



## JAMES H. BRICKLEY ENDOWMENT FOR FACULTY PROFESSIONAL DEVELOPMENT AND INNOVATION FALL 2024 AWARD WINNERS

The James H. Brickley Endowment for Faculty Professional Development and Innovation was established by Anthony and Lois Evans in 2016. The purpose of this award is to facilitate faculty professional development and innovation through a broad range of activities, including research and scholarly/creative work, curriculum development, community service, professional travel, and training. This award cycle funded fifteen projects totaling \$80,399. Twenty-one faculty will be supported, representing four colleges: the College of Education (eight), the College of Arts and Sciences (ten), the College of Health and Human Services (one), and the College of Engineering and Technology (two).

*Congratulations* to the following faculty for their Brickley Award projects!

### **James H. Brickley**

(November 15, 1928 – September 28, 2001)

A distinguished judge and politician, serving as the 56th and 58th lieutenant governor of Michigan, as well as a justice of the Michigan Supreme Court from 1982 to 1999. He was the 23rd president of Eastern Michigan University from 1975 to 1978.





**Ashley Bavery** || History and Philosophy, College of Arts and Sciences

**“A New Archival Investigation into Islam and Race in the Twentieth-Century Midwest.”**

Author and Historian, Ashley Bavery, in her current research project for her second book, aims to investigate the history of Arab and South Asian Muslim communities in the Midwest in the early twentieth century, focusing on their interactions with African American Muslims and the Nation of Islam, particularly through Malcolm X’s journey to Orthodox Islam.

The findings will enhance undergraduate courses at Eastern Michigan University, such as History 205 and History 124, by providing new primary sources that offer fresh insights into race and religion in America. This research will foster a deeper understanding of immigration, race, and cultural identities, highlighting diverse experiences in U.S. history.

Additionally, the project includes a presentation at the Midwestern Historical Association Conference, engaging students in contemporary scholarly discussions and practical applications of historical research. Exposure to oral histories and archival materials will develop students' critical thinking and analytical skills. Since the courses meet General Education requirements, the project will reach a broad range of undergraduates, connecting them to significant themes in American history relevant to current social issues.

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**Brenna Breshears** || Leadership & Counseling, College of Education (top)

**Quentin Hunter** || Leadership & Counseling, College of Education (bottom)

**“Transformative Counseling: Funding for Addiction and Corrections Training Initiatives”.**

Together, Dr. Breshears and Dr. Hunter bring a wealth of knowledge and experience in counseling, particularly in serving marginalized and diverse populations. With their Brickley Award, they aim to enhance training initiatives for addiction and corrections, addressing the pressing needs of underserved justice-involved clients in Michigan.



Given the high rates of overdose deaths-3,089 in the state of Michigan in 2021, and the significant number of individuals with alcohol use disorder who are not receiving care, this project focuses on improving intervention services by enhancing the clinical qualifications of faculty and students through specialized training in evidence-based practices, such as Motivational Interviewing and Moral Reconation Therapy.

To further this mission, a new graduate-level course will be developed to prepare counseling students to effectively support justice-involved individuals and those struggling with addiction, equipping them with essential skills for their future careers. Additionally, the Eastern Michigan University Counseling Training Clinic will be established as a qualified site to provide both mandated and voluntary clinical services, thereby improving access to care for the local community.

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**Meg Dobbins** || English Language and Literature, College of Arts and Sciences

**“Wrenches and Rhymes: Literature, Engineering, and the 100th Anniversary of the “Ritual of the Calling of the Engineer”.**

The Brickley Award will support Dr. Dobbins' archival research for the 100th anniversary of the “Ritual of the Calling of the Engineer.” resulting in a scholarly article examining how poetic narratives influence ethical practices and cultural norms in engineering. It will analyze the ceremony's historical significance, originally tied to Rudyard Kipling, and address its outdated values.

This initiative will position EMU as a hub for discussing literature's role in engineering, allowing students to connect with community stakeholders and industry professionals. It will also lead to a new General Education course, “Engineering Narratives:

Storytelling, Design, and Innovation,” attracting engineering and science students to literature and fostering interdisciplinary collaboration.

By integrating insights from this project into the curriculum, students will engage with cutting-edge research on literature's evolving role in engineering. The emphasis on diversity, equity, and inclusion will prepare them for modern engineering challenges, enhancing their competitiveness in the job market.



**Bradley Ensor** || Sociology, Anthropology, & Criminology, College of Arts and Sciences

**“Filling the Gaps in Nobility in Pre-Columbian Sociopolitical Organization: Archaeological Investigations at Salinas, Veracruz, Mexico”.**

Dr. Ensor’s groundbreaking archaeological research project in Salinas, Veracruz, is the first of its kind in the region. It challenges existing models of Mesoamerican sociopolitical organization by proposing a unique elite structure characterized by a limited number of noble families overseeing a large urban population.

The project aims to validate findings from LiDAR imaging while conducting detailed site surveys and excavations to gather data on the residences and social structures of the nobility. It focuses on two primary objectives: surveying the site to document and collect artifacts and performing excavations to analyze residential contexts and social status. This initiative offers hands-on learning opportunities for local university students from Universidad Veracruzana.

The findings will enrich multiple courses at Eastern Michigan University (EMU), enhancing the educational experience for students in anthropology and archaeology. Notably, the study abroad course ANTH351 allows students to visit the project area directly. The endeavor will not only advance archaeological knowledge but also significantly enhance the educational experience of EMU students through practical engagement, an enriched curriculum, and collaboration with the community.



**Jessica Grimone-Hopkins** (top) || Teacher Education, College of Education

**Leslie Blome** (bottom) || Special Education and Comm. Sciences and Disorders, College of Education

**“Early Childhood Communal Classroom: Preparing Pre-Service Practitioners to Work Interprofessionally to Support Young Children & Their Families”.**

Dr. Grimone-Hopkins and Dr. Leslie Blome aim to establish a collaborative learning space at EMU for pre-service educators, experienced practitioners, and families. It addresses the pressing need for interprofessional education in early childhood fields, allowing students from diverse disciplines—such as early childhood education, special education, and therapy—to learn together and better support young children and their families.

The project will create valuable research opportunities for faculty to assess the impact of this communal space on student learning and family engagement, enabling EMU to provide essential insights into early childhood education. Furthermore, it will facilitate the development of new courses and assignments focused on inclusive practices and family engagement, ensuring students are equipped with the latest knowledge and skills.

The communal space will also serve as a hub for community events and workshops, strengthening ties between EMU, families, and local practitioners, and ultimately enhancing the educational landscape for young children.



**Jeromy Hopgood** || Communication, Media, and Theatre Arts, College of Arts and Sciences

**“Moby Dick at The Met: a Collaborative Project in Projection Design and Arts Management”.**

This award offers Dr. Hopgood from EMU’s Entertainment Design & Technology program, a unique opportunity to collaborate with renowned projection designer Elaine McCarthy on the premiere production of *Moby Dick* at the Metropolitan Opera in winter 2025. This partnership will enhance Dr. Hopgood’s expertise in contemporary opera and help create a professional network that will benefit EMU students through internships and job placements.

The project has two key components: contributing to the projection design team at The Met and establishing connections with industry professionals at Lincoln Center and Brooklyn College. This engagement aims to address gaps in opera-related training within the ED&T program and foster valuable relationships for future student opportunities. By participating in this high-profile production, Dr. Hopgood will gain insights and experiences that will directly enrich classroom instruction at EMU. Additionally, the establishment of a pipeline for student internships and job placements in the performing arts will significantly strengthen the college’s connections to the industry, ultimately enhancing the entire educational program.





**Siyuan Jiang** (top) || Computer Science, College of Arts and Sciences  
**Sarah Quinn** (bottom) || Special Education, College of Education

**“Systematic Review of Teaching Practices for Students with Disabilities in Computer Science”.**

Dr. Siyuan Jiang is leading a project on context-aware models for source code summarization while also focusing on advancing inclusive education in Computer Science (CS).

Dr. Quinn’s research centers on enhancing academic access for students with disabilities through inclusive practices, collaborative teacher education, and improved interventions for students with high support needs.



Together, they are addressing a critical gap in CS education by conducting a systematic literature review on teaching practices for students with disabilities. This initiative aims to ensure that education in this field is accessible to all students. The review will provide valuable insights into effective teaching methods, highlight existing research gaps, and propose best practices to enhance inclusive education in CS classrooms. The findings will promote greater accessibility by identifying effective teaching strategies tailored to the needs of students with disabilities, directly benefiting this population.

Additionally, the project will offer practical recommendations for educators, curriculum developers, and policymakers at EMU on implementing inclusive practices in their courses. This collaboration between faculty from Computer Science and Special Education will foster interdisciplinary partnerships, enriching the academic environment at EMU. By disseminating the findings through a final report and potential publication, EMU will contribute to the national dialogue on accessibility in CS education, positioning the university as a leader in this critical area and reinforcing its commitment to inclusivity and educational excellence.

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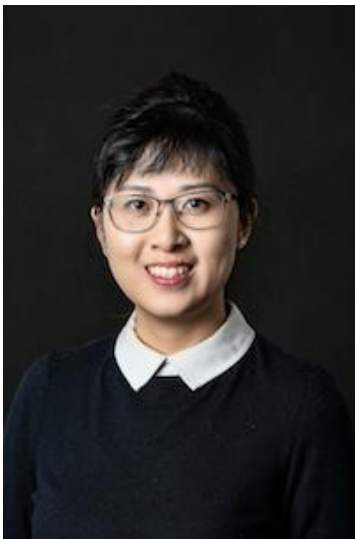
**Hailee Lauritzen** || Social Work, College of Health and Human Services

**“Protecting the Profession: Developing a Student Professional Readiness and Goodness-of-Fit Evaluation Tool for Social Work Education Programs”.**

Dr. Hailee Lauritzen, a newly appointed faculty member, is leading the development of a validated evaluation tool to assess student readiness and "goodness of fit" for the social work profession.

This initiative will enhance her skills in international research collaboration and strengthen the university's capacity for innovative educational practices. Addressing challenges in social work education intensified by the COVID-19 pandemic, this project highlights the urgent need for objective measures in evaluating student competencies.

The collaboration with the University of Suffolk positions EMU as a key player in the global dialogue on social work education, aiming to enhance research quality and promote cross-cultural insights that enrich EMU's academic environment. As the first of its kind in the U.S., this initiative cements EMU's leadership in innovative social work education. The successful implementation and dissemination of findings will enhance the university's national reputation and attract prospective students.



**You Li** || Communication, Media, and Theatre Arts, College of Arts and Sciences

**“Funding Impact: Raising Public Recognition of Women Journalists’ Contributions to Pandemic Journalism”.**

As the only tenure-track faculty member in journalism at EMU, Dr. You Li will present her research at the National Women's Studies Association conference. This project highlights the contributions of 33 women journalists who reported on the COVID-19 pandemic, providing valuable insights into their experiences and challenges.

The funding will enable Dr. Li to share her findings on a national stage, enhancing EMU's recognition as a leader in gender studies and journalism. This presentation will significantly increase the visibility of her work and the associated digital archive, which includes over 30 hours of interviews and extensive transcripts. This archive serves as a vital primary source for scholars and students interested in women and gender studies. By

providing access to these resources, Dr. Li's digital archive will enrich students' academic experiences and foster critical thinking about gender and media.



**Fredrick Lorenz** || History and Philosophy, College of Arts and Sciences

**"The Sultan's Colony: Transforming Migrants, Refugees, and Exiles into Settler Colonists in Late Ottoman Libya".**

Dr. Fredrick Walter Lorenz will utilize funding from the Brickley Endowment to support his research on Ottoman settler colonialism in late 19th-century Libya. His project examines the experiences of migrants, refugees, and marginalized populations, providing a transregional perspective that connects the Middle East, Africa, and South Asia.

This funding will facilitate Dr. Lorenz's archival research in Illinois, Maryland, and Washington, D.C., enabling him to complete three critical chapters of his manuscript by September 2025. His forthcoming book with Stanford University Press aims to elevate Eastern Michigan University's (EMU) research profile in Middle Eastern and Ottoman history, attracting scholarly attention and benefiting students with access to innovative research.

Lorenz's findings will enrich EMU's curriculum, offering fresh insights in courses such as "World History Since 1500" and "Modern Middle East History". This integration of contemporary scholarship will deepen students' understanding of complex historical narratives and global issues, fostering critical thinking and cross-cultural awareness.



**Chirasree Mukherjee** || Political Science, College of Arts and Sciences

**"Intractable Conflicts over the Sacred: A Study of the Hindu-Muslim Conflict in India".**

James H. Brickley Endowment will support her book project, "Intractable Conflicts over the Sacred: A Study of the Hindu-Muslim Conflict in India." This research, based on her dissertation and currently under contract with Routledge, aims to analyze the dynamics of intractable conflicts, particularly those rooted in religion.

The funding will provide reassigned teaching time in Winter 2025, allowing Dr. Mukherjee to focus on completing her manuscript. Her book will be the first to disaggregate religious conflicts into four distinct types, offering critical insights into the unique factors that contribute to their intensity and persistence. By addressing the complexities of religious conflicts, this work has significant policy implications for conflict resolution and peacebuilding strategies.

The publication of this book will enhance Eastern Michigan University's research profile, particularly in conflict studies and religious studies, attracting scholarly attention and elevating the university's academic standing. Students will benefit directly as the findings will inform courses such as Political Conflict and Religious Studies, enriching the curriculum with contemporary insights into the dynamics of conflict and fostering critical thinking skills.

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### **Phil Rufe || Engineering, GameAbove College of Engineering and Technology**

#### **“Certified Additive Manufacturing Certification Site”.**

Dr. Rufe is a Certified Manufacturing Engineer and Registered Patent Agent who coordinates the Product Design Engineering Technology program and leads the 3D printing lab at EMU's School of Engineering.

His proposal to establish EMU as a Stratasys-certified additive manufacturing certification site will have a significant impact on both students and the university. Achieving this certification will provide industry-recognized validation of AM skills, thereby enhancing students' employability and making them more attractive to potential employers. The certification site will also support faculty professional development and elevate EMU's

reputation as a leader in AM education.

This partnership with Stratasys will facilitate the integration of updated course content and access to advanced technologies, enriching the learning experience. The initiative includes a knowledge transfer course at Stratasys, which will inform the PDET 360 Additive Manufacturing class. By piloting the AM certification exam, Dr. Rufe aims to enhance EMU's educational framework and contribute to the local workforce, equipping students with essential skills in a rapidly growing field and addressing the critical shortage of qualified engineers in additive manufacturing.



### **Joel Schoenhals || Music and Dance, College of Arts and Sciences**

#### **“16 Etudes for Piano by Navajo Composer Connor Chee”.**

Dr. Joel Schoenhals's project to record Connor Chee's “16 Etudes for Piano” will significantly enrich Eastern Michigan University and its students by expanding the classical piano repertoire and integrating Indigenous cultural themes into the music curriculum, fostering greater cultural awareness. Incorporating Chee's etudes into the 2025–2026 curriculum will deepen students' engagement with diverse narratives in classical music.

This initiative will also elevate EMU's reputation as a leader in promoting diverse musical contributions, encouraging discussions on cultural representation at national conferences and strengthening connections with other institutions. The high-quality recordings will serve as vital resources for future performances and scholarship, enhancing the visibility of Chee's work and inspiring further exploration of varied cultural narratives.

Schoenhals, a prolific recording artist, boasts an extensive discography that includes celebrated works by composers such as Bach, Chopin, Schubert, and Rachmaninoff. His recordings have received acclaim for their technical excellence and emotional depth. With over 150 performances throughout Southeast Michigan and guest professorships in China, Schoenhals continues to enrich the classical music scene through his commitment to diverse musical perspectives.





**Ourania Spantidi** || Computer Science, College of Arts and Sciences

**“Establishing the Embedded Systems Artificial Intelligence Lab at EMU”.**

Dr. Ourania Spantidi's proposal to establish the Embedded Systems Artificial Intelligence Lab at Eastern Michigan University (EMU) promises to have a transformative impact on both students and the university. This dedicated research facility aims to integrate Embedded Systems and Artificial Intelligence, fostering innovation and tackling pressing technological challenges.

The lab will provide structured support for research, enabling students to engage deeply with cutting-edge technologies and methodologies. By hiring research assistants and incorporating hands-on projects, the lab will enhance their technical skills and practical experience, preparing them for careers in a rapidly evolving field. Additionally, the initiative will facilitate interdisciplinary collaborations, allowing students from various departments to work together on projects that bridge diverse domains of knowledge. At the university level, the establishment of this lab will position EMU as a leader in Embedded Systems and AI research, aligning with its R2 status and enhancing its reputation within the academic community. The lab is expected to attract funding opportunities and foster partnerships with other institutions, thereby strengthening EMU's role in driving technological advancement and innovation.

Dr. Ourania Spantidi specializes in Artificial Intelligence, Embedded Systems, Human-Computer Interaction, and Approximate Computing, making her exceptionally qualified to lead projects that intersect technology and education.

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**Jessica Swan** || Teacher Education, College of Education

**Sally Burton-Hoyle** || Special Education and Comm. Sciences and Disorders, College of Education

**Melinda Carlson** || Technology and Professional Services Management, GameAbove College of Engineering & Technology

**John Rose** || Special Education and Comm. Sciences and Disorders, College of Education

**“Bringing a Post-Secondary Program for Persons with Intellectual and Developmental Disabilities to Eastern Michigan University”.**

Led by a collaborative team of Swan, Burton-Hoyle, Carlson, and Rose, this initiative seeks funding to establish a Post-Secondary Program for Persons with Intellectual and Developmental Disabilities (IDD) at Eastern Michigan University. The program will provide vital educational and career opportunities, promoting independent living and employability for individuals with IDD. By fostering an inclusive environment where students with and without disabilities learn together, the initiative will enhance community engagement and develop essential self-determination skills.

EMU will be positioned as a leader in inclusive education, aligning with its commitment to diversity and respect, attracting support from local and national communities, and strengthening EMU's reputation in education for individuals with disabilities. Through visits to successful post-secondary programs and collaborative proposal writing, the team will lay the groundwork for a sustainable program that enriches the lives of students with IDD and advances the university's mission.

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