has been proactive in letting our students know that our campus is a safe space with resources to help. From President Cramb's regular campus-wide messages on inclusion, including information on the legal resources available at Chicago-Kent for immigration issues, to the numerous faculty and staff involved in the coalition, I think students who have been affected by these issues are more aware of who they can talk to."

Hafeez says she has valued her time working with the Coalition on Inclusion and is grateful to be a part of a group dedicated to social justice. "Working with the Coalition on Inclusion group has taught me that I, and all students, have support at Illinois Tech. We have a voice and a group of people who are dedicated to helping us along the way. A supportive, inclusive community is essential to the Illinois Tech student experience. As a student who identifies as Muslim and is a member of DACA, it is important for me to know that I am part of a supportive community with resources available to me."

When asked about the future of the Coalition on Inclusion, she says, "Although our group has accomplished a lot in a short amount of time, there is still more work to do. I hope that more students, faculty, and staff will get involved with the coalition. I also hope more students will reach out if they need assistance. The faculty and staff really do care about us and will go above and beyond and help in any way possible."



Learn more about the Illinois Tech Coalition on Inclusion's events and initiatives at facebook.com/IllinoisTechInclusion.



Social Inclusion Teach-In organizers and speakers gather for a group photo after the event in November 2017.

STUDENT ACHIEVEMENTS

Michael DeAnda (4th-Year Technology and Humanities Ph.D. candidate) received the Student Travel Award from the Society for Cinema and Media Studies to attend its 2018 conference in Toronto. At the conference he organized a panel discussion and presented the paper, "'Wanna see my pikachu?': Cobra Club and Orientating Gay Male Desire."

The American Rehabilitation Counseling Association awarded the third-place 2017 Research Award to **Samantha DeDios-Stern** (6th-Year Clinical Psychology-Rehabilitation Track Ph.D. Candidate) for "Clinical Utility and Psychometric Properties of the Brief: Coping with Problems Experienced With Caregivers," a paper she co-authored with Associate Professor Eun-Jeong Lee. The paper was published in the November 2017 issue of *Rehabilitation Psychology*.



Reya Green

The United States Collegiate Athletic Association (USCAA) named **Reya Green** (4th-Year Psychology) the Women's Volleyball Student-Athlete of the Year. She was recognized for her leadership, academic, campus, and community achievements and involvement.

Josh Guberman (Psychology '17) accepted a fully funded offer of admission to the University of Michigan School of Information Ph.D. program. His research will focus on the technical and social aspects of assistive and accessible technology.

Allan Huang (4th-Year Social and Economic Development Policy) received the 2017 Abraham Lincoln Civic Engagement Award. He was selected for his leadership and service in the Illinois Tech community and was recognized by Illinois Governor Bruce Rauner in Springfield last November.



Allan Huang receives the Lincoln Civic Engagement Award.

The University of Chicago awarded **Silvia Nunez** (4th-Year Psychology) the Dean's Distinguished Leadership Scholarship to attend graduate school at the School of Social Service Administration.

Congratulations to the Lewis College students recognized during the 53rd Annual Writing Contest!

Edwin H. Lewis Prize for Nonfiction

2nd Place: **Janki Patel** (4th-Year Behavioral Health and Wellness), "Cultural Differences as Seen Through Fairytales"

3rd Place: **Amna Bhatti** (3rd-Year Digital Humanities), "Feminist Shortcomings in Social Media"

Edwin H. Lewis Prize for Fiction

1st Place: **Janki Patel** (4th-Year Behavioral Health and Wellness), "From the Outside In"

3rd Place: **Giovanni Centeno** (4th-Year Digital Humanities), "From Behind the Dumpster with Love"

Mollie Cohen Prize for Poetry

1st Place: **Giovanni Centeno** (4th-Year Digital Humanities), "A Souvenir"

Henry Knepler Freshman Essay Prize

1st Place: **Lukas Proffen** (1st-Year Digital Humanities), "Make it So: Exploring Star Trek's Values in the Digital Age"

GRADUATE FELLOWSHIPS

Each year the Department of Psychology awards fellowships to high-achieving students in its three programs—clinical psychology, industrial-organizational psychology, and rehabilitation and counseling psychology. Congratulations to this year's recipients!

Charles Pounian Endowed Psychology Fellowship: **Steve Discont**, **Elizabeth Howard**, and **Jordan McDonald**

Phil S. and Harriet C. Shurrager Endowed Psychology Fellowship: **Arash Zandparsa**

Clinical Psychology Fellowship: **Lynda Gibson**

Scholarship and fellowship funding allows students to take advantage of the unique opportunities Illinois Tech has to offer while reducing the financial burden of pursuing a degree. Gifts can be made to support students in any department or program. Learn more about supporting Lewis College students with scholarships and fellowships at humansciences.iit.edu/about/giving-opportunities.



Samantha DeDios-Stern



2018 LEWIS COLLEGE ROUNDTABLE

Join us for the next Lewis College of Human Sciences Roundtable. New this year, the roundtable will be held at the Chicago Toy & Game Fair, held in conjunction with Chicago Toy & Game Week.

... Invited Speakers ...

Save the Date!

Saturday, November 17, 2018

Chicago Toy & Game Fair
Navy Pier, Exhibit Hall A and B
600 E. Grand Avenue, Chicago



Jennifer Miller
Assistant Professor of Psychology
Illinois Institute of Technology



Mari Pagone, M.A. CCC-SLP
Speech and Language Pathologist
Co-Founder, Play See Grow, LLC

More information will be available soon at
humansciences.iit.edu/roundtable.



Karen Tzanetopoulos, M.S. CCC-SLP
Speech and Language Pathologist
Co-Founder, Play See Grow, LLC

