Approved by the Board of Trustees

May 22, 2025

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Board Meeting

May 22, 2025

APPOINT ASSOCIATES TO THE CENTER FOR ADVANCED STUDY, URBANA

**Action:** Appoint Associates to the Center for Advanced Study

**Funding:** State Appropriated Funds

Each year, the Center for Advanced Study awards appointments as associates in the Center for Advanced Study, providing one semester of release time for creative work. Associates are selected in an annual competition from the tenured faculty of all departments and colleges to carry out self-initiated programs of scholarly research or professional activity.

The chancellor, University of Illinois Urbana-Champaign, and vice president, University of Illinois System, recommends Josue David Cisneros, Laura Hetrick, Kimberly Mack, Liviu Mirica, Sameh Tawfick, and Shelley Weinberg as associates for the 2025-2026 academic year. Brief descriptions of their projects follow.

Josue David Cisneros, associate professor, communication

*Migrant Arts, Migrant Freedoms: Speculations on the Freedom to Move and the Freedom to Stay*

*Migrant Arts, Migrant Freedoms* is a study of artivism (art-activism) within the immigrant justice movement roughly from 2010-2020, including digital art, storytelling, and activist media. The book focuses on how artivism - widely circulated, adapted, and appropriated - challenges nativist, anti-immigrant politics; contributes to social movement for migrant justice; and manifests speculative visions of freedom for migrants and all oppressed peoples.

Laura Hetrick, associate professor, art and design

*Two Neurodivergent Narratives: Solo & Edited*

Professor Hetrick will work on editing two book projects simultaneously, continuing work on the solo edited volume with multiple neurodivergent academic authors, tentatively entitled, *Neurodivergent Narratives of Navigating Academia: In Our Own Words*. Secondly, she will work on finishing and finalizing the autoethnography about her lived experience as an autistic woman, currently entitled, *A Flamingo Among Penguins: Growing up Undiagnosed Autistic.*

Kimberly Mack, associate professor, English

*‘I Love Rock ‘n’ Roll’: A Black Girl’s Playlist of Musical Listening*

*‘I Love Rock ‘n’ Roll’* explores the erasure of Black people from rock, a style of music with Black origins, and considers how race, gender, genre, and cultural gatekeeping all worked together to marginalize Black rockers, fans, and writers. Braiding together memoir, biography, and cultural criticism, Professor Mack will tell the story of her musical listening while growing up in a violent family and the hard-fought journey to finding her own voice, alongside the stories of the rock artists who made a different way of being possible for her.

Liviu Mirica, professor, chemistry

*Next Generation Diagnostic Agents for Alzheimer's Disease*

To date there is no disease-modifying treatment for Alzheimer’s disease and its diagnosis with high accuracy requires a detailed post-mortem examination of the brain. Therefore, there is a huge unmet need to develop diagnostic agents for early detection of Alzheimer’s disease.

Sameh Tawfick, professor, mechanical science and engineering

*Materials and Manufacturing Research towards the ‘Illinois’ Space Mission*

Professor Tawfick’s research will focus on enabling on-orbit space manufacturing of composite materials and structures. His team is planning for mission ‘Illinois,’ a scientific space mission that will test a novel curing technology suitable for constructing ultra-large and precise space sensors and antennas for future space exploration missions.

Shelley Weinberg, professor, philosophy

*Locke’s Epistemological System*

Locke’s *Essay Concerning Human Understanding* launched a century of “British Empiricism,” and in this book project, Professor Weinberg offers a new and comprehensive interpretation of his natural epistemology (how we have certain knowledge and justified probable beliefs about the natural world), his religious epistemology (how we have justified - or not - beliefs in revelation), and his view of intellectual and moral virtue (what we should believe and how we should act). By revealing a method of “rational regulation,” Professor Weinberg elucidates a heretofore unrecognized and unarticulated comprehensive systematicity to Locke’s epistemology, its relation to his moral theory, and the role of education in the development of intellectual (epistemic) and moral virtue.

The Board action recommended in this item complies in all material respects with applicable State and federal laws, University of Illinois *Statutes*, *The General Rules Concerning University Organization and Procedure*, and Board of Trustees policies and directives.

The president of the University of Illinois System recommends approval.