



## DEAN'S WELCOME



The new term has begun and the campus is filled with new and returning students! We remain energized despite our State's financial woes. In this letter I will highlight some of our accomplishments, celebrations, and challenges this past year.

### Graduate Student Services and New Course Offerings

Since assuming my position, one of my main goals has been to increase services for graduate students, particularly regarding their professional development to prepare them for their future careers. In this issue, I am pleased to report progress on two fronts: the implementation of the Professional Success Program (PSP) and a newly approved post-baccalaureate campus certificate. Spearheaded by the indefatigable Theresa Christenson-Caballero, PSP directs and in-

centivizes students' own professional development. Required for incoming recipients of Graduate College fellowships, and highly recommended for all graduate students, it rewards participation in workshops, certain courses, presentations, and completion of an Individual Development Plan. (See page 3.)

Led by Dr. John Coumbe-Lilley with assistance from Dr. Tanya Prewitt-White (both of the Department of Kinesiology and Nutrition), the new three-course certificate, "Foundations of College Instruction," is intended to help students demonstrate both didactic and practical training in college level teaching to future employers. (See page 2.)

With an appreciation that more and more graduate students pursue careers outside of the academy, the Graduate College has restructured a portion of the funds allocated for the Chancellor's Graduate Research Award to include opportunities for graduate students to apply for matching funds to pursue internships outside of a university setting. Details will be forthcoming later in the term.

Meanwhile, the Graduate College's International Teaching Assistant program, directed by Vandana Loomba Loebel, continues to grow (page 5), Vincent Adiutori has taken the reins of our new GC 512 course ("Written Communication"; page 2), and Marie Khan, our Fellowships Coordinator, now oversees both external and internal funding. (Her name is likely very familiar to subscribers to our listservs serving faculty, staff, and graduate students; see page 5.)

### Celebrations

We are happy to report that the Image of Research competition continues to grow and to provide wonderful representations of the amazing research being conducted by our graduate students. Graduate students have also demonstrated their scholarship chops in a number of venues in recent weeks, including at the UIC Urban Forum (see page 7) and the first-ever Graduate Education in Medical Sciences Research Forum, which was the occasion for Dr. Bruce Alberts, a highly regarded biochemist, to visit our campus. (See page 6.) Bittersweet, we celebrated the life of Dr. Kevin Barnhurst, a Graduate College ally and benefactor. (See Page 7.)

### Budget Challenges

As I write these lines, the Chancellor is announcing the grim reality of the university's cash flow problem caused by the continuing state budget crisis. The good news is that the

Graduate College continues to weather the storm better than other units. Although the Diversifying Higher Education Faculty in Illinois (DFI) Fellowship Program, sponsored by the Illinois Board of Higher Education (IBHE), has not been funded since FY15, the Graduate College will continue to fund students through the Abraham Lincoln, Dean's Scholar, and University Fellowships; the Deiss/Provost, Chancellor's, Interdisciplinary Collaboration in the Arts and Humanities, and Student Presenter Awards. In fact, the Chancellor's Award has been re-conceptualized with an eye toward funding more students while encouraging them to seek external funding sources. (See page 6.)

### Final Request

With the state budget crisis and likely cuts to any future funding to the university, our graduate students need your help more than ever to fund their education. While #Giving Tuesday is right around the corner (Nov. 29th), I encourage you to support graduate student fellowships and career development by visiting <http://grad.uic.edu/giving>

Happy Autumn!

Karen J. Colley  
Dean and Professor of Biochemistry and Molecular Genetics

## *In this issue*

Dean's Message	1
New Courses and Certificate	2
Professional Success Program	3
Image of Research	4
ITA News	5
Fellowship Office	5
Chancellor's Award	6
GEMS Research Symposium	6
Celebration of Life	7
UIC Urban Forum	7
New Online Petition	8
Graduate Programs Rise in National Rankings	8

THE  
UNIVERSITY OF  
ILLINOIS  
AT  
CHICAGO  
GRADUATE  
COLLEGE

## NEW COURSES AND CERTIFICATE

### GC 512: Written Communication and Presentation Skills

The Graduate College is pleased to announce a new three-credit-hour elective course to be offered both fall and spring semesters, beginning with the Fall 2016 term. Currently taught by Vincent Adiutori, a PhD candidate in English, the course seeks to address self- and faculty-identified weaknesses in academic writing. Students analyze and practice written academic English on several levels: word, sentence, paragraph, and process.

Currently, registration is restricted:

- permission to enroll can only be granted after the Graduate College receives an emailed request by the student's director of graduate studies;
- student must have advanced status (~ 32 graduate credit hours in their PhD program);
- the student must be in a STEM field.

If successful, and staffing permits, more sections will be added to include students from the arts and humanities.

**GC 512:**  
**Written Communication and Presentation Skills (3 credit hours)**  
**Target audience:**  
**Continuing PhD students in STEM fields**

The course will be offered in Spring 2017. After vetting their students for credit hours and mentor's request, directors of graduate studies may now recommend students for the next section and/or address questions to Benn Williams ([bwilli7@uic.edu](mailto:bwilli7@uic.edu)). More information is [available here](#).



Vincent Adiutori, GC 512 Instructor



Clinical Associate Professor John Coumbe-Lilley and Visiting Clinical Assistant Professor Tanya Prewitt-White

### New Graduate College Certificate in the Foundations of College Instruction

Teaching-oriented institutions (and increasingly research universities) demand evidence of the ability to teach at the college level. Within the academy, on or off the tenure track, graduates of PhD programs face an increasingly competitive job market. And yet, the majority of tenured and tenure-track professors will state that they never received training on how to teach at the college level while in graduate school.

In order to provide a more structured approach to the act of college teaching, the Graduate College is offering, effective Fall 2016, a post-baccalaureate campus certificate entitled Foundations of College Instruction (FCI). The certificate will appear on the student's official transcript and thereby provide a tangible credential from one's curriculum vitae.

Spearheaded by Dr. John Coumbe-Lilley, clinical associate professor of kinesiology and nutrition, and now assisted by Dr. Tanya Prewitt-White, visiting clinical assistant professor in the same department, Foundations of College Instruction is designed to raise student awareness to the roles, responsibilities, practices, and possibilities of

college teaching. Three courses constitute the nine-hour campus certificate (in their recommended sequence):

- **GC 593** - Foundations of College Teaching is designed to raise student awareness to the roles, responsibilities, practices, and possibilities of college teaching.
- **GC 592** - Seminar in College Teaching is a best practices seminar wherein experienced instructors in various fields present their philosophy of teaching and their applications to the college classroom.
- **GC 594** - Practicum in College Teaching prepares students to construct, implement, and evaluate courses, and then to practice these skills.

To see which courses are offered when, see the Schedule of Classes, Graduate College at [my.uic.edu](http://my.uic.edu).

For a [full overview](#), please visit our website. Application procedures can be found by [clicking here](#).

#### Certificate in the Foundations of College Instruction:

GC 592: Seminar in College Teaching (3 hours)  
+  
GC 593: Foundations of College Teaching (3 hours)  
+  
GC 594: Practicum in College Teaching (3 hours)

**Target audience:**  
Future college instructors

## PROFESSIONAL SUCCESS PROGRAM (PSP)

The UIC Graduate College is invested in your success and committed to helping you enhance your career and professional development as a graduate student and beyond. Succeeding in graduate school and your future career requires that you create a plan, take advantage of resources and opportunities to develop your skills, and explore career resources and options. By actively participating in professional development programs at UIC, you will build upon the skills you need for life and future employability.

The Graduate College works together with other units on campus as well as in the greater Chicago area to provide guidance, resources, workshops and programs to support you academically and professionally.

The PSP is required for University and Abraham Lincoln Fellowships (only four-year doctoral and two-year master's fellows) who begin in the Fall 2016 term or later. All graduate students are encouraged to participate in as many of the workshops/courses listed as possible.

PSP points may only be awarded under the following conditions:

1. The professional development is offered by the Graduate College or designated affiliates through seminars, workshops, and certain Graduate College (GC) courses.
2. Workshops and courses are designated a numerical amount of points based on the amount of time and commitment for each session.
3. In order to receive the PSP certification of completion:
  - Each Doctoral student must acquire 10 points over the course of their fellowship (four years).
  - Each Masters student must acquire 5 points over the course of their fellowship (two years).
  - The Individual Development Plan (IDP) is required, and should be completed in the first year.
  - Points must be acquired in at least 2 designated categories, outside of the required area.
  - Workshops may be repeated, but PSP credits will be given only once.
  - Each session must include a short assessment of learning that is to be submitted (\*\*online form in preparation\*\*) no later than 5 business days following the completion of the workshop for PSP credit.

The workshops are open to all graduate students in the Graduate College. The following sessions are eligible for PSP credits, additional sessions will be added as needed: When the Graduate College announces registration for workshops, PSP credit will be included in the announcement, if applicable.

### Required Session

- Individual Development Plan (IDP) (3 points)  
(this must be completed during the first academic year)

**PSP participants must choose events from at least two different categories below to achieve an additional 7 points.**

### Planning For Success (Category A)

- What is your Game Plan? Developing Your Career Goals (2 points)
- Dissertation Writing Camps (structured weeklong) (2 points)  
What should I do and when should I do it? The UIC Grad Student Roadmap (1 point)

- Planning for a Post-Doc (1 point)
- Assessing Your Individual Development Plan (IDP) (1 point)

### Expanding Your Skills (Category B)

- Communication Workshop (1 point)
- Mentoring Session (1 point)
- Submitting Successful Fellowship Applications (1 point)
- Perfecting Your Elevator Pitch (1 point)
- Presentation Skills (1 point)
- Giving an Oral Research Presentation at the Department Level (1 point\*)
- Giving an Oral Research Presentation at a University, Regional, National, or International Level Research Forum (2 points\*)
- Oral Research Presentation at a Graduate College Abraham Lincoln/DFI Colloquium (2 points\*)
- Abstract Writing Workshop (2 points)
- Cultural Competency (1 point)
- Time Management (1 point)
- Cultivating Your Professional Network (1 point)
- Financial Literacy (1 point)

### Developing Your Career (Category C)

- Developing an Online Presence (1 point)
- Understanding the Academic Job Search (2 points)
- Careers Beyond the Academy (2 points)
- Interviewing (1 point)
- The CV & Résumé Workshop (2 points)
- Cover Letter Writing Basics (1 point)
- Salary Negotiation (1 point)

### Teaching Enrichment (Category D)

- Full Course: Complete GC 593 – Foundations of College Teaching (grade of B or higher) (5 points)
- Full Course: Complete GC 594 – Practicum in College Teaching (grade of B or higher) (5 points)
- Full Course: Complete GC 595 – Seminar in College Teaching (grade of S) (5 points)  
**(Assessments for any of the above courses should be submitted to the Graduate College following the conclusion of the course.)**
- Writing a Teaching Statement (1 point)
- Visual Thinking Strategies (VTS) (1 point)
- Advancement of Teaching Workshop (1 point)

### Leadership (Category E)

- Graduate Student Council Departmental Representative - 1 year (2 points)
- Graduate Student Council Service Committee - 1 year (2 points)
- Service to a UIC Graduate Student Organization - 1 year (2 points)
- Designated Mentor and Curriculum Development Programs - 1 year (2 points\*)

**\*Denotes point value may change at Graduate College's discretion; not all presentations will be approved. Under certain circumstances, PSP credit may be given to a non-Graduate College UIC or external workshop. Approval should not be assumed and must be requested at least two weeks before the event will occur. Documentation about the event must be provided.**

**For more information, visit our [dedicated web page](#).**

### Image of Research Winners

For nearly a decade, UIC graduate students have been able to show off their scholarship through the annual Image of Research competition. Organized by the Graduate College and the University Library, the interdisciplinary exhibit competition showcases the breadth and diversity of graduate-level research at UIC. Each year, students enrolled in a graduate or professional degree program at UIC are invited to submit an image they created along with a brief précis of how the image relates to the student's overall research. A multi-disciplinary jury reviews the submissions and awards prizes to 1st, 2nd, and 3rd place winners and three honorable mentions for still-image submissions. First and 2nd place winners for moving-image submissions are also chosen. Criteria for judging include: the originality of the image and the research it represents; the relationship between the image and the research; and overall aesthetic appeal of the image.

The first-place winner of the 2016 competition is Viktor A. Mateevitsi, a doctoral student in computer science, for his entry entitled "SpiderSense." Cecilia Villarruel (English) is the second-place winner with "Aberrations," and Benjamin Linder (sociology) is the third-place winner for "Cosmopolitan Space in Kathmandu."

This year, seven jurors evaluated 104 submissions, 85 still and 19 moving images. To ensure a broad understanding of the subject matter, the jurors came from art and design, anatomy, anthropology, computer science, urban planning and policy, and the library.

"At its 9th year, the 2016 Image of Research exhibition saw more submissions than any prior year—demonstrating its growing popularity across our campus of talented graduate students," said Kevin Monahan, director of graduate program review and information systems and the competition's coordinator.

This year's reception will be held 2 - 4 p.m. on Tuesday, October 11th in room 1-470 at the Daley Library and images will remain on display there through January 2017. (Please RSVP at <https://uofi.uic.edu/sb/sec/2335020>.) Winning entries will also be on display in the Library of Health Sciences and featured on light pole banners across campus. Lastly, winners, finalists, and a wide selection of other entries received for each year's competition are posted to an online gallery in the **Consortium of Academic and Research Libraries in Illinois (CARLI)**.

**The image  
of research**

**Top:** (1st place) Viktor A. Mateevitsi assembles "SpiderSense," "a wearable haptic jacket that allows wearers to feel the environment on their own body." Photo by and courtesy of Luc Renambot.

**Middle:** (2nd place) "Aberrations" is a highly personal abstract portrait of Cecilia Villarruel.

**Bottom:** (3rd place) Benjamin Linder captures the dynamism of Thamel on a Friday night.



# GRADUATE COLLEGE SERVICES

## DID YOU KNOW?

The ITA program at UIC began in 1987, one year after the State of Illinois Bill 1516 was enacted. This Bill required all International Teaching Assistants to be certified orally proficient before providing instruction to undergraduate students. Since 2012, the ITA program has seen over 850 students from over 40 countries.

## ITA Program Continues to Grow

The International Teaching Assistant (ITA) Program at UIC continues to uphold the State of Illinois Bill 1516 by meeting the English Oral Proficiency certification standards for all International Teaching Assistants (ITAs) that are providing instruction at UIC. This academic year, as of September 2016, the ITA Program, under the direction of Vandana Loomba Loebel, has completed over 150 oral proficiency assessments for current and prospective ITAs in over 45 departments using the English oral certification process outlined at [this link](#). Fall 2016 also saw a sizeable increase in the turnout of various departments, thereby increasing compliance across both East and West campuses. The Oral Certification Interview (OCI), launched in 2014 as the new English oral proficiency assessment, has been administered to over 400 students to date. For more information about the oral proficiency assessment, please see OCI. Validation studies are planned for this year to ensure testing validity and rater reliability.

In order to support the Graduate College's efforts to become more involved with teaching assistants, as well as elevate the undergraduate experience at UIC, the program has implemented some changes in the curriculum. Two new courses were created in 2015: GC 510 Communication and Teaching Methods for International Teaching Assistants and GC 511 Communication and Interaction Skills for ITAs. These changes were aimed at increasing consistency and academic standards within the program, as well as ITA's oral proficiency. While GC 510 focuses on ITAs' clear communication in the classroom, GC 511 is a content-oriented course focusing on developing students' academic discussion and interaction skills. Both courses emphasize experiential learning by having students conduct teaching demonstrations and engage in real-time academic discussions. For more detailed information on these courses, please see [GC 510](#) and [GC 511](#) on the Graduate College's website. We have had record GC 510 enrollment in consecutive semesters with an increase of 20% from fall 2015 to fall 2016.

As a result of increased departmental compliance and class enrollment, the ITA program has added staff:



ITA staff, from left to right: Joshua Ruddy (TA), Vandana Loebel (director), Brian Rocca (lecturer), and Cody Cranch (lecturer). Photo courtesy of V. Loebel.

- Three new hourly graduate students from the department of linguistics were hired and trained to rate OICs;
- Lecturer Brian Rocca, was hired this semester;
- Joshua Ruddy was hired as teaching assistant.

Meanwhile, Cody Cranch, lecturer in the department of computer science, continues to teach courses for the ITA Program.

This fall we are excited to launch new workshops aimed at meeting the language needs of international graduate students, including an email etiquette workshop and one on pitching one's research to various audiences.

## Awards and Fellowships Quick Contact List

Award/Fellowship	Contact
<i>(in alphabetical order)</i>	
Abraham Lincoln Chancellor's Dean's Scholar	Lunaire Ford
Deiss/Provost	Benn Williams
GC/HC Excellence in Undergrad. Mentoring	Marie Khan
ICAH	Marie Khan
Outstanding Thesis Student Presenter	Benn Williams
University	Marie Khan
	Hilda Tapia
	Marie Khan

## Fellowship Office

The Graduate College Fellowships Office works with UIC graduate students applying for internal and external fellowships. Interested students can find information not only funding provided by the Graduate College, but also learn about outside funding for graduate study and beyond, meet with fellowship advisors, and receive assistance with the processing of awarded fellowship packages.

The Fellowship Office can assist in the application process by reviewing proposals, essays, and providing award-specific guidance. The office does **not** advise students regarding financial aid packages nor taxes. For questions about government financial aid, contact the [Office of Student Financial Aid](#).

The office also administers Graduate College waivers; it does **not** handle waivers associated with graduate, research, and teaching assistantships. Waivers for GAs, RAs, TAs are administered by the Office of Financial Aid, which is notified by campus Human Resources when a student holds

a position that provides a waiver. Graduate College waivers, on the other hand, are awarded to students by three mechanisms:

1. allocated waivers given each semester to individual departments in small fixed amounts;
2. fellowship waivers provided to graduate students who have won qualifying external and internal fellowships;
3. training grant waivers for students selected as trainees under externally-funded training grants (e.g., an NIH T32)

For group one, students must speak to their Director of Graduate Studies -- students do not and cannot directly request such a waiver. Students eligible for a fellowship waiver, should complete this [online form](#). Note: waivers have registration requirements.

For more information, visit [grad.uic.edu/funding-your-education](http://grad.uic.edu/funding-your-education). To make an appointment, contact Marie Khan at (312) 355-3456 or [mkhanj@uic.edu](mailto:mkhanj@uic.edu).

## Chancellor's Graduate Research Award Revamped for Fall 2016

In an effort to maximize impact for our graduate students, the Graduate College has revised the Chancellor's Graduate Research Award, with the changes going into effect for the Fall 2016 competition.

Since its inception in 2009, the Chancellor's Graduate Research Award has supported multidisciplinary scholarship in an attempt to expose graduate students to varied research and creative fields. The award mechanism has naturally evolved into a way for students early in their studies to develop new research directions for their PhD dissertations or terminal degree thesis/capstone project and has been used by graduate programs as a way for students to practice writing research proposals. Starting with the Fall 2016 competition, funding in the sum of \$5,000 will

now be available for one-year pilot grants to support preliminary research of students seeking future funding from external sources.

Proposals should describe pilot studies that will be used to develop their PhD dissertation project, or other terminal degree project, in order to be competitive for external funding opportunities. In rare instances, we will consider funding for more senior students whose projects have changed direction.

Students will be required to state their plans for seeking external funding and the potential granting agencies or foundations that they will target after the conclusion of the award.

Inter- and multi-disciplinary are encouraged, but not required.

Students will be required to submit a statement of financial need justifying the use of funds, if they awarded. The justification will be particularly important when the applicant is from a well-funded research group.

Awards will be \$5,000 paid out over five months: February 16 – June 16, 2017. There will be no renewals. Former winners are not eligible to apply.

This year's deadline for electronic submission is 4 p.m. on **October 7, 2016**. For more information, please visit <http://grad.uic.edu/chancellors-graduate-research-award>.

## Graduate Students Organize First GEMS Research Symposium

*Editor's note: Kayleigh Tovar, a Phd student in Microbiology and Immunology and a 2016 winner of the Abraham Lincoln Fellowship from the Graduate College, brought this event to our attention.*

On Friday September 16th, 2016, graduate students from the Graduate Education in Medical Science (GEMS) program hosted the first annual GEMS Research Symposium. The symposium showcased over 40 different graduate student research projects underway at UIC and over 100 faculty and students attended. The one-day event enabled students from labs in biomedical departments in the colleges of medicine and pharmacy, as well as from the department of biological sciences, to communicate their research through oral and poster presentations. Successful in broadening young investigators' understanding of the research being conducted across different biological systems at UIC, the GEMS Research Symposium was a significant step in building a stronger community among graduate students.

Bolstered by a year of planning in their free (!) time, GEMS students anticipated the special event would create an environment that promotes the exchange of scientific ideas and encourages student collaborations. They were fortunate to have Dr. Bruce Alberts as the distinguished keynote speaker. Entitled "The Problems and Challenges in Biomedical Sciences: Keeping Science Healthy," his talk highlighted critical issues in the training of young scientists. Dr. Alberts, recipient of the 2016



*The GEMS Symposium planning committee presents the 2016 GEMS Special Recognition Award to Dr. Bruce Alberts for his commitment to the improvement of science education and for his role in building a community among the graduate students. Pictured from left to right: Jennifer Klomp, Nicole Lamond, Sarah Morris, Kayleigh Tovar, Bruce Alberts, Anupama Puppala, Jugajyoti Baruah, Colleen Scheitrum, Georgina Mancinelli, and Darren Wozniak. Not pictured: Stefanie Kall. Photo courtesy of K. Tovar.*

Lasker-Koshland Special Achievement Award in Medical Science, past recipient of the National Medal of Science, and former President of the National Academy of Science, is a strong advocate for the improvement of science education. The biochemist's past and ongoing achievements demonstrate his commitment to changing the landscape of scientific research and its funding environment so as to encourage ambitious research aims and scientific innovation. His talk promoted the benefits of interdisciplinary research as a strong means of boosting scientific creativity and noted the importance of collaboration both to stimulate innovation and to keep science healthy. Students and faculty were left with a message that emphasized the importance of the scientific training of young researchers in order to change the future of science.

Next year, the GEMS students expect to increase participation in the symposium by extending invitations further across the UIC campus to other colleges. They hope that the GEMS Research Symposium will continue as an annual tradition that will both serve as a platform for graduate students to communicate and celebrate their research and foster collaborations throughout UIC. Faculty, staff, and students who are interested in participating in the event, may contact the GEMS Symposium planning committee at [GEMS-Symp@gmail.com](mailto:GEMS-Symp@gmail.com) and visit the GEMS Student Association website, <https://gemssa.wordpress.com/>.

**-Kayleigh Tovar**  
President of GEMSSA

## Be Kind and Enjoy Life While You Can

Nearly fifty people gathered at the Richard J. Daley Library at UIC on September 26th to celebrate the life of Dr. Kevin G. Barnhurst, who, in the words of his husband, “moved on to his next big adventure,” on June 2, 2016. Before his retirement, the professor emeritus of communication was known to the Graduate College as a department head, director of graduate studies, and for the calm, laser-focused intelligence and the firm adherence to Robert’s Rules of Order that he demonstrated at meetings of the Graduate College Executive Committee.

After his retirement from UIC and while teaching at the University of Leeds, Barnhurst and his husband Richard Doherty surprised the college by announcing a travel award to be endowed and housed

in the Graduate College. The Kevin G. Barnhurst and Richard Doherty Graduate Student Award will provide supplemental travel funds for graduate students at UIC, with a preference to those whose work reflects LGBTQ studies.

*“Enjoy Life  
While You Can”*

*A Celebration of Life  
Dr. Kevin G. Barnhurst*

Friends and colleagues reminisced over his quiet smile, passion, intellect, love of chocolate, ability to gather people together, and tremendous productivity. To the latter point,

Dr. John Nerone, co-author of *The Form of the News*, remarked, to chuckles in the crowd, that Barnhurst “co-authored with promiscuity” and recalled that Barnhurst never considered himself a “great writer”; instead, he called himself a “great re-writer.” His most recent book, a solo project, was published this month by the University of Illinois Press: *Mister Pulitzer and the Spider: Modern News from Realism to the Digital*.

In his closing remarks, Doherty imparted that Barnhurst refused to let health issues to get in the way of his life. His maxims remain good advice to all: “be kind” and “enjoy life while you can.” He will be missed.

To make a contribution to the Barnhurst-Doherty Award, [go here](#) and under “Or choose a fund or campus program that may have special meaning to you,” direct funds to the “Barnhurst-Doherty Award.”

## Graduate Student Co-Authors White Paper for UIC Urban Forum

*Editor’s note: The Graduate College was delighted that two of our graduate students co-wrote white papers for the UIC Urban Forum, which is an annual event designed to advance the national conversation about the future of urban communities. John Bragelman agreed to provide a first-hand synopsis. Formerly the director of developmental education and is now professor of mathematics at Harold Washington College, Bragelman is also a doctoral student in the college of education.*

The 2016 UIC Urban Forum convened Thursday, September 15th. Conference organizers tapped researchers to draft white papers, to contextualize panelists’ discussions, on Forum-related topics such as economic-induced migration, urban labor markets, and workforce preparation through education. I had the opportunity to work with Dr. Gregory Larnell, assistant professor of curriculum and instruction at UIC, and Dr. Twyla Blackmond Larnell, assistant professor of political science at Loyola University, on the topic of urban community colleges as mechanisms for differential training and access for the new urban work force.

Community colleges serve as a point of access for many who are underserved and underprepared for a traditional postsecondary experience. These urban institutions function as a pathway for members of the workforce who are seeking a first career, a new career, or additional support in their current career. However, a growing percentage of matriculating community college students are placing into remedial courses, significantly impacting the length and cost of their preparation. Our paper discusses policies and histories of community colleges with an emphasis on mathematics remediation and reform. It unpacks the traditional remedial math

curriculum and the new curricular reforms being implemented across community college systems, from the perspective of an administrator experiencing these reforms. (Full disclosure: This is my account.) Most importantly, we highlight the growing trend of institutions utilizing contingent faculty laborers (adjuncts) as deliverers of a pre-packaged, reform curriculum emphasizing procedural fluency and framing students as consumers, passively absorbing content. We call for two shifts in perception. First we perceive faculty as domain guides who lead students to a deeper understanding of mathematics so they can become problem posers, explorers, and solvers. Second, we perceive students as learners. We wish to open the space of mathematics remediation to the psychosocial elements of learning like identity, motivation, and persistence – to the racialized and gendered nature of each – so students’ experiences in remediation can be better understood. (To read the entire white paper, please [click here](#).)



*Michael Pagano, Dean, College of Urban Planning & Public Affairs.  
Photo by Roberta Devlin, UIC Photographer*

As a professor and administrator of remedial math courses, it was a privilege to add my experiences for the panelists to discuss the new workforce, their preparation and (re)location, and potential steps towards developing an inclusive economy against growing inequity in urban communities. As a graduate student, it is rare honor to participate in the forum, and I would like to thank Dr. Larnell for the invitation to draft a portion of the paper.

*- John Bragelman*

**For more information about the annual UIC Urban Forum and to join its mailing list, visit <http://uicurbanforum.org/>**

## GC Puts Petition Form Online

With the assistance of Administrative Information Technology Services (AITS), the Graduate College has developed and recently published a new, online form for handling petitions of the following types:

- Extension of Time to Degree
- Extension of Doctorate Preliminary Exam
- Extension of Academic Probation
- Zero Hours (specify whether Option A or B)
- Defense Less Than 1 Year from Preliminary Exam

This form is accessible under “Graduate College Student Petition” from within the Graduate Student Forms web-page: <http://grad.uic.edu/graduate-student-forms>.

For the petition types listed above, students should use this online form in lieu of the paper General Student Petition form (though the latter should continue to be used for other types of graduate student petitions).

**Find the new  
online  
“Graduate College  
Student Petition”  
within the  
Graduate Student Forms at  
<http://grad.uic.edu/graduate-student-forms>.**

On the form, students enter the NetIDs of their advisor (if applicable) and the program’s support person who works with the director of graduate studies (DGS). The form is automatically routed first to the advisor for a decision, and then to the support person for the DGS. (The student receives an email after each decision.) The support person may make a decision or input the DGS’ NetID for the DGS to make a decision. If the support person makes the decision, it is not routed to the DGS. Once either the support person or the DGS makes a decision, it is routed to the Graduate College. When the Graduate College makes the final decision an email with a link to the fully complete petition is sent to the student and DGS support person

Feedback and questions can be shared with [Kevin Monahan](#).

## UIC Graduate Programs Rise in National Rankings

Several colleges and specialty programs at the University of Illinois at Chicago rose significantly in the latest U.S. News & World Report rankings of graduate schools.

The rankings are intended to help prospective professional and graduate students as they research academic programs at different institutions and evaluate the potential return on their investment. The 2017 edition ranks graduate programs in business, law, education, engineering, medicine, and nursing, and also ranks some specialty programs within those disciplines.

One of the largest jumps for UIC was made by its college of pharmacy, which moved up eight spots to reach No. 6.

“We feel that a ranking of sixth is much more reflective of the world-class education that is available at the UIC College of Pharmacy,” said its dean, Jerry Bauman. “Between our impactful research programs, large array of innovative clinical practice experiences, and our amazing residency opportunities, there is really no other college that can match us.”

The UIC College of Education moved up two spots, to 41st, while the UIC College of Engineering rose one spot, to 60th. The UIC College of Medicine (research) improved to 47th from 49th.

The UIC College of Nursing ranked 23rd, and had six specialty programs ranked even higher:

- family nurse practitioner (7th);

- nursing administration (8th);
- midwifery (10th);
- gerontology nurse practitioner (10th);
- pediatric nurse practitioner (12th);
- and psychiatric nurse practitioner (13th).

Two programs in the UIC College of Applied Health Sciences also ranked in the top 20: occupational therapy remained at no. 4, while physical therapy rose one spot, to 15th.

“The U.S. News & World Report rankings reflect our increasing national reputation and our commitment to research, education and clinical excellence,” said Dr. Robert Barish, vice chancellor for health affairs.

Students can pursue their research interests in leading laboratories, said Dr. Susan Poser, provost and vice chancellor for academic affairs.

“Research at UIC is reshaping educational policy-- developing cleaner, more sustainable energy; helping to make sense of today’s vast amounts of computer-generated data; and driving economic development by moving research to practical application, among other things,” Poser said. “We are pleased that U.S. News is beginning to recognize the extraordinary and varied research at UIC and the high quality of education and opportunity that our outstanding student body receives.”

*A version of this article by Sam Hostettler appeared in UIC News on March 24, 2016. Used with permission.*



*Jillian Aurisano, “Into the (virtual) Jungle,” Honorable Mention, 2016 Image of Research.*



Additional entries from the 2016 Image of Research competition, clockwise from upper-left: Melanie Conrad (Biomedical Visualization), "Oncolytic Adenovirus," Honorable Mention; David Reid, "Follow the Stones: Explorations in the High Andes," Finalist; Jake Vail, "Presence of Our Past," Finalist; and Alisa Penkala, "Hedge House," Finalist.

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