I would like to extend a warm greeting to all graduate students, and faculty and staff who work with graduate students. As we are in the midst of Spring Semester, and are all very busy, this will be a rather short report.

Graduate College Website
As you may have noticed, the Graduate College recently launched a new website, with the same home page URL grad.uic.edu. The new layout should be more intuitive structurally, as well as aesthetically pleasing. Although the site contains a large amount of text (policies, procedures, and general information), the ongoing emphasis will be students, programs and research. We will continue to develop the site and look forward to receiving feedback.

Graduate Student Funding
A good deal of our work in the Graduate College relates to student funding. A brief summary of our role in this regard follows:

• Marie Khan, Graduate College External Fellowships Coordinator, assists many students in finding external funding. Marie works extensively with graduate students, aiding with the development of their funding proposals. Additionally, Marie processes graduate tuition and fee waivers distributed to graduate programs.

• Associate Deans Jonathan Art and Laura Junker oversee the Awards Committee, which is wholly elected, and consists of graduate faculty representing all divisions. The committee decides on funding for University Fellowships, Dean’s Scholar Awards, Provost/Deiss Research Awards, and Outstanding Thesis Awards. Cheryl Johnson administers these awards and works with the Deans, the Awards Committee, academic programs and students on the application process and the offers.

• Associate Deans Art and Junker, Benn Williams, Cheryl Johnson, and Marie Khan dedicate a large amount of time during the Fall Semester processing, setting up faculty review panels, and deciding on Chancellor’s Graduate Research Fellowships. This is a very popular award among students, and is intended to fund interdisciplinary research. We are happily able to award at least forty every year, plus renewals.

• Assistant Dean Lunaire Ford oversees the Abraham Lincoln and the Diversifying Faculty in Illinois (DFI) Fellowships. Dr. Ford oversees a committee to review the Lincoln Fellowships while Demetria Ward administers these awards and works with the academic programs and students on the application process and offers.

• Dona Williams processes the Graduate Student Presenter Awards, which are intended to help graduate students defray costs associated with presenting research at scholarly meetings or conferences.

We are always looking for innovative ways to obtain funding for graduate students. This is very challenging, especially at times when the economy is not robust, and when grant funding is diminishing, but we continue to explore opportunities.

I do wish to thank all the individuals listed for their tireless work, as well as the Awards Committee, Directors of Graduate Studies, and support staff in the academic programs who compile the nominations.

Training Graduate Students in the Science and Art of Teaching
In Fall 2013, Foundations of College Teaching (GC 593) was offered for the first time by the Graduate College. This course is the creation of Dr. John Coumbe-Lilley (Department of Kinesiology and Nutrition, College of Applied Health Sciences), and is intended to help graduate students build their teaching skills and learn how to teach effectively. The students who completed the course in the fall, as well as those currently registered, have provided us with overwhelmingly positive reviews. As teaching is a key aspect of many of our graduate students’ future careers and because UIC is committed to providing outstanding learning experiences for our undergraduates, both graduate students and faculty have expressed their desire for expanded teaching instruction offerings for graduate students (both TAs and non-TAs). With the great success of GC 593, Dr. Coumbe-Lilley has developed a new teaching practicum course for those who complete GC 593. We plan on offering this new course beginning in Spring 2015.

The current issue of GradInfo contains a detailed account of the GC 593 course by Dr. Coumbe-Lilley and a selection of comments by students who have completed or are currently taking the course. I am also pleased to share with you recent accomplishments by our graduate students and faculty in addition to highlights of programs organized by the Graduate College.

Happy Spring!
Karen J. Colley
Dean and Professor of Biochemistry and Molecular Genetics

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The course highlighted several areas the teaching community at UIC should consider for improvement. For example, teaching assistants (TAs) seem largely underprepared for their work with undergraduate students and bear the brunt of teaching and grading courses over which they have no control. Frustration boiled over in the class when students communicated their course leader did not attend their lab sessions, was unaware of the undergraduates’ learning needs, and offered no mentorship about how to handle difficult situations. Secondly, TAs were largely surprised that planning and preparation was needed to teach a course. A shared view was that college educators showed up to the class, lectured, and then left the TA to teach the course and provide support through labs and discussion.

Students seemed surprised when we discussed course redesign to reach more students and ensure the achievement of student learning outcomes. It felt like the idea of improving and upgrading a course regularly was anathema to their experiences as TAs. Based on these discussions, I concluded that TA preparation and experience of teaching processes were “hit and miss” at best on East Campus and fermented a negative effect toward teaching.

Matters that education faculty and educators with professional development take for granted seemed to be surprising news to emerging faculty like those in GC593. For example, issues such as student engagement; achievement motivation; teaching and learning styles; formative and summative assessment methods; rubric development and use; syllabus development and lesson planning, etc., appeared to challenge firm beliefs and attitudes held by course members. Given the volume of evidence about what works in college classrooms irrespective of field of study, TAs and their advisors should be exposed to the best practices and incented to teach as well as they can.

During the fall semester, I led a new course for graduate teaching assistants and graduate students seeking preparation for teaching at an institution of higher education. “Foundations in College Teaching” blends scholarly work with experiential learning to introduce students to teaching, learning, and assessment in undergraduate education. Upon completion of the course, students should be able to apply best practices to designing, delivering and evaluating an undergraduate college course and be confident of teaching a diverse student population.

Students learn how to construct a syllabus, define outcomes, and consider learning objectives; develop lesson plans; create classroom assessment techniques; rethink teaching strategies; consider the integration of technology; plan to increase student engagement; and include evidence-based best practices in their teaching practices.

One of the strengths of the course is the diversity of the students, who came from Math, Latin American and Latino Studies, Kinesiology, Anthropology, Urban Planning, Political Science, Physics, Criminal Justice, Philosophy, Pharmacy, and Public Health. The mix of graduate students from the arts and sciences brings alternative views and experiences that promotes collegiality through shared experiences and a bonding opportunity amongst kindred learners.

The course encourages discussion through a workshop atmosphere. Students are directed to concentrate on their discipline and explore their assumptions utilizing the extensive bank of open access teaching resources available through the Blackboard course website. The capstone experience of this course is an observation and interview project connecting excellent teachers at UIC with emerging faculty like the students taking this course.

The most damaging view shared during the course was the perspective that teaching was a low value activity to the campus. “Research” was pre-eminent to undergraduate education, and teaching was work taking away from the purpose of their being at UIC. On one hand, the students wanted to improve their teaching, on the other hand they would say “So what?” or “What’s in it for me?” We can hardly blame them; few public messages from our community discuss teaching and learning, and based on what we learned in the class, there are a handful of “islands of teaching excellence” but there are “masses of research achievement.”

There were bright spots throughout the course. Course members tried out activities they learned in class. They experimented and found success usually at the second try. Often in class we discovered something new and unexpected for use in our teaching. The class project presentations brought into contrast some of UIC’s best teachers and how they engaged and worked with students. It was clear no teacher taught the same as another, but what they had in common was a very strong commitment to working closely with students to achieve a relationship that enabled the student to learn and progress academically and personally. We learned that the best practices George Kuh and others champion are alive and well in parts of our undergraduate educational delivery.

The students in GC 593 had the opportunity to connect and be inspired by a top teacher in their program. They learned that the things we did in our class, the top teachers on East Campus were doing in theirs. They saw that like any role in the workplace, if you love it, it is not a job, it is fun and the more you enjoy it, the stronger your commitment to it grows. I hope the first cohort of this course became more committed to their teaching and ultimately the students who learn from them will be better for it.

John Coumbe-Lilley, PhD
Director of Undergraduate Studies
Department of Kinesiology and Nutrition

DID YOU KNOW?

The UIC Graduate College belongs to the Chicago Metropolitan Exchange Program, which allows PhD students to take advantage of course offerings at Northwestern University and the University of Chicago that are relevant to a student’s research, but not available at UIC.
Towards the end of the Fall 2013 term, the students of GC 593 asked representatives from the Graduate College to attend the beginning of a class so they could provide feedback on the course. Steve Kragon, Araceli Aguirre, Theresa Christenson-Caballero, and Marie Khan, along with Professor Paul Malchow (Biological Sciences), listened to student comments for about 40 minutes. The common themes could be summarized as follows: the material in the class was new and enlightening, nothing similar is offered by the students’ own programs as preparation for teaching, and what is offered is very basic and cursory; being in a class with individuals from widely divergent programs is, in fact, very instructive and helpful; more such offerings are desired; while nothing totally prepares one for being in front of a class, GC 593 provides the tools one needs to start; and this course was very beneficial for their career goals in the academy; and, a practicum course should be offered.

Following are representative comments solicited from students in the Fall 2013 and Spring 2014 GC 593 classes. Some remarks have been edited due to space considerations.

“As this class has already taught me so many things about improving my teaching skills and I believe they will be very valuable for my remaining years at UIC at a Graduate TA as well when I graduate and become a professor at another university. This course has finally answered why we like some professors more than others through our academic careers as students as well as why we ‘perform’ better in classes with effective teachers compared to others. The professors/instructors/lecturers that our GC 593 class has decided were our ‘favorites’ and most effective were those who prepared for their classes, had lesson plans that made sense (with a beginning, middle and ending), had teaching skills, and knew how to engage students throughout the semester.

“I feel that this course should be REQUIRED for UIC professors as a continuing education course to improve their teaching at UIC, especially since we all know that so many professors have had little to no formal training in how to design and teach a course.”

Sarah Janicek, PhD Student
Department of Kinesiology and Nutrition
GC 593 Spring 2014

“As a Ph.D. student, I have found this course invaluable. We are often thrown into leading classes that we know little about and have very little teaching experience. Thanks to this course, I already have numerous ideas for how to lead my next class creatively and effectively, and have strategies to reach out to all kinds of learners.”

Renee Powers, PhD student
Department of Communication
GC 593 Spring 2014

“This class has already taught me so many ideas for how to lead my next class creatively and effectively, and have strategies to reach out to all kinds of learners.”

As a Masters student at Northern Illinois University, I was lucky enough to participate in their Graduate Teaching Certificate program. Though this program wasn’t perfect, it was a step in the right direction. If UIC implemented something similar, I would absolutely participate. Teaching is a skill that is often overlooked in higher education and I would love to see UIC embrace it to cultivate effective teachers in all disciplines.”

John is excellent at delivering the course material and preparing us for teaching and lesson design.”

D. L.
MS student
GC 593 Spring 2014

“I find this class intellectually stimulating and interesting. Almost every week, I leave the class with many good ideas and suggestions that could be applied within my own classroom.

“GC 593 gave me the opportunity to organize my thoughts, ideas, and beliefs about education. My teaching thus far in my academic career had been an internal process. The responsibility of creating curriculum and designing my course was up to me, with no external input or formal educational design training. This was a daunting task. I was never given an opportunity or asked to quantify and critique my teaching until Dr. Coumbe-Lilley posed the questions to our class.

“GC 593 creates an environment where there are no strings attached. We are given a space, time, and an expert in which we can design our approach and revise many iterations before it will reach our students.

“I also appreciated the diverse background of my peers in the course. Collaboration with peers from academic and personal backgrounds different from my own provided valuable perspectives. We were able to work through common issues, such as student motivation, teaching autonomy, and promoting critical thinking in the classroom. Each of us had an approach to these issues, and it was validating to hear my peers were experiencing the same concerns I was. Additionally, the course gave us a forum in which we could work through these concerns.

“I would recommend this course to any of my peers and I hope this course continues to be offered for future students interested in collegiate teaching. The course encourages students to think beyond the basic requirements of an instructor, and pushes students to define the kind of instructor they want to be.

“I hope the Graduate College will expand the collegiate teaching prep courses they currently offer - as GC 593 was an excellent introductory and comprehensive course, it makes me passionate to learn and develop my teaching further. I support the Graduate College’s efforts in creating opportunities for students such as GC 593.”

Arin Weidner, MS student
Department of Kinesiology and Nutrition
GC 593 Fall 2013

“As a Ph.D. student, I have found this course invaluable. We are often thrown into leading classes that we know little about and have very little teaching experience. Thanks to this course, I already have numerous ideas for how to lead my next class creatively and effectively, and have strategies to reach out to all kinds of learners.”

Sarah Janicek, PhD Student
Department of Kinesiology and Nutrition
GC 593 Spring 2014
The International Teaching Assistant (ITA) Program at UIC, under the direction of Vandana Loomba Loebel, 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 December 2013, the ITA Program has evaluated over 150 current and prospective ITAs in 31 departments using the certification process outlined at [http://grad.uic.edu/english-oral-proficiency-certification-process](http://grad.uic.edu/english-oral-proficiency-certification-process). Fall 2013 also saw a sizeable increase in the turnout of various departments, thereby increasing compliance across both East and West campuses.

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 curriculum changes in ESL 401 (Communication and Teaching Methods for International Teaching Assistants). These changes, aimed at increasing consistency and academic standards within the program, as well as ITA’s oral proficiency, include the implementation of a new textbook (*English Communication for International Teaching Assistants* (2013) by G. Gorsuch, et al.) and a new Spring 2014 curriculum.

While the Fall ESL 401 focuses on ITA’s clear communication in the classroom, the Spring ESL 401 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 [http://grad.uic.edu/esl-401/](http://grad.uic.edu/esl-401/).

As professionals in higher education, the ITA staff are also expected to continually enhance their professional development and apply best practices. Therefore, two members of the ITA staff attended a 4-day professional development workshop sponsored by ACTFL on the Oral Proficiency Interview (OPI). The OPI is a valid and reliable testing method that uses a standardized procedure and rating scale in order to assess a person’s functional speaking skills. Since the goal of the ITA program is to assess students’ speaking abilities, the OPI workshop provided a consistent framework of which we have directly incorporated aspects into our evaluation and certification process.

The dedicated energies of the ITA team are as always appreciated, and they look forward to maintaining ongoing cooperation with our affiliated academic departments at UIC.

### 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 346 students from over 35 countries including: Brazil, China, Columbia, Egypt, Eritrea, Ethiopia, France, Germany, Greece, Guatemala, Hungary, India, Iran, Iraq, Israel, Italy, Japan, Kenya, Korea, Macedonia, Malaysia, Mexico, Nigeria, Oman, Pakistan, Philippines, Poland, Russia, Saudi Arabia, Spain, Sri Lanka, Taiwan, Thailand, Turkey, Ukraine, and Vietnam.
Recruitment
The UIC Graduate College maintained an active recruitment effort throughout the year! During the current recruitment season, we participated in twenty-two national recruitment events including visits to select Historically Black Colleges and Universities (HBCU’s), Hispanic Serving Institutions (HSI’s) and Tribal Colleges. As in most years, the Graduate College worked with McNair, MARC, RISE and other research training programs in an effort to attract qualified graduate applicants to UIC.

The Graduate College is also in its second year participating in the National Name Exchange Program (NNE). NNE is a consortium of fifty-five nationally-known universities that annually collect and exchange the names of their talented, underrepresented ethnic minority students who are in the sophomore, junior, or senior year of their undergraduate education. The purpose of NNE is to ensure that participating universities continue to identify a pool of qualified students who could be recruited to the graduate programs at these institutions. This year, UIC contributed 202 NNE undergraduate participants, including 74 graduating seniors.

The Graduate College is part of the Urban Health Program (UHP). All recruitment activities reflect the mission of UHP, which is to increase the number of African American, Latino, and Native Americans in the health sciences.

IALHEA
The Illinois Committee on Black Concerns in Higher Education (ICBCHE) and the Illinois Latino Committee on Higher Education (ILACHE) are involved in a collaborative effort to increase the participation of African Americans and Latinos on college and university campuses across the state of Illinois. The goals are to increase the persistence and success of African American, Latino, and other underrepresented students in academia through faculty-student research collaborations and mentoring relationships.

The IALHEA Conference took place on Friday, April 4, 2014, at UIC Student Center East (SCE), Illinois Room.

McNair & Friends Reception
The Graduate College hosted a reception for current UIC graduate students who were McNair, MARC, or RISE participants as undergraduates. Currently, UIC has about 200 graduate students that meet this criterion. During the reception, students had an opportunity to meet with Dean Colley and Graduate College staff, hear from advanced Ph.D. students, and network.

The Graduate College recently organized a trip for graduate students to the Museum of Contemporary Art.

GRADUATE STUDENT CAREER DEVELOPMENT AND OUTREACH ACTIVITIES
The UIC Graduate College has a full schedule of graduate student events for Spring 2014. In collaboration with the Institute on Race & Public Policy, the Graduate College co-sponsored the “How to Make a Writing Plan: A Writeout!” workshop as well as writing workshops on abstracts and literature reviews. The career planning and professional development programs this semester included advice on CV/resume writing and a roundtable on career planning for PhD and Masters Students.

The Graduate College will sponsor three workshops this semester on health and wellness, including stress management, sleep deprivation, and life/work balance. Programs focusing on financial wellness will also be offered. Social events will include monthly coffee hours as well as a trip to the Museum of Science and Industry and other Chicago cultural institutions.

For more information regarding these programs and others, check http://grad.uic.edu/graduate-college-events-and-workshops. For any questions or suggestions about Graduate College programs please contact Theresa Christenson-Caballero at tchris1@uic.edu.
Planning is underway for the upcoming fall Fulbright U.S. Student Program competition. Current UIC graduate students and alumni who have not yet earned their PhDs are encouraged to look at the funding opportunities available to conduct research and engage in coursework or teach English outside of the United States.

The Fulbright U.S. Student Program provides the funding support for U.S. citizens to go abroad for one academic year (usually 8-10 months). Full details are available online at [http://us.fulbrightonline.org/about/fulbright-us-student-program](http://us.fulbrightonline.org/about/fulbright-us-student-program).

Currently UIC graduate students and alumni are teaching and researching in Poland, India, Hungary, and Brazil.

This award, like many others, requires current students to work with campus Fulbright Program Advisors. Marie Khan of the Graduate College (mkhanj@uic.edu) works with graduate students applying for this opportunity, while Beth Powers (bpowers@uic.edu) of the Office of Special Scholarship Programs works with professional students and undergraduates. Marie and Beth will be holding several information sessions during UIC’s Fulbright Week in mid-April. It is important for any interested individuals to reach out and make sure they are informed on the application process several months prior to the national deadline in October.

Over the summer months, many successful applicants first begin formulating their applications and establishing relationships (via email and phone calls) with contacts from their prospective host country. In most cases, applicants must have letters of affiliation from international institutions, indicating the availability of coursework for a student, or the endorsement of mentor or research advisor while the student is abroad.

**DID YOU KNOW?**

Charitable donations to the Graduate College can be designated for scholarships to support graduate students.

Please visit [http://grad.uic.edu/giving-graduate-education](http://grad.uic.edu/giving-graduate-education) and select “Graduate Fellowships.”

### GRADUATE MENTORING

A Graduate Mentoring Award ceremony and reception will be held Wednesday, April 23, in the Conference Rooms B & C, Student Services Building (SSB), 2-4 pm. The following awardees will be honored at the ceremony.

#### Graduate Mentoring Awards

The Graduate Mentoring Awards are designed to encourage and award excellence and innovation in all aspects of graduate mentoring. Awards are given annually.

**2014 Graduate Mentoring Awardees**

- Alexander Aruin, Professor, Physical Therapy, College of Applied Health Sciences
- Kay Gonzalez-Vilbazo, Associate Professor, Hispanic Linguistics, College of Liberal Arts and Sciences
- Dan Schonfeld, Professor, Engineering, Electrical and Computer Engineering, College of Engineering
- Sultan Tepe, Assistant Professor, Political Science, College of Liberal Arts and Sciences
- Reality Canty, Psychology, College of Liberal Arts and Sciences
- Sandra Troxell-Smith, Biology, College of Liberal Arts and Sciences
- Mandy Faretta-Stutenberg, Hispanic and Latino Studies, College of Liberal Arts and Sciences
- Jose Cristian Martinez, Biology, College of Liberal Arts and Sciences
- Jennifer Hawe, English, College of Liberal Arts and Sciences; Graduate Assistant and Editorial Advisor, Honors College
- Thomas Schutzius, Mechanical and Industrial Engineering, College of Engineering
- Rachel Venema, Social Work, Police Officer Decision Making in Reported Sexual Assaults, Advisor: Amy Watson
- Tiziana Vistarini, Philosophy, Emergent Spacetime in String Theory, Advisor: Nicholas Huggett
- Gillian Brautigam, Women, Children and Family Health Science, College of Nursing
- Reality Canty, Psychology, College of Liberal Arts and Sciences
- Jose Cristian Martinez, Biology, College of Liberal Arts and Sciences
- Mandy Faretta-Stutenberg, Hispanic and Latino Studies, College of Liberal Arts and Sciences
- Jennifer Hawe, English, College of Liberal Arts and Sciences; Graduate Assistant and Editorial Advisor, Honors College
- Thomas Schutzius, Mechanical and Industrial Engineering, College of Engineering

#### Outstanding Thesis Award

The Graduate College annual Outstanding Thesis Award is given to the most outstanding doctoral dissertation or master's thesis in each of the four Graduate Program divisions.

**2013 Awardees and Advisors**

- Jingwei Li, Chemistry, Tandem Metathesis-Based Natural Product Synthesis and Synthesis of Cyclopropenes and Their Rearrangements, Advisor: Daesung Lee
- Kritika Pershad, Biological Sciences, Directed Evolution of the Forkhead-associated Domain to Generate Anti-Phosphospecific Reagents, Advisor: Brian Kay
- Kritika Pershad, Biological Sciences, Tandem Metathesis-Based Natural Product Synthesis and Synthesis of Cyclopropenes and Their Rearrangements, Advisor: Daesung Lee
- Mandy Faretta-Stutenberg, Hispanic and Latino Studies, College of Liberal Arts and Sciences
- Jennifer Hawe, English, College of Liberal Arts and Sciences; Graduate Assistant and Editorial Advisor, Honors College
- Thomas Schutzius, Mechanical and Industrial Engineering, College of Engineering

Summer is an especially great time to work on Fulbright applications and meet with faculty re-project proposals. Please contact Marie or Beth for more information.

Ten additional graduate students have been designated with **Honorable Mention**:

- Julio Capeles-Delgado, LAS, Sociology
- Michael Coughlin, Mechanical and Industrial Engineering, College of Engineering
- Charles Flower, Biology, College of Liberal Arts and Sciences
- Sarah Franz, Disability Studies, College of Applied Health Sciences
- Adrianne Joergensen, School of Architecture, College of Architecture, Art, and Design
- Rebecca Koppel, Psychology, College of Liberal Arts and Sciences
- Lindsay Marshall, English, College of Liberal Arts and Sciences
- Robin Mores, Biology, College of Liberal Arts and Sciences
- Sandra Troxell-Smith, Biology, College of Liberal Arts and Sciences
- Yoonjung Shim, Chemistry, College of Liberal Arts and Sciences

**2014 Awardees**

- Vinodharen Nair Das, LAS, Psychology
- Persis Driver, Education, Educational Psychology
- Bernard Issa, LAS, Spanish
- Sandra Troxell-Smith, LAS, Biology
- Aimee Wodda, LAS, Criminology, Law, and Justice

Three additional graduate students have been designated with **Honorable Mention**:

- Dionisio Amodeo, LAS, Psychology
- Emily Ruehs, LAS, Sociology
- Arin Weidner, AHS, Kinesiology
The UIC Graduate Student Council (GSC) offers travel awards for graduate students at UIC.

The UIC GSC Travel Award is available to students actively participating in academic or professional meetings. To eligible applicants, the GSC gives awards of up to $275, which may be used for reimbursement of transportation, lodging, registration, and meal costs.

**Travel Award Eligibility**

Applicants must not be eligible for a Health Professions Student Council (HPSC) Travel Award.

Applicants must be currently enrolled in a graduate degree program at UIC.

Applicants must be presenting his/her own original work, chairing a session, or leading a discussion at a recognized meeting or conference.

The applicant’s department must have a currently active GSC departmental representative. An active GSC departmental representative is one who attends all of the regularly scheduled GSC meetings in a given year (May 1st through April 30th). In the event that a GSC departmental representative cannot attend a meeting, an alternate may attend in their place. If one meeting is missed by both the representative and the alternate, the absence may be “made up” through service to the GSC in a manner determined by the GSC executive officers. Such an absence from more than one meeting may result in that department’s loss of active status for the remainder of that year.

Applicants may only receive one (1) GSC Travel Award per award period (May 1st – April 30th).

Learn more about applying for the GSC travel award at [http://uicgsc.wordpress.com](http://uicgsc.wordpress.com).

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**2013 UIC MERIT AWARD**

Please join us in congratulating Ms. Diane V. Washington for winning the 2013 UIC Award of Merit. The UIC Award of Merit is a University-wide honor, recognizing outstanding employees for sustained excellence in performance and commitment to their jobs.

Diane has been with the Graduate College for over 30 years in a variety of capacities. She began in the west-side Graduate College, before the east and west campuses merged. When the campus became the University of Illinois at Chicago, the two Graduate Colleges were merged into the existing entity. Diane currently oversees the graduation process in the college, as well as a number of other functions such as petitions, related with students.

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**DID YOU KNOW?**

The Graduate College is now accepting entries for the 7th annual Image of Research exhibit competition. We have added a new moving image category, too.

Enter [online](http://uicgsc.wordpress.com)!

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**CONTACT US**

The Graduate College is located on the 6th floor of University Hall. Room 606, our main office, is open from 8:30 a.m. until 4:45 p.m.

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**ACKNOWLEDGEMENTS**

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