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**2009 - 2010**

**HONORS COLLEGE HANDBOOK**

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**UIC** HONORS  
UNIVERSITY OF ILLINOIS  
AT CHICAGO COLLEGE

## HONORS COLLEGE HANDBOOK TABLE OF CONTENTS

INTRODUCTION, MISSION STATEMENT.....	3
HONORS COLLEGE STAFF.....	4
HONORS COLLEGE OFFICE (FACILITIES & HOURS).....	5
HONORS COUNCIL & HONORS COLLEGE CORE PROFESSORS (2009-2010).....	7
HONORS COLLEGE FELLOWS (2009 - 2010).....	8
HONORS COLLEGE ACADEMIC MATTERS .....	10
ACADEMIC ADVISING IN THE HONORS COLLEGE .....	10
HONORS COLLEGE FELLOWS.....	10
HONORS COLLEGE ACADEMIC REQUIREMENTS .....	11
HONORS ACTIVITY REQUIREMENTS.....	11-21
HON 222/322.....	21
HONORS GRADES.....	21
SUMMER HONORS ACTIVITIES.....	22
AGREEMENT/COMPLETION FORMS .....	22
USE OF HONORS COLLEGE PETITIONS.....	22
PROBATION AND DROP RULES.....	22
STUDENT DISCIPLINARY MATTERS.....	23
IDENTIFICATION STICKERS.....	23
HONORS COLLEGE LIBRARY PRIVILEGES .....	23
HONORS COLLEGE EMAIL LISTSERV .....	23
STUDENTS WITH DISABILITIES.....	23
AWARDS, SCHOLARSHIPS, AND HONORARY SOCIETIES .....	24-26
STUDENT GROUPS, ACTIVITIES, EVENTS, AND PUBLICATIONS .....	27
Honors College Advisory Board (HCAB) .....	27
Society of Future Physicians .....	27
Alternative Spring Break (ASB) .....	27
Honors College String Ensemble (HCSE).....	27
Honors Ambassadors.....	27
Donate by Design.....	34
UIC Mock Trial Team.....	27
ACTIVITIES/EVENTS.....	28
Student/Faculty Luncheons .....	28
Honors College Ball.....	28
Honors College Tutoring Service.....	28
Honors College Convocation .....	28
PUBLICATIONS.....	28
<i>The Ampersand</i> .....	28
Red Shoes Review .....	28
<i>Journal for Pre Health Affiliated Students (JPHAS)</i> .....	28
One World.....	28
Honors College Web Page.....	28
HONORS COLLEGE CODE OF CONDUCT .....	29
TIPS FOR FRESHMEN.....	30
PLANNING AHEAD FOR GRADUATE SCHOOL .....	32
FACULTY FELLOW BIOGRAPHIES.....	33-62

Dear Student:

Welcome to the Honors College! As a student in the Honors College, you have access to a wide array of important benefits. Direct contact with faculty mentors, individual advising, scholarships, dedicated high-quality computer and study facilities, leadership and community engagement opportunities, small seminars on special interest topics – these are just a few examples of what awaits you.

This Honors College *Handbook* is a valuable resource for you. Please take the time to read it, then keep it handy. The *Handbook* explains in great detail Honors College opportunities, benefits, policies, and other essential information. If you have any questions or need any clarifications, please see an Honors College advisor. The advisors are here to help for issues large and small – come see them often!

You are already a highly accomplished scholar. Now, become more! Take advantage of everything that UIC and the Honors College have to offer. Become a fully engaged, active participant in your undergraduate education. You are laying the foundation for the rest of your life – make it a firm foundation, supportive of an intellectually stimulating, creative, and personally fulfilling life.

On behalf of the entire Honors College community, I am delighted that you have joined us, and I wish you all the best as you embark on this important phase of lifelong intellectual growth. My staff and I look forward to helping you achieve academic success!

Best wishes,



Dean Bette L. Bottoms

### **Honors College Mission Statement**

The UIC Honors College enhances opportunities for intellectual challenge and leadership by fostering a community of academic excellence, connecting students with premier faculty mentors and promoting civic engagement. By bringing together exceptional students, faculty, and staff, the Honors College is a destination for advanced intellectual growth and a foundation for life-long learning.

**Honors College Staff**

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All Honors College students are responsible for knowing and understanding all the material contained in this handbook. This publication and other printed materials are available in alternative formats for persons with disabilities by contacting the Honors College or the Office of Disability Services at (312) 996-8332.

## HONORS COLLEGE OFFICE

103 Burnham Hall  
828 South Halsted Street (M/C 204)  
Chicago, IL 60607-7031

Phone: (312) 413-2260  
Fax: (312) 413-1266  
Web address: <http://www.uic.edu/honors/>

### First Floor:

#### Student Lounge: 109 BH

Couches, tables, and chairs are available for Honors College students' use to relax, socialize, or eat lunch. A microwave is available for student use. This is the only area of the college where food is allowed. Students are expected to clean up after themselves. To respect the sensibilities of others, students should be aware of their noise level and its impact on others.

#### Conference Room: 114 BH

Available for student meetings. Please note that no food or drink is allowed in the conference room.

#### Pantry: 130 BH

A refrigerator, microwave, and coffeemaker are available for student use. Students are expected to clean up after themselves.

#### Copy Room: 125 BH

Students have access to the Honors College copy machine to use for classroom-related duplicating; copies are \$.05 per copy. Students must see the reception staff to make copies. If the machine does not function properly, students must not attempt to fix it or reload paper; contact a member of the reception staff for assistance.

#### Quiet Study Area/Library: 121 BH

During regular office hours, this room is available for study and student meetings; the room also has several PC's as well as laptop computer connections. After 6 p.m., this room is designated as a quiet study area. Students using the room who wish to engage in conversation must move elsewhere. Please note that no food or drink is allowed in the academic resource/quiet study area.

### Lower Level:

#### Student Computer Laboratory: B-11 BH

PC's and a printer are available for Honors College students' use. Computer lab users are responsible for leaving their workstations clean. No food or drinks are permitted. The use of cell phones is not permitted. The Honors Computer labs are intended for academic work; priority is given to users doing classwork. Students using computers for games, social e-mail, net surfing, or other nonacademic work when other students are waiting to use the lab for their class assignments will be asked to leave the lab.

Only Honors College lab personnel can make modifications or changes to lab hardware or software, including loading or unloading software, plugging or unplugging peripherals, reconfiguring machines, or making any modifications to the printer, including refilling paper. The Honors College lab personnel are not responsible for private computers owned by students. Hacking, excessive noise, excessive printing, violation of computer software copyrights or other disruptive behavior in the computer lab can result in suspension or revocation of computer lab privileges or Honors College status.

Wireless network connections have been added to Burnham Hall and assistance is provided for students who wish to connect their laptops to the wireless Campus Local Area Network. Additionally, a color scanner is available for use in the Honors College computer lab. To see a complete listing of software available in the Honors College computer lab, go to: [http://suggest.server.uic.edu/ACCC\\_Lab\\_Software/index.html](http://suggest.server.uic.edu/ACCC_Lab_Software/index.html) - look under B-11BH.

Computer Lab Hours: Monday – Thursday: 8:00 a.m. – 7:45 p.m. (Fall and spring semesters & finals week)  
Friday: 8:00 a.m. – 4:45 p.m.  
8 a.m. - 4:45 p.m. (Inter-session & summer session)

#### Student Activity Room: B16

This room has been designated for use by Honors College student organizations. Student groups have computers, meeting space, and other resources available for their use. Renovations and improvements will be taking place throughout the academic year.

## Second Floor

Honors College Tutoring Center: 220 BH

Honors College tutoring takes place in this room between the hours of 9 a.m. and 4 p.m., Monday - Friday. Each semester's tutoring schedule is posted on the Honors College web page: <http://www.uic.edu/honors>; additionally, hard copies of the schedule are available in the literature rack across from the Honors College reception desk. No food or drink is allowed. Tutors may not bring friends to their tutoring sessions

## HOURS

Main Office: Monday – Friday: 8:30 a.m. – 5:00 p.m.

Academic Resource Room/Quiet Study Area Monday – Friday: 8:30 a.m. – 5:00 p.m. (after hours as arranged)

Student Lounge: Monday – Thursday: 8:00 a.m. – 6:00 p.m. during fall & spring semesters

Friday: 8:00 a.m. – 5:00 p.m.

## Honors Council

### 2008-2010 Term

Mary Louise Bareither, AHS, Movement Sciences (2<sup>nd</sup> Term)  
 Stephanie Crawford, PHARM, Pharmacy Administration  
 Lorna Finnegan, NURS, Public Health, Mental Health, and Administrative Nursing  
 Kevin Kumashiro, ED, Policy Studies  
 Abigail McWilliams, CBA, Managerial Studies  
 Darryl Pendleton, DENT, Dentistry Administration  
 Astrida Tantillo, LAS, Germanic Studies  
 Duncan Wardrop, LAS, Chemistry

### 2009-2011 Term

Jennifer Ashton, LAS, English  
 Position to be filled, LAS/Natural Sciences  
 Matthew Lippman, LAS, Criminology, Law, and Justice  
 Matthew Gaynor, A&A, Graphic Design  
 Ludwig Nitsche, ENGR, Chemical Engineering  
 Sandra Sufian, COM, Medical Education

### Member-at-Large

Cecil Curtwright, President's Leadership Program (2008-2010)  
 TBD, Honors College EPC Chair

### Honors College Core Professors, 2009 - 2010

Marsha Cassidy	English
Patrick Fortmann	Germanic Studies
Anthony Grosch	English
Brian Higgins	English
Kyoko Inoue	English
Nancy John	Library
Stephen Kelso	Biological Sciences
Allan Kershaw	Classics
Kevin Kumashiro	Education
Sylvia Malagrino	Photography/Art & Design
Timothy Murphy	Medical Education
Dianna Niebylski	Spanish
William Ryan	Energy Resources Center
Jaroslav Schejbal	English
Charu Thakral	Psychiatry

## HONORS COLLEGE FELLOWS – 2009-2010

### Applied Health Sciences

- Kinesiology & Human Nutrition: Mary Louise Bareither, Daniel Corcos, Giamilia Mark Grabiner, Ziaul Hasan, Karen Troy, Charles Walter
- Occupational Therapy: Renee Taylor
- Physical Therapy: Demetra John

### Architecture & the Arts

- Architecture: David Brown, Sarah Dunn,
- Art & Design: Linda Bracamontes-Roeger, Philip Burton, Matthew Gaynor, John Greiner, Silvia Malagrino, Jennifer Montgomery, Jennifer Reeder
- Art History: Hannah Higgins, Robert Munman
- Performing Arts: Luigi Salerni

### Business Administration

- Accounting: Peter Chalos, Somnath Das, Ram Ramakrishnan
- Economics: Lawrence Officer, Joseph Persky, Helen Roberts, Mo-Yin Tam
- Finance: Sankar Acharya, Gilbert Basset, Oleg Bondarenko, Robert Chirinko, Xiaoqing Hu
- Information & Decision Sciences: Siddhartha Bhattacharyya, Richard Potter, Arkalgud Ramaprasad,
- Managerial Studies: James Gillespie, Cheryl Nakata, Anthony Pagano, Peter Thompson

### Dentistry

- Dentistry: Darryl Pendleton
- Molecular Biology of Oral Diseases: Rhonna Cohen, Chiayeng Wang
- Pediatric Dentistry: Indru Punwani

### Education

- Education: William Ayers, Eleni Katsarou, Kevin Kumashiro, Maria Varelas

### Engineering

- Bioengineering: David Eddington, Christopher Fall, John Hetling, Jie Liang, Richard Magin, Patrick Rousche,
- Chemical Engineering: Sohail Murad, Ludwig Nitsche
- Civil & Materials Engineering: Krishna Reddy
- Computer Science: Andrew Johnson, Ashfaq Khokhar, John Lillis, Robert Sloan, Mitchell Theys
- Electrical and Computer Engineering: Shantanu Dutt, Sharad Laxpati, Sudip Mazumder, Roland Priemer, Milos Zefran
- Mechanical Engineering: Constantine Megaridis, Thomas Royston, William Worek

### Honors College

- Janet Madia

### Liberal Arts & Sciences

- African-American Studies: Beth Richie
- Anthropology: Molly Doane, Laura Junker, Joel Palka, Anna Roosevelt, Sloan Williams
- Biological Sciences: Simon Alford, Louise Anderson, Mary Ashley, Hormoz Bassirirad, Joel Brown, Howard Buhse, Ronald Dubreuil, David Featherstone, Miguel Gonzalez-Meler, Henry Howe, Lon Kaufman, Brian Kay, Stephen Kelso, John Leonard, Susan Liebman, Paul Malchow, Suzanne McCutcheon, Donald Morrison, A. Don Murphy, Peter Okkema, Teresa Orenic, Thomas Park, Emanuel Pollack, Janet Richmond, Jennifer Schmidt, David Stone, Q. Tian Wang, David Wise
- Chemistry: Wonhwa Cho, Tom Driver, Leslie Fung, Richard Kassner, Scott Shippy, Duncan Wardrop, Donald Wink
- Classics and Mediterranean Studies: Allan Kershaw, John Ramsey
- Communication: Kevin Barnhurst, Hui-Ching Chang
- Criminology, Law & Justice: Lisa Frohmann, Matthew Lippman, Greg Matoesian
- Earth and Environmental Sciences: Roy Plotnick
- English: Jennifer Ashton, Ann Feldman, John Huntington, Christian Messenger, Tom Moss, David Schaafsma, Jessica Williams
- Gender & Women Studies: Gayatri Reddy
- Germanic Studies: Elizabeth Loentz, Astrida Tantillo
- History: Jonathan Daly, Steven Fanning, Richard Fried, Nicole Jordan, Susan Levine



- Math, Statistics and Computer Science: Samad Hedayat, Dibyen Majumdar, Bhama Srinivasan
- Physics: Sivalingam Sivananthan
- Political Science: Isaac Balbus, Doris Graber, Evan McKenzie, Norma Moruzzi, Dick Simpson, Brandon Valeriano
- Psychology: Dina Birman, Bette Bottoms, Daniel Cervone, Jon Kassel, Michael Levine, David McKirnan, James Pelligrino, Michael Ragozzino, Gary Raney, Steve Reilly, Karina Reyes, Stewart Shankman, Linda Skitka, Roger Weissberg, Jennifer Wiley, R. David Wirtshafter
- Slavic & Baltic Languages and Literatures: Alex Kurczaba
- Sociology: Richard Barrett, Anna Gueverra, Barbara Risman
- Spanish, French, Italian & Portuguese: John Ireland, Ellen McClure, Dianna Niebylski

#### Medicine

- Anesthesiology: Charles Laurito
- Biochemistry and Molecular Genetics: Donald Chambers, Yee-Kin (Kevin) Ho
- Emergency Medicine: William Ahrens
- Family Medicine: Augustine Sohn
- Medical Education: Tim Murphy, Leslie Sandlow
- Medicine: Jorge Girotti
- Obstetrics & Gynecology: Gary Loy
- Pediatrics: Eunice John
- Physiology & Biophysics: Randal Jaffe, Brenda Russell, John Solaro
- Psychiatry: Neil Smallheiser

#### Nursing

- Administration: Joan Shaver
- Biobehavioral Health Science: Barbara Berger, Gloria Bonner, Tess Briones, Melissa Faulkner, Marquis Foreman, Eileen Hacker, Janean Holden, Beverly McElmurry, Patrick Robinson, Barbara Simmons, Lynda Slimmer, Diana Wilkie, Julie Zerwic
- Clinical Nursing Practice Studies: Patricia Lewis
- Health Systems Science: Colleen Corte, Connie Dallas, Barbara Dancy, Lorna Finnegan, Geraldine Gorman, Arlene Miller, JoEllen Wilbur
- Quad Cities: Pamela Hill
- Urbana: Sandra Burke, Teresa Krassa
- Women, Child, & Family Health Science: Linda Cassata, Karen Kavanaugh, Kathleen Norr, Rosemary White-Traut

#### Pharmacy

- Biopharmaceutical Science: Richard Gemeinhart, Hayat Onyuksel, Z. Jim Wang
- Biopharmaceutical Science/Forensic Sciences: Robert Gaensslen
- Medical Chemistry and Pharmacognosy: Matthias Lu, Charles Woodbury
- Pharmaceutical Sciences: Norman Farnsworth
- Pharmaceutics & Pharmacodynamics: Norman Katz
- Pharmacy Administration: Clara Awe, Stephanie Crawford, Jean Woodward, Bradley Cannon, Gail Mahady, Frank Paloucek, A. Simon Pickard
- Pharmaceutical Biotechnology: Sylvie Blond

#### School of Public Health

- Health Policy & Administration: Daniel Swartzman

#### Social Work

- Barbara Coats

#### Urban Planning and Policy

- Brenda Parker

## HONORS COLLEGE ACADEMIC MATTERS

### ACADEMIC ADVISING IN THE HONORS COLLEGE

A distinctive feature of the Honors College is the availability of personalized advising. Prior to matriculation, all entering freshmen (first year students) are advised by the experienced staffs of their colleges and by the dean, associate and assistant deans, or other advising staff of the Honors College. Upon completion of the first year, students are strongly urged to continue to discuss their academic progress and course scheduling with one of the Honors College advisors. The transition to the university can be challenging for some students; the Honors College staff is available to help its students through this change.

### HONORS COLLEGE FELLOWS

One of the biggest benefits of membership in the Honors College is access to mentoring by UIC faculty. The Honors College Faculty Fellows are professors who have expressed an interest in working with Honors College students in this role. A list of the current Faculty Fellows begins on page 4. Short biographies of most Fellows appear at the end of this book. Because the Fellow normally remains with the Honors College for two three-year terms, students are able to work with them for a fairly long period.

The Honors College assigns entering freshmen to their Fellows at the end of their first year. For students admitted to the Honors College after completion of one or more semesters of study, and for incoming transfer students, the fellow assignment is made shortly after their honors orientation session.

The student-fellow relationship has been central to the mission of the Honors College. The Fellow helps the student decide on an honors activity each term, sometimes guides the student's independent research, and provides advice and information related to the student's major and career goals. Students may work with Fellows in any department from the colleges on the east side of the campus, and from every college on the west side.

Students can expect their Fellow to serve as an honors advisor, as well as a mentor in a more general sense. As an honors advisor, the Fellow helps the student decide on honors activities, providing guidance when necessary. A student may work directly with his or her Fellow, or the Fellow may suggest appropriate other faculty that the student might work with. The Fellow provides the final approval of the student's suggested honors activities. It is the fellow's judgment that determines whether the activity is suitable to fulfill the honors requirement.

The Fellow also encourages and, where appropriate, acts as advisor for the student's participation in departmental honors programs (research projects, senior papers or theses, etc.) leading to graduation with departmental honors. The Fellows know the career possibilities in their fields, the resources of their departments, and the procedures for preparing for graduate study. Thus, when asked, they can guide students in important directions.

As a mentor in a more general sense, the Fellow welcomes the student as a member of the academic community, encourages the student to identify with that community, and develops a relationship with the student that fosters such identification. In the relationship with the students, as in all UIC faculty-student contacts, the Fellow is sensitive to all issues as described by the University's Nondiscrimination Statement. The Fellow encourages the student to pursue academic excellence.

The Fellow serves as a source of information about the department, the campus, graduate school and careers. The Fellow also serves as a sponsor and advocate for the student - encouraging the student to take advantage of academic opportunities, calling departmental colleagues' attention to the student's abilities, writing letters of recommendation, etc.

Clearly the exercise of these functions will vary with the particular occasion, the stage of the student's academic career, the amount of time the Fellow has available, and the personalities of both student and Fellow.

To help perform this role, the Honors College recommends the following procedures:

1. Students should arrange to meet their Fellow at least twice each semester:
  - Within the first three weeks - to obtain approval of the Honors Activity and the Fellow's signature on the Agreement form. This should be a face-to-face meeting, not just a mailbox transaction.
  - Once during the semester for an agenda-free discussion. Students may want to discuss their progress on their activity, or discuss the future of their intended field of study.
2. Students should call or e-mail their Fellow in advance to make an appointment. Keep in mind that the Fellows are busy people in the academic world. They may have other commitments (i.e. research, fieldwork, library work, etc.) that prevent them from being in their office every day. Show reasonable respect to them by calling ahead, and keeping scheduled appointments, or calling to cancel.
3. Students are strongly urged to invite their Fellows to the Honors College student-faculty lunch each year.

## HONORS COLLEGE ACADEMIC REQUIREMENTS

### GRADE POINT AVERAGE REQUIREMENT

All Honors College students are required to maintain a minimum 3.4 cumulative grade point average for all coursework taken at UIC. Transfer students who apply to the Honors College are admitted based on their grade point averages earned at their transfer institutions, but once they take courses at UIC, the Honors College considers only their UIC grade point averages in determining their standing in the College.

### HONORS ACTIVITY REQUIREMENT

All Honors College students must complete an honors activity each fall and spring semester. Honors activities may be conducted during summer session; see below for details.

### FRESHMAN SEMINAR REQUIREMENT

Honors College first-year students who are enrolled in a degree-granting college that does not include a freshman seminar requirement are required to enroll in HON 101, Introduction to the UIC Honors College, during the fall semester of their first year. Consult the UIC Schedule of Classes for course sections and times.

## TYPES OF HONORS ACTIVITIES

### Honors Activities for Freshmen (First Year Students)

#### Honors College Core Courses

Each Honors College freshman is required to enroll in an honors core sequence of two 3-credit hour courses taught during the fall and spring semester of the freshman year. These courses are developed around an important theme and are taught by professors from different departments. Because of the interdisciplinary nature of the core courses, students learn to integrate important material from different perspectives. And, because students stay in a small group throughout the academic year, they have considerable opportunity to get to know each other intellectually. Enrollment in each core sequence is limited to 25. The core courses will provide credit in any of the following general education areas: Exploring World Cultures, Understanding the Creative Arts, Understanding the Individual and Society, or Understanding U.S. Society

Following are examples of the 2009-2010 Honors Core course offerings: Good and Evil: The Human Condition, Autobiography and Identity: Explorations in Contemporary Novels, History of Ideas: Differing Aspects of the Self in the Classics, The Cinematic: Non-linear Narratives on the Screen and Beyond, The Re-Mediation of Terror: Germany's RAF and America's 9/11, Education and Social Justice: Education for Freedom: Exploring the Oppressed Subconscious, Romance and Realism: The Fiction of Nathaniel Hawthorne, Henry James, and Edith Wharton, Gender and the Family, Evolution and Religion: Addressing the Conflicts, Energy: Energy and Society, Ethics: Human Nature and the Body, and Diversity: Diversity and Cultural Identity.

The Honors College staff provides a comprehensive listing of all courses each semester. Copies are available in the Honors College main office (103 BH) and on the Honors College web page: <http://www.uic.edu/honors>

### Honors Activity Options for Upper Division Students

#### Honors Sections of Regular Courses

Some departments offer special discrete honors sections of courses in such disciplines as chemistry, economics, calculus, and physics, among other. Others provide a number of honors seats within a regular course; students generally register for a separate honors course reference number (CRN) and are subject to additional course requirements as deemed appropriate by the course instructor. In both cases, the honors status of the course is noted on the student's transcript by the addition on the letter "H" after the letter grade given for the course.

As required for all courses, students should consult the prerequisites for honors sections before enrolling in them. Thus, some first-year students may be eligible to take honors sections, but should keep in mind that they do not satisfy their honors activity requirements.

In addition to taking an honors section of a course, the honors activity options for sophomores, juniors, and seniors include completing an Honors Lecture Series or Honors Seminar (HON 200 and HON 201), doing supplemental work in a regular course, conducting independent research either for credit or not for credit, volunteer work, and participating in the Undergraduate Research Assistant Program (URA). Students are required to discuss their honors activity selections with their Fellows; they must obtain their Fellow's approval for each semester's honors work and obtain their Fellow's signature on their Agreement Forms.

### **Honors Lectures and Seminars (HON 200 and HON 201)**

The Honors Lectures (HON 200) and the Honors Seminars (HON 201) provide ways for students to extend their study of a topic of interest. The Lectures are non-credit; the Seminars provide one semester hour of credit, and are graded on a Satisfactory (S)/Unsatisfactory (U) basis. Two lecture series are planned for the fall semester: a Current Issues forum (HON 200) and the Honors College Book Club (HON 200).

The lectures and seminars are good options for students in their sophomore and junior years after general education programs have been completed. Please note that students may take only one Honors Lecture (HON 200) for honors activity credit, and may take four Honors Seminars in total for honors activity credit. Additionally, students may take only one seminar per semester.

### **Honors Supplement to a Regular Course**

The Honors Supplement is an honors project undertaken in a non-honors course with the approval of both the course instructor and the students' Honors fellow. Supplements should meet the following guidelines:

1. The Supplement provides the student with an opportunity to go more deeply or broadly in the subject of the course, or into an area related to the course, than is specified in the course requirements. Wherever possible, the project grows out of the student's own interests.
2. The Supplement is not one of the standard requirements for a course, nor is it simply an "extra" paper, experiment, or problem set.
3. Although it does not necessarily result in a greater number of pages, experiments, or problems than is expected of non-honors students, the Honors Supplement does provide the honors student with a greater challenge than that presented to other students.
4. Kinds of Supplements include, but are not limited to:
  - Papers on more challenging topics than those required of other students
  - More sophisticated experiments
  - More complex problems
  - Extra problem sets/experiments in an area touched on but not thoroughly covered in the class
  - Leading a class discussion on a topic thoroughly studied by the student
  - Learning a more advanced computer language than that required in the course and writing a course-related program
  - In a basic foreign language course, translating a short work into English
  - In an engineering course, building a model of a course-related device
  - Meetings with the instructor to discuss additional readings.

The work required of the student for a Supplement cannot be precisely quantified across all disciplines and courses.

Both the course instructor and the student's Honors Fellow, as indicated by their signatures on the Agreement Form, must approve the Honors Supplement. The Fellow is the judge of whether the project satisfied the guidelines; Honors College staff will be happy to advise.

Honors Supplements must be described by the student in as much detail as possible on both Agreement and Completion Forms. The college will not accept forms without such descriptions.

Sample of an Honors Supplement:

"As an Honors Supplement to Political Science 216, I will do additional research on the subject of bringing about political awareness and change through the internal manipulation of radio. Essentially, I will examine the strategies that are used at a radio station dedicated to political change. I will base my research on personal experience, staff interviews, and additional readings. I will write a paper of a minimum of 10 to 15 pages."

### **Independent Study/Research**

As students enter more advanced coursework in their major, they may consider independent study in an area not covered in standard courses under the supervision of a faculty member. In planning such projects, students should consult the departmental policies and procedures to which they are subject, as well as obtaining their Honors College Fellows' approvals. Students may also choose to engage in supervised work in faculty research laboratories or on other research projects, again with their Fellows' approvals.

Sometimes these projects provide course credit, in which case students enroll in a course number designated for such work. With the approval of their Fellows, some students may do independent work without course credit that still fulfills the honors activity requirement.

#### Samples of Independent Research:

"I am studying pinewood nematode sampling methods at the Morton Arboretum and determining the distribution within the tree." (Fellow's comment: "XXX discussed the project with me at the beginning of the term and added some of the principles of ecology to her study. She is senior author of a poster session to be presented this June at the national Phytopathology meetings. She has most certainly done work of honors caliber.")

"I have a full load of required courses in bioengineering this term. Having completed BIOE 354 last term, I became aware of electrical safety issues in hospitals. I plan on researching the numerous electrical codes for hospital safety, and then examining the actual application, or misapplication, of the various regulations in a hospital setting, where I volunteer in the engineering department. I plan on creating a file on electrical safety for future reference when employed."

"This independent study project will involve research concerning the phenomenon of ritual fire-walking (particularly in southern India) and participants' immunity to injury. In addition to information from various sources, I will have the opportunity to study the personal field research of my instructor. After research and contemplation, I will present my findings and attempt to provide a plausible explanation(s) for the apparent immunity to the fire."

#### **Undergraduate Research Assistant Program (URA)**

Honors College students participating in faculty research may request to be enrolled as Undergraduate Research Assistants (URA). Students may participate in the URA program with any UIC faculty member.

Complete information on the URA program is available at: [http://www.uic.edu/honors/URA/ura\\_home.htm](http://www.uic.edu/honors/URA/ura_home.htm)

Undergraduate Research Assistants are expected to put in at least six hours a week on a project that is part of, or relevant to, the faculty member's research. The faculty member will explain how the work done by the student fits into the larger project, and will assure that the activity, whatever it is, has educational benefit for the student.

To enroll as a URA, the student should complete the URA application form on line at: [http://www.uic.edu/honors/URA/ura\\_apply.asp](http://www.uic.edu/honors/URA/ura_apply.asp)

Students and faculty are encouraged to work together for several semesters. Each year the Honors College will select several outstanding URAs for the Kabbes URA awards to continue work as a URA.

To enroll in the Honors College URA program:

1. If you need assistance in arranging a URA for the current or future semester:

Consult the URA directory at the Honors College or search the URA Faculty Directory on line.

Submit the Honors College URA Preliminary Application on line at: [http://www.uic.edu/honors/URA/ura\\_apply.asp](http://www.uic.edu/honors/URA/ura_apply.asp) For additional assistance, please make an appointment to see an Honors College dean.

You may contact the researcher directly. You should prepare a brief resume which outlines your interests and qualifications for the project.

2. If you are currently working with UIC faculty on a research project (or have arranged to do so for the current semester):

Fill out the URA Application for students currently participating in Faculty Research. Turn in a signed copy of the URA application before the end of the second week requesting participation in the URA program and enrollment in HONORS 225. No appointment is necessary.

Register for HONORS 225.

3. At the end of the semester, turn in the URA completion form.

#### **Advanced Coursework Outside the Major**

Students may take advanced courses (400 level or above) that are not part of their academic program requirements for honors activity credit.

#### **STUDENT SERVICE**

Providing volunteer service to the campus or community is a rewarding activity that can substantially enrich a student's life. Service activities provide an outstanding way for a student to explore his or her major or area of interest. Service activities do not need to be tied to the student's major, but can provide a means to explore new areas and issues. Activities can be performed either on-campus or off-campus.

**Honors College policy is that the maximum number of service activities that can receive credit for HON 222 as honors activities is limited to two across all years in the Honors College, and those two activities must be from**

**two different service categories, as outlined below.** Of course, we encourage students to continue participating in these activities as their time permits. Under extraordinary circumstances, students may petition for an exception to this policy. For example, in rare cases, approval may be given for a third semester of service to count as an honors activity if that service activity also includes a substantial new academic component, such as a faculty-supervised program evaluation of a service organization the student has worked for previously.

All service experiences need to be approved by the Faculty Fellow, so students are encouraged to plan ahead to ensure that a service activity will be deemed appropriate. Note that students must have someone in an official capacity sign off as activity supervisor; if the service performed is related to membership in a student organization, the organization's faculty advisor must sign off on Agreement and Completion Forms. Students cannot serve as approvers of honors activity credit for other students.

In all cases, students must spend at least three hours per week, or 45 hours per semester, involved in the activity for it to be deemed worthy of honors activity credit. Note that due to the nature of some activities, although the bulk of the hours will be spent in the semester the student is registered, some of the hours may spill over into a subsequent semester. In that case, the student will get credit for one semester of activity credit as long as the hours are eventually completed, but the student still must complete another activity in the subsequent semester.

### **Service Activity Categories**

#### **Category A: Tutoring/Teaching/Mentoring**

Tutoring and other forms of teaching and mentoring activities have long been recognized by the Honors College as worthy honors activities. Tutoring benefits both the students receiving tutoring and the tutors, whose subject knowledge is reinforced by tutoring. It also builds community by creating more academic opportunities for students to interact outside the classroom. Serving as an undergraduate teaching assistant is also an appropriate honors activity, especially for students who intend to pursue careers in teaching.

Examples:

- Helping students through the Homework Hotline
- Honors College tutoring program
- Tutoring at the Port Athletic Center
- Tutoring at the Writing Center
- Tutoring at the Math Learning Center
- Tutoring at the Science Learning Center
- New Life Volunteering Society CPS tutoring program
- Undergraduate Teaching Assistants
- Honors College/CPS Mentoring program
- Mentoring at local high school
- Serving as a teaching assistant for a First-Year Experience course, such as HON 101, BA 100, or ENGR 100

#### **Category B: Civic Engagement and Service-Learning**

Given our location in the city, there are a plethora of volunteer and service opportunities for Honors College students. The organizations through which Honors College students perform outstanding international, national, and local community service include campus groups, local chapters of national organizations, neighborhood organizations, and special programs and projects. These service experiences often enhance the development of good citizenship and leadership qualities that serve students well in their future careers, and so may be approved as honors activities.

Examples:

- Attending a week-long trip with Alternative Spring Break (ASB)
- Teaching health education at Chicago-Area high schools through Peer Health Exchange
- Teaching science concepts to underprivileged children at area homeless shelters through Project ESTEEM
- Working with children and teens living in third-world countries to document their lives with Project FOCUS
- Translating documents for non-English speakers at a community center in Chinatown

### **Category C: Volunteering**

Students planning to apply to medical, dental, pharmacy, physical therapy, occupational therapy, nutrition and dietetics, veterinary and other health related professional programs are encouraged (and sometimes required) to engage in volunteer activities that educate them about the profession they hope to enter. Students interested in other careers such as law, criminal justice, psychology, anthropology, etc., may also volunteer in activities relevant to their future careers, including law offices, schools and other educational settings, museums, free tax-preparation services, etc. The challenge of volunteering is making it an academically stimulating activity. Students must describe their planned contribution in the organization when they propose this activity and document 45 hours of participation, which they will file with their completion forms.

Daily or weekly written reflection on the volunteer experience may provide enough evidence of the academic components of the activity.

Examples:

- Shadowing a health care professional in a hospital or clinic
- Volunteering as a healthcare aide in a nursing home
- Shadowing a therapist in a physical or occupational therapy clinic or rehab center
- Volunteering as a animal care technician in a veterinary clinic
- Volunteering as an educator or docent in a museum or zoo
- Volunteering to prepare tax returns for a tax preparation service
- Volunteering as a rape crisis counselor with Rape Victim Advocates
- Volunteering as a conflict mediator at the Center for Conflict Resolution

### **Category D: Student Organization Leadership**

Honors College students serve in leadership roles for many UIC student organizations. Through such engagement, students employ leadership skills to benefit the UIC community at large, and so these experiences may be approved as honors activities. Leadership roles can be formally recognized, such as board membership, or informal, such as an event volunteer. Note that membership alone in a student organization is not enough to be considered an honors activity.

Students must describe their planned contribution in the organization when they propose this activity and document 45 hours of participation, which they will file with their completion forms.

Examples:

- Planning the Honors College Ball with the Honors College Advisory Board (HCAB)
- Mentoring incoming students as a member of the Honors College Ambassadors
- Organizing the Annual Research Forum through the Undergraduate Research Steering Committee
- Planning events sponsored by UIC's cultural centers for Unifying Diversity
- Serving as the UIC Student Trustee
- Planning Relay for Life for Colleges Against Cancer
- Serving on the Executive Board of Psi Chi or other honors societies
- 

### **Category E: Student Publications**

Honors College students currently publish one newsletter (*Ampersand*) and three journals: *Red Shoes Review*, a literary journal featuring prose, poetry, and art; the *Journal for Pre-Health Affiliated Students* (JPHAS) that addresses issue in health care; and *UIC OneWorld*, covering global issues of international concern. Students must spend 45 hours on any of the editorial boards of any one of the journals for this service activity to count for one semester of honors activity credit.

## **HONORS COLLEGE CAPSTONE PROJECT**

### **Overview**

Students entering the Honors College in Fall Semester 2006 or thereafter must complete an Honors Capstone project before graduation. Typically, the project will be completed during the last two semesters at UIC, although students may begin the Capstone project as early as their junior year and complete it prior to their last semester. It is expected that most students will choose a project related to their major, but they also have the option of completing a project in another discipline as long as they have sufficient coursework in the discipline and interaction with a faculty supervisor in the topic

of interest.

All Honors Capstone projects include an independent, in-depth examination of a topic, supervised by a supervisor chosen by the student in consultation with his or her Honors College Fellow. The project may be prepared in any appropriate form (written report, performance, software, artwork, for example). If the final product is not a written report (e.g., a performance, art work, creative writing piece, applied design project), there must be a corresponding written discussion or analysis of the project. Presentation of the results of the student's work in some form of public academic forum is also expected.

### **Purpose of the Capstone Requirement**

The Honors Capstone requirement is intended to provide the student with a scholarly experience that incorporates concepts and techniques learned during his or her undergraduate career, as well as allowing the production of an original scholarly contribution to a discipline. The Honors Capstone is intended to be more in-depth and demanding than a typical undergraduate paper. It should involve the creation of new knowledge or insights; that is, it is not simply a summary of information already generally known.

As outlined in the following section, the Honors Capstone is commensurate with the expectations of traditional departmental honors theses, senior design projects in many disciplines, and other rigorous senior research projects intended to prepare students for the rigors of research, writing, and scholarly presentation associated with post-graduate professional programs and graduate programs. However, it is not intended to be as intense as a typical graduate Masters' thesis in terms of either the time required or the finished product, and the length and format of both the written and public presentation portions of the Capstone are expected to vary according to the conventions of different disciplines (see below).

Because the Honors Capstone is likely to be the most difficult academic project students will have undertaken to date, they should expect to be challenged and to learn. In the end, they should produce a project that is both meaningful and insightful. The students are expected to strive for well-written papers, to use good citation practices, and to present their work in a professional manner in addition to maintaining high quality scholarship. However, it is recognized that the Capstone experience is likely a bridge and a starting point for even more challenging research and innovation in their post-graduate careers, so students need not be apprehensive about the project for fear of not being able to reach perfection.

### **Relationship to College or Departmental Capstone Requirements**

Students in programs that require a culminating senior project or research experience (such as Engineering, Nursing, or Architecture), and students majoring in disciplines where a senior thesis is required to graduate with distinction (including many of the humanities, social science, and natural science disciplines in LAS), may use such projects to satisfy the Honors College Capstone requirement. In fact, the Honors College encourages students to complete a Capstone project that will ***simultaneously fulfill departmental or college requirements/opportunities for advanced undergraduate research and professional presentation***. However, use of these projects as the Honors Capstone is subject to approval of the project as an Honors Capstone by the student's Honors College Faculty Fellow.

***Only college or departmental capstones, senior design projects, or honors thesis options that meet the academic requirements of an Honors Capstone may be used to fulfill the Honors Capstone requirement.*** Students should consult their department program description in the Undergraduate Catalog, their Honors College Faculty Fellow, department or college academic advisors, the Director of Undergraduate Studies in their department or program, and/or Honors College staff to determine which types of disciplinary capstones, senior design projects, or honors thesis options are available in their major and whether the requirements of these departmental research projects fit the criteria for the Honors College Capstone. Honors College Faculty Fellows should also consult Honors College staff if they are unsure about how their department capstones, senior design projects, or honors theses mesh with the requirements for the Honors College Capstone (see more detailed discussion of the requirements below).

We also allow, and in fact encourage, students to enroll in research or independent study credits in the department housing the discipline in which they are pursuing a Capstone during the period of their work on the Honors College Capstone. Since the Capstone research may require a significant amount of the student's time during the semester, it is often advisable for students to substitute an independent research course for one of their classroom courses in their major during one or both semesters of intensive work on their Capstone project. Some departments or schools with a large number of majors or established professional trajectories, such as Biology, Psychology, and Nursing, have an already structured course or course sequence to facilitate undergraduate research and to teach the basics of research presentation and writing, and many of these courses are already required for undergraduates in their junior or senior year. Honors College Fellows, the student's Capstone supervisor, and Honors College staff can help them identify courses that might be appropriate for simultaneous enrollment, particularly those courses or course sequences that have group



instruction in research techniques and result in a research product consistent with the Honors College Capstone. Note that every student should also be registered for HON 322 for each semester that they are working on their Capstone (see below) in addition to any departmental research credits.

### **The Nature of the Capstone Topic and Research Methodology**

While most students will pursue research in their major or minor, this is not a requirement of the Honors College Capstone project. ***Students may elect to develop their Capstone project in a discipline other than their major or minor, as long as they have sufficient coursework in the discipline they have suggested and significant interaction with a faculty supervisor in the topic of interest.*** For example, a biology student interested in the development of the hominid brain might pursue a Capstone project supervised by a professor of neuroscience, psychology, or biological anthropology with whom they had had coursework, engaged in an Honors Activity, and/or had a great deal of scholarly interaction. Similarly, a student who has pursued training and coursework in theater, art, or music in addition to their major in history could use an original composition within a particular historical genre as their Capstone experience.

As noted in the discussion of the Capstone Proposal (below), ***the Capstone project must focus on a research problem, theoretical issue, new creative work, or innovative area of application (i.e. design or technological innovation)*** and is not meant to be simply a summary or synthesis of known “facts” or past discoveries/works in an area of humanities or science. ***Because each discipline is different in terms of what constitutes the scholarly “product” of its endeavors, the form of the Honors College Capstone research is broadly defined to fit with these diverse disciplinary objectives***, and students should consult with their Honors College Faculty Fellow and Capstone Supervisor/Supervisor to determine what is an appropriate research product for their particular discipline. For example, for engineering students, the Honors College Capstone is commensurate with their Senior Design Project and the resulting product will be the design prototype along with a written paper and presentation on the research issue addressed and methodology of the design. For a music student, the Honors College Capstone is most likely a performance, musical composition, or scholarly treatment of a theme related to music history or production, again with both written and public presentation components.

### **Required Components of the Capstone**

As noted above, the Honors College Capstone project is intended to provide a challenging experience for students, one that builds on their Honors College training in the “art” of research and independent scholarship. Therefore, ***students are required to present their work both in written format and in a public academic forum***, work that will also prepare them for the types of scholarly activities expected of professional and graduate students (research publications, paper and poster presentations at conferences, lectures on their research, etc.). To elaborate, the two required components of the Capstone are:

(1) ***WRITTEN PRESENTATION OF THE RESEARCH*** in the form of a *research paper, undergraduate thesis, or write-up of a design project or performance* (the last particularly applicable to engineering, computer science, music, art, architecture, and theater students, as well as students working on creative works such as writing a short novel or composing a musical piece).

(a) ***While we do not have a particular stipulation about page length***, since this may vary according to the type of project and the typical form of research papers in particular disciplines, ***the written presentation should be substantially longer than a typical research paper in an upper-level course***. A paper of 20+ pages in length would be reasonable in most cases, but the Capstone supervisor and Honors College Faculty Fellow are crucial in determining what would be an appropriate length, style, and content for the written presentation.

(b) As noted above, the Capstone is not simply a synthesis of previous work on a topic. Therefore, the written presentation should include:

- clear statement of the research problem being addressed
- background on the theoretical issue and past scholarship
- discussion of the methodology used in tackling the research problem
- presentation of the research results and the conclusions of the student researcher.

(c) However, students working on creative or design projects are expected to produce a slightly different written product. The written presentation, in this case, should include:

- clear statement of the design issue or creative issue that the student is attempting to tackle through, for example, an original art piece, a music performance, a theater role, an authored play or short story, an architectural design, or an engineering innovation.
- background on the artistic genre or technological area in which the student is attempting to make a contribution (i.e. what has been done in this area of creative arts or technological design in the past, and how does this frame the student’s approach?)
- discussion of how the design, technological or artistic product was conceived
- presentation of the results and an evaluation of its contribution to the area of study within the discipline

(d) Students working on “team” projects, such as part of a multiple student design team on an Engineering Senior

Design Project, may certainly work together, but each student should write up their own Capstone paper emphasizing their particular role in the project (while recognizing that the background research and theoretical discussion may overlap and be quite similar for the student members of the team).

(e) Students working on “team projects” involving faculty, graduate students, and other undergraduates in various roles should consult with the primary faculty supervisor of the project about what data can be included in their written Capstone and how the work of the larger research group should be represented. This may involve issues of both “intellectual property” and appropriate citation, so it is important for students to clarify their role in the research and how their contribution and the contributions of others can be written up and publicly presented.

(f) Note **that no formal grade will be given on either the paper or the public presentation of the project.** However, the Capstone Supervisor must indicate the project is acceptable by signing the title page of the written document as well as the HON 322 completion form. The Honors College Fellow must also certify that the project meets the requirements for a Capstone project by signing an Honors College Capstone Completion form and submitting it to the Honors College, along with one copy of the completed project.

(2) **PUBLIC PRESENTATION OF THE RESEARCH** in the form of a *lecture or oral presentation (including PowerPoint-aided talks), a reading or “unveiling” of their creative work, a concert or other type of performance, a poster presentation of the work, or a “defense” of their undergraduate thesis.* This public presentation may take place in a department or college setting (e.g. an “undergraduate research day” scheduled in a department or structured research course at the department or college level), at a large university-wide event such as the annual Student Research Forum, or at an academic symposium outside the university (e.g. a national or regional conference for a particular discipline).

(a) The Capstone supervisor and Honors College Fellow must approve the public presentation event as an academically appropriate venue, preferably with an opportunity for questions, comments, and evaluation by the audience. The Capstone Supervisor should attend the public presentation if possible or, if this is not feasible, obtain information that the presentation was completed in a professional manner from an attending colleague. While the Honors College Fellow is not required to attend the presentation, they are encouraged to do so if this is feasible.

(b) For the public presentation requirement, students may present their work in groups if it is a “team project” (such as a theatrical presentation, an engineering design project, or a collaborative team project in the laboratory sciences), but the student must be present when the “team” does the presentation and receives questions and evaluation from the attendees.

### **The Role of the Honors College Faculty Fellow and Faculty Supervisor**

The FACULTY SUPERVISOR is selected by the student as a scholar who is knowledgeable in their area of research and is able to either work directly with them or guide them in carrying out independent research on the topic. The Faculty Supervisor must be willing to meet with the student at least several times each semester they are working actively on the Capstone (probably more often if they are integrating the student into a team project or supervising a fairly complex independent research project). Although the frequency of the meetings is up to the Capstone supervisor and the student and will vary depending on the project, it is reasonable to assume the frequency of meetings will be somewhere between once per month and once per week.

The Faculty Supervisor must read and approve the student’s proposal, as outline in the **CAPSTONE REGISTRATION AND PROPOSAL FORM**. As the student develops the project, the Faculty Supervisor is expected to guide the student in identifying appropriate research methods and obtaining background reading materials, to suggest revisions on written drafts, and to help the student find appropriate public presentation venues and forms of presentation. The Capstone Supervisor should attend the public presentation of the work. If this is not feasible, the Capstone Supervisor should try to obtain information from a colleague who attended the presentation to ascertain whether the presentation was professional and met the criteria for the Capstone. The Faculty Supervisor must read and assess the written component of the work, signing the cover page to indicate that the paper is approved. The Faculty Supervisor must also sign both the **CAPSTONE REGISTRATION AND PROPOSAL FORM** and the **CAPSTONE COMPLETION FORM**, indicating that the student has successfully completed the Capstone with honors quality work.

The HONORS COLLEGE FACULTY FELLOW’s role is to assist the student in locating a Capstone Supervisor if they do not have one in mind. The Faculty Fellow is also responsible for ensuring the quality of the proposed research by reading and evaluating the **CAPSTONE REGISTRATION AND PROPOSAL FORM** and to sign the form after it is signed by the Capstone Supervisor if they concur that the project fits the guidelines of the Capstone and is academically sound. The Faculty Fellow may also periodically check with the student to ensure that the student is interacting appropriately with their Capstone Supervisor and that the project is progressing well and is likely to be completed in a timely manner. While it is primarily the responsibility of the Capstone Supervisor to evaluate both the written and public presentation portions of the Capstone, we encourage the Honors College Faculty Fellow to both attend the student’s public presentation and read the written portion of the Capstone project along with the Capstone Supervisor. We emphasize that, while some Faculty

Fellows will elect to work as Capstone Supervisors with a student or two under their mentorship, the Honors College Faculty Fellow is under **no obligation** to serve as a Capstone Supervisor for any Honors College student under their mentorship. In addition, the student is ultimately responsible for developing their project, locating a supervisor, and completing the project within the prescribed schedule. With each Faculty Fellow mentoring 1-6 students, we estimate that, in any given year, one or two of these students will be pursuing active Capstone research for which the Faculty Fellow will have oversight.

### Process of Enrollment in the Capstone

***Students must be enrolled in HON 322 for each of the semesters in which they are working on their Capstone project. HON 322 replaces HON 222 as a required Honors College activity. That is, students should not enroll in HON 222 for the semesters when they are enrolled in HON 322. If a student completes the Capstone prior to their last semester in the Honors College and at UIC, he/she should revert to enrolling in HON 222 and should resume Honors Activities until graduation.***

In addition to enrolling on-line in HON 322, ***students should complete a CAPSTONE REGISTRATION AND PROPOSAL FORM for every semester they are working on their Capstone.*** This form is on-line on the Honors College web site (as a fillable pdf) and it somewhat resembles the Honors Activity forms, in that it requires a description of the research the student is planning on being involved in that semester, a listing of department course(s) related to the research that the student is simultaneously enrolled in, and a place for the student to obtain the approval signatures of both their faculty supervisor/supervisor for the research and their Honors College Faculty Fellow. However, the ***CAPSTONE REGISTRATION AND PROPOSAL FORM*** also includes sections where students can fill in the following information:

- (1) A formal proposal for their Capstone project of 500 words or less (see **Writing a Capstone Proposal** below)
- (2) A brief description of plans to fulfill the written requirement of the Capstone (**see Required Components of the Capstone** above)
- (3) A brief description of plans to fulfill the public presentation requirement of the Capstone (**see Required Components of the Capstone** above)
- (4) A brief description of the specific “deliverables” (i.e. what the student will specifically accomplish) that semester

In the subsequent semesters when the student is working on the Capstone, they may revise their proposal on the ***CAPSTONE REGISTRATION AND PROPOSAL FORM*** to reflect changes in their research objectives, methods, or intended results. Similarly, they may revise their plans to fulfill the written or public presentation requirements of the Capstone as warranted by changes suggested by their advisors as their research progresses, new opportunities for presenting their work at conferences, etc. The “deliverables” in each semester are expected to be different and should be stated on the form. For example, students will likely carry out the necessary background literature review and conduct the bulk of their research the first semester of the Capstone, then devote the second semester to writing up their research and preparing a poster, a PowerPoint presentation, and/or a lecture for the public presentation requirement of the Capstone.

### Timing and Sequence for Completing the Capstone

Students following a traditional four-year graduation schedule will **typically complete the project during the first and second semester of their senior year.** However, students may also elect to begin the Capstone as early as their junior year and to complete it prior to their last semester of graduation. This may be particularly desirable if a student plans on a study abroad semester in their senior year, if the project they want to pursue has a time frame requiring earlier completion of the research, or if they want to have a completed project as part of a portfolio for professional school or graduate school admission.

Except under unusual circumstances (such as an accelerated graduation date or study abroad during the senior year), **students should carry out their project over two semesters** in order to allow enough time to successfully complete all the necessary components of the Capstone, such as a review of the theoretical and methodological background literature, laboratory research or data collection, design work or creative work, writing a paper on the project, and presenting the project in a public academic forum. Carrying out the project over two semesters will allow students to incorporate the Capstone research into their academic load with less stress and provide more time for close mentorship by their faculty advisor and Honors College Faculty Fellow.

***The student should have selected a topic and a faculty supervisor by the end of the semester preceding the formal initiation of their Capstone project*** (e.g. for students carrying out their Capstone project in the two semesters of their senior year, they should). This means the student should be thinking about the project and talking to potential faculty mentors early in his/her junior year.

**The following is a sequence of steps (and their timing) that students should follow to successfully complete a Capstone project:**

### **(1) CHOOSE TOPIC AND SELECT FACULTY SUPERVISOR**

Two of the most critical elements of a successful project are a clear definition of the topic and the choice of an appropriate faculty supervisor. **The student should have selected a topic and a faculty supervisor by the end of the semester preceding the formal initiation of their Capstone project.** For students carrying out their Capstone project in the two semesters of their senior year, they should initiate discussion of possible topics and potential mentors with their Honors College Faculty Fellow by the second semester of their junior year. Students should then seek out potential mentors to discuss possible projects, to evaluate the feasibility of their proposed project, and to obtain advice on background research relevant to their project. The choice of a supervisor should be based on the faculty member's expertise, as well as his or her ability and willingness to devote adequate time to the project.

Capstone projects for some students may be a continuation of research and mentorship by a faculty member that was begun earlier in their undergraduate career as part of one or more Honors Activities. For others, the Honors Capstone may involve new research with a faculty supervisor with whom they have not worked before. Regardless of the type of planned research, it is expected that students will have only a rough idea of the research problem in which they are interested, so these initial discussions with a faculty supervisor/supervisor and with their Honors College Faculty Fellow are good opportunities to better define the project and to narrow its focus so that the scope is one that realistically can be addressed in two semesters. The student's faculty supervisor for the project, their Honors College Faculty Fellow and/or other faculty in the student's area of interest can be useful in pointing the student toward the appropriate literature for background reading to prepare the student for writing a formal proposal to be submitted at the beginning of the following semester (see below). The goal is to "hit the ground running" when the student formally begins the first semester of their Capstone research – that is, **they should have a faculty supervisor in place with whom they have discussed their Capstone proposal and determined its feasibility, they should have a tentative schedule of research, analysis and writing worked out, they should be ready to submit the Capstone Registration and Proposal Form (see below), and they should be able to begin their research almost immediately at the start of the semester.**

**Each project must have a supervisor** whose job is to supervise the project and provide the student with guidance and support. Students should choose their mentors carefully and in consultation with their Honors College Fellows. In particular, students need to ascertain that the supervisor has expertise in the area of study and is willing and able to devote the time required to supervise the project effectively. Mentors will be expected to read and critique drafts on a timely basis, consult with the student regularly on the scope and methodology of the project, and be a resource for the student. Honors College Fellows can be extremely useful in making sure that students choose appropriate mentors. Once the student has decided on a topic and a faculty member has agreed to serve as the supervisor on the project, the student should informally notify the Honors College Fellow of the choices. Although official approval of the project will not be made until after the formal proposal is submitted, the Faculty Fellow will be able to discuss any potential problems that might arise from the student's proposed topic or choice of supervisor.

### **(2) REGISTER FOR HON 322 AND SUBMIT PROPOSAL**

**The project proposal should be submitted to the faculty supervisor and Honors College Fellow by the end of the third week of the semester when the Honors College Capstone project commences. The on-line form titled "Capstone Proposal and Registration Form" must be filled out properly and completely and the student must obtain all necessary signatures.** It is useful for the student to provide the faculty supervisor and Honors College Fellow with earlier drafts so that the student is able to address their concerns prior to submitting the proposal formally. The proposal should include the following elements:

- Title -**  
The complete title expected to be used for the project
- Statement of Purpose -**  
A brief summary of the issues to be addressed and questions to be investigated. The issues described should be as specific as possible. For example, rather than saying that a paper will be on the Korean War, it might state that it will examine the causes of and events leading up to the Korean War.
- Summary of Preliminary Research Already Completed -**  
A summary of the preliminary research the student has completed in order to settle on a project
- Deliverables -**  
A list and brief explanation of the expected components of the final project. The student, supervisor and Honors College Fellow should all agree on the contents that will constitute successful completion of the project. Although this list may be altered later by mutual agreement, it is expected that generally the final project will include all the components listed in this part of

the proposal.

□ **Approval -**

Approvals of the supervisor and the Honors College Faculty Fellow, including any conditions of approval.

A form will be provided on the Honors College website that students will use to supply the above information. After the supervisor and the Honors College Faculty Fellow have approved the proposal, the student should file the proposal, including attachments, with

### **(3) COMPLETE PROJECT**

***For most students, the project will be completed in the senior year (although timing is flexible; see above). During this time, the student should meet regularly with his/her supervisor to assure that the student is progressing adequately.*** Although the frequency of the meetings is up to the Capstone supervisor and the student and will vary depending on the project, it is reasonable to assume the frequency of meetings will be somewhere between once per month and once per week. The faculty supervisor and the student should set intermediate goals throughout the duration of the project and use the periodic meetings both to assess where the student is on the project and to establish the next goals.

Near the end of the senior year, ***the student will present the project in an appropriate academic forum.*** For traditional research papers, the forum could be a workshop presentation to the faculty and interested students in their department or the Honors College. For other types of projects, the faculty supervisor and the student should agree on an appropriate form and outlet for the presentation which may include presentations at the annual Undergraduate Research Forum at UIC or oral or poster presentations at a local or national scholarly conference.

**No formal grade will be given on the project. However, the Capstone Supervisor must indicate the project is acceptable by signing the title page of the document as well as the HON 322 completion form. The Honors College Fellow must also certify that the project meets the requirements for a Capstone project by signing an Honors College Capstone Completion form and submitting it to the Honors College. Note that the Honors College Fellow need only sign the Honors College Capstone Completion form for the final semester when the Capstone is completed.**

**The student is responsible for submitting a copy of the completed project for archiving in the Honors College.** The Honors College database of Capstone project will likely be archived primarily in digital form, so digitized formats (i.e. the final written product as a PDF) are acceptable. Students should consult their Capstone Supervisor and Fellow regarding whether they prefer to receive the project in paper or digitized format. In some circumstances, it will not be feasible to copy the entire project; e.g. art work or a technological prototype accompanying a written presentation. In those cases, only the portions of the project that can reasonably be copied need to be submitted. However, if feasible, photographs of such parts of the project should be included.

In signing off on the project, the Capstone Supervisor's and Honors College Fellow's roles are slightly different. The Capstone Supervisor evaluates the project to ascertain that it meets the academic standards and disciplinary requirements agreed to with the student. The Fellow certifies that the project meets the Honors College Capstone requirements, and is expected to also comment on the quality of the work. If the project has been appropriately vetted earlier, the Fellow's approval is expected once the Capstone Supervisor approves the project.

### **HON 222**

All students in the Honors College must register for HON 222 (Honors Activity), each semester (excluding summer). This zero-hour "course" is the symbol used to note students' honors work on transcripts and grade reports and to monitor students' progress. Students receive an 'SH' (satisfactory) in HON 222 upon Honors College receipt of the students' signed Completion Form.

### **HON 322**

All senior students engaging in their Honors Capstone work should register for HON 322. See page 14 for further details.

### **HONORS GRADES**

Honors work is designated on a student's transcript in the following manner:

- Honors courses, (i.e. HON 121): students will receive a letter grade, followed by "H"
- Honors supplements: students will receive a letter grade for the course, followed by "H"

## **SUMMER HONORS ACTIVITIES**

While Honors College students are not required to engage in an honors activity during the summer semester, they may take advantage of the opportunity to do so. The procedures are the same for summer honors activities, i.e., students should register for HON 222, consult their Honors College Fellow, and submit Agreement and Completion Forms.

Students may use a summer honors activity to substitute for a fall or spring honors activity. Agreement and Completion forms for the respective fall or spring semester should include the notation “completed during summer 20XX,” and include the Honors College Fellow’s approval and signature.

## **AGREEMENT AND COMPLETION FORMS**

Every Honors College student is required to submit an Agreement Form and a Completion Form every fall and spring semester (optional for summer; see above). Agreement Forms are due at the end of the third week of the semester. All areas of the Agreement Form should be completed before it is submitted to the Honors College. Note: it is required to have signatures of both the course instructor or activity supervisor and the student’s fellow (sophomores and above) on the Agreement Form.

If a student is taking an honors course or doing an honors supplement in a regular course, or doing independent study work for honors credit, the course instructor’s signature is required at the bottom of the form. For other honors activities, the supervising faculty or staff for the activity should sign off on the form. For upper-division students (second, third, and fourth year), the Honors College Fellow’s signature is also required, reflecting his or her approval of the honors activity. Students should discuss their planned activities with their Fellows prior to requesting signatures.

Completion Forms are submitted at the end of the semester, when students’ honors work is completed. Students enrolled in honors courses and those who have completed honors supplements are required to obtain the signature of the course instructor on the Completion Form. For other honors activities, students are required to obtain the signature of the individuals who have been directly supervising their honors activities.

Please note that the Honors College Fellow’s signature is NOT required on the Completion Form unless he or she has been directly supervising the student’s honors activity (whether it is as the course instructor in which the honors work was done, or in another supervisory role).

## **USE OF HONORS COLLEGE PETITIONS**

Generic petition forms are available in the literature rack located near the Honors College reception area in Burnham Hall. The petition form may be used by students who have unusual or extenuating circumstances to ask for an exception to an Honors College policy or procedure. Petition forms cannot be used to obtain approval for honors activities that would normally be approved by the student’s Honors College Fellow; for example, if a student plans to complete an honors activity over the summer to substitute for a spring or fall activity, Agreement and Completion Forms for the respective term must be submitted, with the notation “completed during summer 20XX.” The fellow’s approval and signature must still be obtained for such a substitution.

Appropriate usage of the petition forms include:

- To request an extension or waiver of an honors activity due to illness or catastrophic event
- To withdraw from the Honors College
- To request additional probationary time due to extenuating circumstances

Students who are uncertain as to the appropriateness of the use of a petition form for their particular circumstances are encouraged to consult an Honors College advisor for further clarification.

## **PROBATION AND DROP RULES**

An honors activity is considered to be satisfactorily completed if the approving signatures appear on the Agreement and Completion Forms, and the forms are submitted on time. A student who is taking a course to fulfill the honors activity requirement must earn an A or B in the course if it is to be considered satisfactorily completed.

When the honors work has been successfully completed and the appropriate forms have been submitted, students

receive an “S” on their grade report for HON 222. If no work is done, or if the student receives a grade of C or below in an honors course, the grade for HON 222 is “U.” If a student fails to satisfactorily complete an honors activity as described, he or she is placed on honors work probation in the Honors College for one semester and must henceforth complete honors work.

The second requirement for membership in the Honors College is that students maintain a 3.40 or better cumulative GPA for work done at UIC. A student whose GPA drops below 3.40 but not below 3.15 is placed on Honors College academic probation with one semester to bring up the GPA to the minimum. If a student’s GPA drops below 3.15, the student is dropped from the College.

If students have been dropped from the Honors College and subsequently wish to be reinstated, or if they have left the University in good standing, they should indicate their desire to return in a letter to the Dean. Any student may request a waiver of one or more of these rules by petitioning the Dean of the Honors College on a form available in 103 BH. On the petition, the student should describe any unusual circumstances that have led to a special request.

### **STUDENT DISCIPLINARY MATTERS**

Students who have been dismissed or suspended from the University for violation of academic integrity will be automatically dropped from the Honors College; the Dean of the Honors College will consider application for readmission on a case-by-case basis. All Honors College students will be held to the Honors College Code of Conduct, and are expected to adhere to its policies.

### **IDENTIFICATION STICKERS**

Identification stickers signifying membership in the Honors College are available at the Honors College office beginning the first week of each semester. The stickers are placed on the student’s I card and allow students to use all Honors College facilities

### **HONORS COLLEGE LIBRARY PRIVILEGES**

Honors College students enjoy extended borrowing privileges at the Daley Library: books may be borrowed for six weeks instead of three. Please note that the extended borrowing period does not apply to the Library of the Health Sciences.

### **HONORS COLLEGE EMAIL LISTSERV**

All Honors College students are automatically subscribed to the Honors College email listserv. This is the official medium through which the Honors College communicates important information to its students. Information about courses, events, deadlines, scholarships, job opportunities, etc. is sent to students on a regular basis. All students are responsible for checking their UIC email accounts frequently and being aware of the information that is sent. Important: Only UIC email addresses will be added to the Honors College listserv.

### **STUDENTS WITH DISABILITIES**

The Honors College is committed to maintaining an environment accessible to all students and will work with students with disabilities to accommodate their participation in its programs. If a student has questions or needs further assistance, he or she should contact the Office of Disability Services at (312) 996-8332. Students with disabilities who require accommodations for full access and participation must be registered with the Office of Disability Services.

## **AWARDS, SCHOLARSHIPS, AND HONORARY SOCIETIES**

### **UIC SCHOLARSHIP ASSOCIATION**

The Scholarship Association for UIC sponsors between thirty and fifty scholarships annually for UIC students. Award information is available during the first week of the semester every spring. We strongly encourage students to read information carefully and apply for all the scholarships for which they are eligible. The awards range in value from \$500 to \$1500.

For more information, please visit <http://www.uic.edu/orgs/scholar>

### **HONORS COUNCIL AWARDS**

The Honors Council, the College executive committee, recognizes outstanding students each year. These awards of \$200 are made to students nominated by their Fellows on the basis of their honors work.

### **FLAHERTY SCHOLARSHIPS FOR STUDY ABROAD**

The Honors College offers Flaherty Scholarships for study abroad, for which Honors College students may compete to help defray costs associated with participation in international study. To be eligible to apply for the Flaherty Scholarship, students must apply to a study abroad program endorsed by the UIC Study Abroad Office. A cumulative UIC grade point average of 3.25 upon application for the Flaherty Scholarship is required.

### **HONORS COLLEGE TUITION WAIVERS**

Each semester, Honors College students who have at least a 3.5 GPA are eligible to compete for a limited number of tuition waivers offered by the Honors College. Students are awarded these waivers based on a combination of merit and need. Application packets are available in the Honors College at the beginning of fall and spring semesters.

### **SISTER DOROTHY DROBIS AWARD**

The Sister Dorothy Drobis Award is awarded each year awarded to an outstanding junior or senior majoring in education who intends to teach in an urban environment. Preference will be given to minority candidates. Applicants must also be a member of the Honors College. The award is based on academic excellence and leadership, and the winner receives a \$500 cash prize. The Drobis Award is made each year in recognition of Sister Dorothy Drobis and her long career in elementary education in Chicago.

### **SARAH MADONNA KABBES SCHOLARSHIP FOR UNDERGRADUATE RESEARCH**

The undergraduate research experience is an important part of the student's training for going on to an excellent graduate or professional program. Each year, several outstanding students are recognized for their achievement in undergraduate research with a \$1,000 Sarah Madonna Kabbes Scholarships for Undergraduate Research. Miss Kabbes was an alumna of the Urbana-Champaign campus and a former faculty member at UIC's Navy Pier campus.

Students who have successfully completed HON 225 may be nominated by their faculty supervisor for the award. Recipients of the Kabbes Scholarship must continue to conduct undergraduate research through the URA program and be registered in HON 225 during both semesters of the subsequent academic year. In addition, at the end of each semester, recipients should submit a brief written report to the Honors College on their participation in research work and the progress of the project.

### **DEPARTMENTAL AWARDS**

Many individual departments recognize outstanding undergraduates in their discipline through various scholarships and awards. Some departments announce their award winners during convocation ceremonies.

### **OFFICE OF SPECIAL SCHOLARSHIP PROGRAMS**

A wide range of scholarships supporting undergraduate and graduate study are open to high achieving Honors College students. In the Office of Special Scholarship Programs, Director Beth Powers assists students in searching for awards, learning about eligibility criteria and deadlines, and preparing applications. Deadlines for these awards begin early in the fall and continue through spring. Preparing a strong application requires students to begin well in advance of the deadline. In particular, the Rhodes, Marshall, Mitchell, Fulbright and Gates Cambridge have October or November deadlines and preparation to apply should begin the previous spring.



In addition to providing information about awards, OSSP helps students by offering feedback on essays and resumes, arranging for mock interviews and helping students in multiple application processes in order to prepare for the best possible outcomes. Please keep in mind that several awards required a university endorsement or nomination, including: Rhodes, Truman, Marshall, Mitchell, Fulbright, Goldwater, Jack Kent Cooke, Udall, and Merage. While the financial assistance or opportunity to study abroad offered by these awards is a great reward, the process of applying often helps students develop as thinkers, writers, and speakers in ways that prove beneficial to their professional and personal development. All awards except those noted require U.S. citizenship or permanent residency.

## Awards

Fulbright – provides funding to recent graduates or graduate students for one year of study, research, or the opportunity to teach English in any one of over 140 countries. Approximately 900 Americans chosen yearly. [www.iie.org/fulbright](http://www.iie.org/fulbright)

Gates Cambridge - provides funding to students from the U.S. and other countries for 1-3 years of graduate study at Cambridge. Approximately 60 awards given annually. [www.gates.scholarships.cam.ac.uk](http://www.gates.scholarships.cam.ac.uk)

Goldwater – provides up to \$7,500 for 1-2 years of undergraduate study to students planning on research-based careers in math, science and engineering. Approximately 300 awards annually. [www.act.org/goldwater](http://www.act.org/goldwater)

Jack Kent Cooke - provides funding up to \$50,000 to college seniors or recent graduates to attend graduate programs the following fall. Approximately 60 scholars annually. [www.jackkentcookefoundation.org](http://www.jackkentcookefoundation.org)

Merage - provides \$20,000 of funding to immigrant graduating seniors for two years of pursuing your “American Dream.” (graduate school, internship, etc.). Approximately 10 awarded annually. [www.meragefoundations.com/mfad.html](http://www.meragefoundations.com/mfad.html)

Marshall – provides funding for two years of graduate study at any British university. Awarded to 40 Americans each year. [www.marshallscholarship.org](http://www.marshallscholarship.org)

Mitchell – provides one year of funding for graduate study in Ireland. Awarded to 12 Americans annually. [www.us-irelandalliance.org/mitchell](http://www.us-irelandalliance.org/mitchell)

NSEP – provides up to \$20,000 to students pursuing foreign language study in a non-English speaking country outside Western Europe. [www.iie.org/nsep](http://www.iie.org/nsep). A graduate scholarship is also available.

NSF - provides three years of funding for graduate study leading to a PhD in math, science, engineering and some social sciences. <https://www.fastlane.nsf.gov/grfp/>

Rhodes – provides 2-3 years of funding for graduate study at Oxford University. Awarded to 32 Americans annually. [www.rhodesscholar.org](http://www.rhodesscholar.org).

Soros - provides a maintenance grant of \$20,000 each year and a tuition grant of one-half the tuition cost to graduating seniors that are “New Americans,” and who plan to attend a U.S. graduate program the following fall. [www.pdsoros.org](http://www.pdsoros.org)

Truman – provides \$30,000 toward graduate study for students planning on careers as leaders in public service. Awarded to approximately 75 students every year. [www.truman.gov](http://www.truman.gov).

Udall - provides up to \$5,000 for undergraduates planning careers related to the environment, or to Native American students intending on careers in health care or tribal policy. [www.udall.gov](http://www.udall.gov).

What does it take to become an outstanding scholar and to develop the characteristics that make you a potential candidate for a scholarship?

- Strive for excellence in challenging classes. Go beyond getting good grades.
- Get work/internship/volunteer experience in your field.
- Expand your knowledge of the world, people, places and events in any way you can – by reading, traveling, participating in intercultural events, etc.
- Get involved in interesting extra-curricular activities that are meaningful to you. There are no formulaic “best” activities.
- Seek out leadership positions – this doesn’t mean you should try to be president of five different clubs
- Choose carefully and be an active player in the group(s) that you are in, rather than trying to rack up titles on your resume. Choose the issues or groups that are important to you.

- Don't be intimidated by the challenge of applying for awards. OSSP is here to help. Don't sell yourself short!

The director of the Office of Special Scholarship Programs is Beth Powers. OSSP is located at 2506 University Hall, MC 115, 601 S. Morgan St., Chicago, IL 60607. The phone number is: 312-355-2477. The website address is: <http://www.uic.edu/depts/oa/spp>. You can also reach the office via email at: [ssp@uic.edu](mailto:ssp@uic.edu).

## HONORARY SOCIETIES

As a student with strong grades, you will likely be invited to join honor societies. Most of them are legitimate organizations, but from time to time we hear about suspicious organizations offering membership for a fee that turn out to be simply scams. Honor societies with an established history at UIC can be reached at the following URL addresses: [http://www.hc.uic.edu/honor\\_societies.htm](http://www.hc.uic.edu/honor_societies.htm) and [http://www2.uic.edu/stud\\_orgs/hon/gk/](http://www2.uic.edu/stud_orgs/hon/gk/)

You can also check the Undergraduate Catalog for a more complete list of honor societies. In general, you should ask yourself what joining an honor society will do for you. It can help affirm to others that you are a student in good standing, it may offer you the chance to apply for scholarships offered by the society and, if it is an honor society in your major, it may offer useful advice about the field you are going into and career-specific awards.

As a general rule, legitimate honor societies will have a presence on the UIC campus. In choosing what groups to join, consider how much they are asking you to pay and what you get from the payment (a newsletter? a pin? an induction ceremony? the chance to compete for scholarships? prestige?) You do not look better to a graduate program, employer or scholarship competition if you are in 10 honor societies as opposed to one or two. You may also want to ask faculty and staff if the organization is well-recognized and well-respected. If it is not, will it be useful to join it? If the name of the honor society is unfamiliar, talk to someone in the Honors College or the Office of Special Scholarship programs to find out if it is legitimate.

A partial list of honor societies is listed below:

Beta Alpha Psi, for students studying account and finance

Beta Beta Beta, for outstanding students in the biological sciences

Beta Gamma Sigma, a society for business students

Chemistry Honor Society, for outstanding graduate & undergraduate chemistry students

Delta Omega, a national honorary public health society

Eta Kappa Nu, for electrical and computer engineering juniors & seniors

Eta Sigma Phi, for students of Latin and/or Greek

Gamma Kappa Alpha, for juniors & seniors studying Italian language and literature

Golden Key National Honor Society, for juniors and seniors

Lambda Alpha, the national collegiate honors society for anthropology

National Society of Collegiate Scholars, for first and second year college students

Phi Beta Kappa, the oldest honorary society in the country, for liberal arts students

Phi Eta Sigma, a society for outstanding freshmen

Phi Kappa Phi, for juniors, seniors, and graduate students

Pi Sigma Alpha, the national political science honor society

Psi Chi, for students studying psychology

Ro Chi, for students in the College of Pharmacy

Sigma Delta Pi, for juniors and seniors studying the Spanish language & culture

Sigma Pi Sigma, a society for students with high scholastic achievement in physics

Sigma Theta Tau, for students in the college of Nursing

Tau Beta Pi, for engineering juniors and seniors

Tau Sigma, for transfer students

UIC Education Honor Society, for undergraduates & graduates in the College of Education

## STUDENT GROUPS, ACTIVITIES, EVENTS & PUBLICATIONS

### HONORS COLLEGE STUDENT ADVISORY BOARD (HCAB)

The Honors College Advisory Board is the official Honors College student activities organization that plans and implements a number of events each year. Its president represents the students on the Honors Council, the faculty executive committee of the College. HCAB also offers a scholarship to be awarded to a deserving Honors College student. HCAB officers include a president, a vice-president, a secretary and a treasurer. There are sixteen members of the Student Advisory Board including these officers. Interested students should contact an officer or Board member to help on one of the sub-committees or to indicate interest in participating on the Board. HCAB meetings are open to all Honors College students; the meeting schedule is publicized at the beginning of each semester. HCAB officers and board members for 2009 - 2010 are:

President: Lisa Zhang, Senior, Biochemistry  
 Vice President: Sylvia Pawlowska, Soph., Biological Sciences  
 Treasurer: Parth Nanavati, Jr., Biological Sciences  
 Secretary: Joshua Kannankeril, Jr., Biological Sciences

Members at Large: Anu Bommananti, Soph., Biological Sciences  
 Joseph Esparaz, Jr., Biological Sciences  
 Helen Hwang, Soph., Undeclared  
 Susan Kang, Jr., Psychology  
 Apoorva Maddi, Jr., Sociology  
 Joseph Ou, Soph., Biological Sciences  
 Milan Patel, Sr., Biological Sciences  
 Shivani Salvi, Soph., Undeclared  
 Jarna Shah, Jr., Chemistry  
 Prashansa Sharma, Sr., Biological Sciences  
 Annabella Vidal-Ruiz, Jr., Neuroscience

### SOCIETY OF FUTURE PHYSICIANS

The UIC Society of Future Physicians is a student organization for pre-med students, and aims to provide the opportunity to pre-medical students to discover what a medical career is all about. The Society's goals are to deliver information regarding the medical school application process and coordinate activities that give some insight into the work and lives of physicians. See their web site for more information: [http://www2.uic.edu/stud\\_orgs/prof/sfp](http://www2.uic.edu/stud_orgs/prof/sfp)

### ALTERNATIVE SPRING BREAK (ASB)

Alternative Spring Break UIC is a student run organization that seeks to educate student volunteers about specific social issues by immersing them in diverse cultures and environments across the country to engage in service-oriented learning. Students plan and raise funds for spring & winter break volunteer experiences. Past trips have included volunteering at a Native American Indian reservation in Oklahoma, working at an AIDS shelter in Boston, hurricane relief efforts in Louisiana, and working on Habitat for Humanity projects in Kansas City and Minnesota. For more information, visit ASB's web site: <http://www.asbuic.org>

### HONORS COLLEGE STRING ENSEMBLE (HCSE)

The Honors College String Ensemble is an audition-based group of string players whose purpose is to provide an opportunity for students to play orchestral music for personal and public enjoyment. The Ensemble performs at the events, both in large groups, and smaller duets, trios, quartets, etc. The group is available for hire at weddings, receptions, and other events. They have performed for numerous UIC events, including the Alumni Leadership Committee, UIAA Award Reception, CUPPA Commencement Reception, the Honors College Ball, Convocation Reception, and Phi Eta Sigma Reception.

### HONORS AMBASSADORS

The Honors Ambassadors serve as peer mentors for incoming Honors College freshmen. Additionally, they serve on taskforces dedicated to smoothing out the transition process to UIC with targeted programming for first-year students, transfer students, and students living in Honors Housing. The Honors Ambassadors selection process begins at the beginning of the spring semester, and the term runs from March through the end of the following February, including the summer. Fall semester honors activity credit is received for work from March through August, and spring semester honors activity credit is received for the final six months of the term.

### DONATE BY DESIGN

Donate by Design helps victims of domestic violence and raises awareness by creating and selling unique products that have been crocheted, knitted, embroidered or painted. Membership is open to all members of the UIC community. For

more information visit the Donate by Design Web site: [http://www2.uic.edu/stud\\_orgs/other/dbd/](http://www2.uic.edu/stud_orgs/other/dbd/)

### **UIC MOCK TRIAL TEAM**

UIC's Mock Trial Team competes nationally and consistently ranks in the top 10 in the nation. Mock Trial teaches students courtroom and trial techniques by working on a fictitious case and assuming roles of attorneys and witnesses. As one of the country's few student-led groups, the UIC team is mentored by Honors College alumnus Nicholas Gowan. Gowan is a graduate of the University of Illinois College of Law and is an attorney at Schopf & Weiss LLP. For more information visit the Mock Trial Team Web site: <http://uicmocktrial.googlepages.com/>

### **ACTIVITIES/EVENTS**

#### **STUDENT/FACULTY LUNCHEONS**

A subcommittee of HCAB organizes a lunch for students and faculty each year. Honors College students are encouraged to attend these functions to meet other students and faculty, and to invite their Fellow to attend the lunch with them.

#### **HONORS COLLEGE ANNUAL BALL**

A subcommittee of HCAB plans a formal event, which includes dinner and dancing, for UIC students, alumni, and faculty. The Ball is scheduled during the spring semester.

#### **HONORS COLLEGE TUTORING SERVICE**

Another subcommittee of HCAB coordinates a tutoring service that is free and open to all UIC students. A tutoring schedule is available in the Honors College main office, 103 BH, and is also posted on-line on the Honors College web site: <http://www.uic.edu/honors> The tutoring sessions are conducted in the Honors College Tutoring Center, Rm. 220 BH (second floor). Honors College students are qualified to tutor in all subjects, but are particularly strong in math and the sciences.

#### **HONORS COLLEGE CONVOCATION**

The Honors College Convocation is a formal and personal way to acknowledge the success of graduating seniors. At the ceremony, students wear their commencement robes, and receive their gold stoles and a certificate of achievement. A leading scholar on campus and an Honors College graduating senior are asked to speak. A reception for the students, their families, and Honors College staff and faculty follows.

### **PUBLICATIONS**

#### **THE AMPERSAND**

The Ampersand is the Honors College newsletter, written by Honors College students and the Honors College staff. It is available in the Honors College main office in 103 BH and online on the Honors College web page. Students should read The Ampersand carefully. It often contains information regarding registration, new honors courses, scholarships, events, and is frequently the vehicle by which the College conveys important information to its students. Current and back issues of The Ampersand can be viewed by visiting the Honors College web site at: <http://www.uic.edu/honors>

#### **JOURNAL FOR PRE HEALTH AFFILIATED STUDENTS (JPHAS)**

Published by students and faculty editors, the Journal for Pre Health Affiliated Students (JPHAS) publishes articles relating to a variety of health care and medical issues and concerns. The Journal reports on everything from medical ethics to choosing a career in medicine. For more information, and to view past issues, visit their web site: <http://www2.uic.edu/orgs/jphas>

#### **RED SHOES REVIEW**

Red Shoes Review is a UIC organization sponsored by the Honors College that annually publishes a Literary Journal. Membership in this organization is limited to members of the Honors College as well as students employed by the Honors College. Red Shoes Review publishes prose, poetry, and photography generated by all UIC undergraduates. View an issue and find out more information by visiting their web site: <http://www.uic.edu/honors/RedShoes/index.htm>

#### **ONE WORLD**

One World magazine aims to make the UIC community aware of and involved in global affairs. Each issue features student research, global affairs and personal anecdotes in addition to articles, poems and photo essays. For more information, contact [oneworld.uic@gmail.com](mailto:oneworld.uic@gmail.com)

#### **HONORS COLLEGE WEB PAGE**

Students should view the Honors College official web page frequently. It is updated regularly and contains information about Honors College events, deadlines, announcements, and course details. There are also photographs of Honors

College events on the site. The address is: <http://www.uic.edu/honors>

### **HONORS COLLEGE CODE OF CONDUCT**

Please read this document carefully. It details the rights and responsibilities of Honors College students. Students who violate the Code of Conduct will be subject to disciplinary action, including suspension or removal from the College. Violations of the Code include any intentional misuse or abuse of Honors College privileges or resources.

The Honors College is committed to providing an environment free of discrimination in any form. While the college defends free speech and freedom of expression, students must respect their honors colleagues. They should be aware that what might not be offensive to them may be perceived as offensive, discriminatory or harassing by others. This can occur because of such differences as gender, sexual orientation, culture, race, religion, age, class and communication style. As the Honors College is a microcosm of UIC and a diverse multicultural community, its members are expected to be sensitive to the impact of their words and actions on others.

The Honors College occupies elegant, comfortable quarters that we must keep in excellent condition. Everyone is therefore asked to respect Honors College students, faculty and staff, and also the furnishings and equipment.

The following rules, consistent with the principles of individual responsibility and mutual respect, must be observed:

1. Please! No shoes on the furniture.
2. No writing on furniture or walls.
3. No music in public areas except I-Pod-type private units.
4. Students are responsible for cleaning up after themselves and must not leave trash or food behind when they leave the College.
5. Food stored in the refrigerator must be removed promptly.
6. No smoking or chewing of tobacco.
7. Fliers may be posted on bulletin boards, but no tape may be used on walls, doors, or furniture.
8. No cell phones allowed, except in the outer lobby of the College.

### **FACILITIES**

The use of Honors College facilities is reserved for members of the Honors College.

#### **Honors College Computer Lab (B-11 BH)**

Computer lab users are responsible for leaving their workstations clean. Absolutely no food or drinks are permitted. The use of cell phones is not permitted. The Honors Computer labs are intended for academic work; priority is given to users doing classwork. Students using computers for games, social e-mail, net surfing, or other nonacademic work when other students are waiting to use the lab for their class assignments will be asked to leave.

Only Honors College lab personnel can make modifications or changes to lab hardware or software, including loading or unloading software, plugging or unplugging peripherals, reconfiguring machines, or making any modifications to the printer, including refilling paper.

The Honors College lab personnel are not responsible for private computers owned by students. Hacking, excessive noise, excessive printing, violation of computer software copyrights or other disruptive behavior in the computer Lab can result in suspension or revocation of computer lab privileges or Honors College status. For further information on UIC computer usage, visit the Academic Computing & Communications Center's Acceptable Use Policy web page: <http://www.uic.edu/depts/accc/policies/uicpol.html>

#### **Honors College Tutoring Center (220 BH)**

No food or drink is allowed. This applies to tutors as well as those being tutored. Tutors may not bring friends to their tutoring sessions. Tutors who have no current clients should study quietly and refrain from distracting conversation.

#### **Honors College Lounge (109 BH)**

This is the only area of the college where food is allowed. Students are expected to clean up after themselves. To respect the sensibilities of others, no one should bring strong-smelling foods to the college. Students should be aware of their noise level and its impact on others.

#### **Honors College Academic Resource Room/Quiet Study Area (121 BH)**

This room is designated as a resource for students who need quiet for their study. Therefore, no talking is allowed, and students using the room who wish to engage in conversation must move elsewhere.

Please follow these policies and procedures to help us maintain a clean, enjoyable environment for all students, faculty, and staff of the Honors College.

### - Tips for Freshmen -

Perhaps you were class president in high school. Or perhaps you were a member of the honor society. You could have graduated in the top percentile of your graduating class; perhaps you were even valedictorian. Maybe you were in all honors and/or A.P. classes or the International Baccalaureate program. Actually, it doesn't really matter what you did in high school as you make the transition to college. High school success (or lack of it) doesn't automatically apply to college.

You start college with a clean academic slate, along with a lot of independence and a myriad of critical decisions as you begin the transition into adulthood. The decisions that you make and the actions you take during this first year of college will have a major impact on the rest of your college experience.

- The first few weeks on campus are extremely important for all new students. It is during this time that you make critical decisions that will have an effect on the rest of your life. Whatever you do, be sure to be yourself and try to enjoy your college experience as much as possible. Expect to feel some stress and homesickness, but don't let these issues wear you down.
- Get Organized. In college, the professors post the assignments -- often for the entire semester -- and expect you to be prepared. Buy an organizer, a PDA, a big wall calendar -- whatever it takes for you to know when assignments are due.
- Find the ideal place for you to study. It may be your dorm room or a quiet corner of the library, but find a place that works best for you to get your work done -- while avoiding as many distractions as possible.
- Go to class. Obvious, right? Maybe, but sleeping in and skipping that 8 a.m. class will be tempting at times. Avoid the temptation. Besides learning the material by attending classes, you'll also receive vital information from the professors about what to expect on tests, changes in due dates, etc.
- Become an expert on course requirements and due dates. Professors spend hours and hours preparing course syllabi and calendars so that you will know exactly what is expected of you -- and when. One of the lamest excuses a student can give a professor: "I didn't know it was due today."
- Meet with your professors. Be assured there are only upsides to getting to know your professors, especially if later in the semester you run into some snags. Professors schedule office hours for the sole purpose of meeting with students -- take advantage of that time.
- Get to know your academic adviser(s). This is the person who will help you with course conflicts, adding or dropping courses, scheduling of classes for future semesters, deciding on majors and minors. This person is a key resource for you -- and should be the person you turn to with any academic issues or conflicts.
- Seek a balance. College life is a mixture of social and academic happenings. Don't tip the balance too far in either direction.
- Get involved on campus. A big problem for a lot of new students is a combination of homesickness and a feeling of not quite belonging. A solution? Consider joining a select group -- and be careful not to go overboard -- of student organizations, clubs, sororities or fraternities, or sports teams. You'll make new friends, learn new skills, and feel more connected to your school.
- Strive for good grades. Another obvious one here, right? Remember the words of the opening paragraph; while good grades could have come naturally to you in high school, you will have to earn them in college -- and that means setting some goals for yourself and then making sure you work as hard as you can to achieve them.
- Take advantage of the study resources on campus. Just about all colleges have learning labs and tutors available. If you're having some troubles, these resources are another tool available to you. Another idea: form study groups.
- Make time for you. Be sure you set aside some time and activities that help you relax and take the stress out of your day or week. Whether it's enlisting yoga techniques, watching your favorite television shows, or writing in a journal, be good to yourself.

- Don't feel pressured to make a hasty decision about a career or a major. It doesn't matter if it seems as though everyone else seems to know what they're doing with their lives -- believe me, they don't -- college is the time for you to really discover who you are, what you enjoy doing, what you're good at, and what you want to be. It's not a race; take your time and enjoy exploring your options.
- Take responsibility for yourself and your actions. Don't look to place the blame on others for your mistakes; own up to them and move on. Being an adult means taking responsibility for everything that happens to you.
- Make connections with students in your classes. One student said their technique in the first week of classes was to meet at least one new person in each of their classes. It expanded their network of friends -- and was a crucial resource at times if they had to miss a class.
- Don't procrastinate; prioritize your life. It may have been easy in high school to wait until the last minute to complete an assignment and still get a good grade, but that kind of stuff will not work for you in college. Give yourself deadlines -- and stick to them.
- Stay healthy/Eat Right. A lot of problems first-year students face can be traced back to an illness that kept them away from classes for an extended period of time that led to a downward spiraling effect. Get enough sleep and eat right. If you haven't heard the jokes about college food, you soon will. And without mom or dad there to serve you a balanced meal, you may be tempted to go for those extra fries or cookies. Stay healthy and avoid the dreaded extra "Freshman 15" pounds by sticking to a balanced diet.
- Learn to cope with homesickness. If you are living away from home, it's only natural that there will be times when you miss your family, even if you were one of those kids who couldn't wait to get away. Find a way to deal with those feelings, such as making a phone call or sending some email home.
- Stay on campus as much as possible. Whether it's homesickness, a job, or a boyfriend or girlfriend from home, try not to leave campus too soon or too often. The more time you spend on getting to know the campus and your new friends, the more you'll feel at home at school. And why not take advantage of all the cultural and social events that happen on campus?
- Seek professional help when you need it. Most colleges have health and counseling centers. If you're sick or feeling isolated or depressed, please take advantage of the many services these offices provide students. You don't have to face these issues by yourself.
- Keep track of your money. If you've never had to create a budget, now is the time to do so. Find ways to stretch your money - and as best you can, avoid all those credit card solicitations you'll soon be receiving. The average credit card debt of college grads is staggering.
- Don't cut corners. College is all about learning. If you procrastinate and cram, you may still do well on tests, but you'll learn very little.
- Be prepared to feel overwhelmed. There's a lot going on in your life right now. Expect to have moments where it seems a bit too much. As one student says, be prepared to feel completely unprepared. The trick is knowing that you're not the only one feeling that way.
- Final Words of Advice  
You've done all the prep work -- you've gotten good grades in high school, scored well on a standardized test, and been accepted into the college you want to attend -- so enjoy all your hard work while laying the groundwork for a successful college career. Take advantage of your network of new friends and professors, have fun while learning as much as you can, and get the most out of your college experience.

Adapted from: Hansen, Randall S., Ph.D. "Your First Year of College: 25 Tips to Help You Survive and Thrive Your Freshman Year and Beyond" QuintCareers.com. [http://www.quintcareers.com/first-year\\_success.html](http://www.quintcareers.com/first-year_success.html)

## PLANNING AHEAD FOR GRADUATE SCHOOL

by Kelvin Rodolfo, Earth & Environmental Sciences

It is a sad fact of modern life that the baccalaureate degree does not guarantee a professional career in any discipline that one may have majored in as an undergraduate. Furthermore, most jobs available to degree holders are limited largely to routine, specialized operations. Thus, if you wish to pursue a career as a professional, in a job that challenges the intellect and promotes growth, graduate training at least through a postgraduate professional or masters degree is highly desirable.

You should seriously begin planning your graduate career no later than your junior year. Discuss your career plans with your Fellow and major instructors regarding which courses comprise a strong background for your desired specialty. A successful undergraduate career in the Honors College should get you into graduate school with no difficulties. Normally, it is best to go to another university, preferably in another state, for graduate work to broaden your study under a different faculty. At the very least, living in a new locality provides personal enrichment.

In selecting a graduate department, shop for a program with a national reputation, and for professors with whom you might want to study. Your instructors and Fellow can help you select a department. It is also wise to investigate the published work of people in the line of research that appeals to you, even before you apply. It doesn't hurt to write a particular professor to introduce yourself, describe your background, state your interest in studying with that person, and ask what your chances are for doing so. If the professor is interested in you, your application will be monitored through the bureaucratic maze, and your chances for financial graduate support are enhanced.

As a general rule, you should have selected a number of potential graduate departments by the end of the fall semester of your senior year. It is wise not to limit yourself to one such department, for it may not have room for many new graduate students, and competition for entrance into a graduate department increases in proportion to its reputation and quality. Plan on applying to at least 3 or 4 programs.

Graduate departments generally base selection on the academic grades, GRE scores, and evaluations from several -- generally three or four undergraduate -- instructors. These evaluations generally ask for information regarding you as a person; thus, it is a good idea to make the acquaintance of your instructors. Attendance at the social functions of the Honors College and of your major department provides you with the opportunity to do so.

The best time to apply to your selected graduate departments is during the break between fall and spring semesters, and acceptances are generally made in the spring. Most departments commit most of their financial aid (teaching and research assistantships and fellowships) by the middle of the spring semester.

It is important to know several things about how your academic record is evaluated. First, regardless of your chosen discipline, the degree of difficulty of your selected courses outside your major counts for something. Thus, for the non-science student, for example, selecting the easiest possible courses to satisfy your natural science requirement may not be the best thing to do. Furthermore, many graduate and professional departments frown upon exercise of the Pass-Fail option in difficult courses. Many law schools, for example, interpret this as lack of courage, or as inordinate attention to one's grade-point average, and consider a "pass" as a "D." Many PhD programs require that candidates demonstrate some degree of fluency in not only one, but sometimes two foreign languages; check the graduation requirements of the graduate programs that interest you, and work on gaining as much language as is needed while still an undergraduate.

We suggest that you get all of your letters of recommendation from professors rather than graduate student teaching assistants because they make a better impression. Of course, UIC is a big school, and students often do not know professors very well (and vice versa). As one way to improve this situation, we suggest you use the following strategy when soliciting letters. First, write a brief description of yourself which includes your scholastic record, your work experiences, your extra-curricular activities, and any personal matters of potential importance. Include your future goals, both your long-term and more immediate goals. Make sure that your writing is perfect and type it double-spaced. Then make appointments with the professors you wish to ask. If they agree, give them a copy of your self-portrait and offer to discuss it with them. This process will help the professors write an informed and personal letter.

Finally, several weeks before your transcripts are due, order one from OAR. Check it very carefully. If there are any discrepancies, for example, about the years of participation in the Honors College, bring it to our attention so we may help you get it straightened out.



## HONORS COLLEGE FELLOWS

### **Sankar Acharya, CBA, Finance**

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BIOGRAPHY: Dr. Sankarshan Acharya is a tenured finance professor at the University of Illinois at Chicago. He received a Ph.D. in Finance with an award for "excellent performance in doctoral program" from Kellogg Graduate School of Management, Northwestern University. During his finance professorship at Stern School of Business of New York University, he wrote on optimal bank closure and deposit insurance pricing policies, presented at the American Finance Association meetings and published in the leading journal of the finance field, *Journal of Finance*. His research has sparked a lot of excitement, resulting in invitations from the U.S. Congress to help draft the U.S. bank regulatory law, and from the Board of Governors of the Federal Reserve System for presentations. He has helped the Federal Reserve Board in establishing optimal bank capital standards, and advised the Federal Deposit Insurance Corporation on deposit insurance reforms. His research has been enacted in the U.S. Bank Regulatory Law and is a required reading for American and European bank regulators. He currently teaches Corporate Finance, Options and Futures Markets and Fixed Income Securities. He had been elected to serve on the Executive Committee of the College of Business Administration at the University of Illinois at Chicago for six years.

### **William Ahrens, COM, Emergency Medicine**

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### **Simon Alford, LAS, Biological Sciences**

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### **Louise Anderson, LAS Biological Sciences**

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### **Jennifer Ashton, LAS, English**

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Prof. Ashton's research interests include; twentieth century American poetry and literary theory, legacies of the New Criticism in post structuralism, post historicism, as well as, literary applications of psychology and cognitive theory.

### **Clara Awe, PHARM, Office of the Dean, Pharmacy Administration**

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AUTOBIOGRAPHY: For the past 10 years, I have been the faculty advisor to the Pre-Pharmacy Club whose membership includes students from the Honors College. My research interests are in educational policy analysis, curriculum and pedagogical theory and research, faculty socialization in research universities, and the relationship between educational policy, practice, and implementation.

### **William Ayers, EDUC, Curriculum & Instruction**

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### **Isaac Balbus, LAS, Political Science**

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### **Fabricio Balcazar, LAS, Psychology/ Disability & Human Development**

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Autobiography: I have a joint appointment in the departments of Psychology and Disability and Human Development. I conduct research with marginalized populations (low income minorities) with emphasis on youth and young adults. I have research opportunities for students interested in working in rehabilitation, the Chicago public schools (high school), and city colleges of Chicago (Transit Project). I am interested in the prevention of dropout, transition from school to work, and the development of advocacy among parents.

### **Mary Lou Bareither, AHA, Movement Sciences**

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AUTOBIOGRAPHY: My research interests are in the study of the role of exercise and dynamic loading in maintaining bone health and preventing fracture. I am also involved in the evaluation and improvement of the pedagogical process used in undergraduate science education.

**Kevin G. Barnhurst, LAS, Communication**

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AUTOBIOGRAPHY: I taught English, Journalism, and Art at Keene State College in New Hampshire from 1982 - 85, where I was awarded a National Teaching Award in 1985. I joined the faculty of UIUC in 1986 and taught in the College of Communications until 1991. I won a Fulbright professorship to Peru in 1989. I spent the next academic year as a visiting scholar in the Media Studies Center at Columbia University in New York, completing work on Seeing the Newspaper, named a best book of the year by In These Times Magazine. I then went to Syracuse University, where I taught courses in visual culture and media criticism for the next three years. In 1996 I was assigned to the Syracuse Madrid Center in Spain and spent a semester comparing how Spanish and U.S. young adults relate (or not) to news. I joined the UIC faculty in 1998 as an associate professor and teach media studies theory and research methods. In spring 2000 and 2001 I was a faculty scholar at the Great Cities Institute, and my book, The Form of News, with John Nerone was published. It received a Covert Award for media history, and was issued in paperback a year later. I spent fall 2001 on a Shorenstein fellowship at Harvard University, where I studied news on the Internet and began work on my next book, which looks at the decline in fact and rise of opinion in the new journalist-centered news.

**Richard Barrett, LAS, Sociology**

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AUTOBIOGRAPHY: My research centers on the sociology, demography and epidemiology of Chinese and American societies. With regard to China, I've been particularly interested in economic development, seasonality of vital processes, how Chinese marriage markets function, and a number of similarly obscure topics. My interests in U.S. society are primarily in the areas of how to use census data and racial differences in mortality and health status. More globally, I'm watching the spread of hepatitis B (only 450 million disease carriers in the world at present) and trying to discover what might be done about it.

**Gilbert Bassett, Jr., CBA, Economics**

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AUTOBIOGRAPHY: I am head of the Finance Department. My general research interests are in Finance and Statistics. More specific research is indicated on my web-page: [www.uic.edu/~gib](http://www.uic.edu/~gib). I have taught the honors seminar "Knowledge and Paradox" each year since 1986.

**Hormoz Bassirad, LAS, Biological Sciences**

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**Barbara Berger, NURS, Biobehavioral Health Science**

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AUTOBIOGRAPHY: I am currently finalizing manuscripts from my dissertation work, development of an instrument to measure stigma as perceived by people with HIV. I have presented on this topic to local, regional, and national forums, and plan further research into the experience of stigma for people with health-related conditions. I am also very committed to evidence-based practice in health care. In addition, I am pursuing a new line of research involving temperature modulation to improve sleep.

**Siddhartha Bhattacharyya, CBA, Information & Decision Sciences**

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**Sylvie Blond, PHARM, Pharmaceutical Biotechnology**

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AUTOBIOGRAPHY: My research involves the Function of molecular chaperones in assisted protein folding and secretion. Polypeptide chains reach their stable conformation in a process called protein folding. Proteins can be destabilized and inactivated by several mechanisms including mutation, attack by a chemically reactive metabolite or free radicals, or a change in redox potential. Damaged and oxidized proteins are targeted to the ubiquitin/proteasome degradation machinery. Alterations in these processes are believed to account for some of the symptoms observed in neurodegenerative diseases, in several types of cancers, as well as in age-related disorders. In the cell, a cohort of molecular chaperones assist protein folding, maturation, secretion and degradation. Our goals are to characterize a group of molecular chaperones resident of the endoplasmic reticulum that assist in the folding of secreted and membrane proteins in normal and stress conditions. The biotechnological applications of our research interests are directly related to the production of recombinant protein therapeutics.

**Oleg Bondarenko, CBA, Finance**

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AUTOBIOGRAPHY: My general research area is Quantitative Finance. Recent projects include option pricing, financial econometrics, market microstructure, rationality of financial markets, and performance of hedge funds. I teach FIN 310 "Investments," which is one of the core courses for Finance majors. I have served on the College of Business Administration Student Relations Committee.

**Gloria Bonner, NURS, , Biobehavioral Health Science**

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**Bette Bottoms, LAS, Psychology, Dean, Honors College**

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AUTOBIOGRAPHY: The issues I study lie at the interface of psychology and law. Much of the motivation for my research stems from my concern for justice and the welfare of children, yet my research is driven by a desire to test basic psychological theories. I have developed three related lines of research. In the first, I study how children's memory and suggestibility are affected by social and emotional factors (e.g., stress, motivation to conceal information, prior victimization). In my second line of research, I have investigated case, victim, defendant, and juror characteristics that influence jurors' decisions in child sexual assault cases. In my third line of research, I investigate interesting psychological issues that arise when reports of past child abuse come not from children, but from adults.

**Linda Bracamontes-Roger, AA, Graphic Design**

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AUTOBIOGRAPHY: Some of the projects my students have been involved in have been in the interactive realm. The American Institute of Graphic Arts helps provide some of these opportunities. Most of the work involves real clients with specific communication needs. My specific teaching interests include communication in new media, the structures behind them and typography.

**Tess Briones, NURS, Biobehavioral Health Science**

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**David Brown, A&A, Architecture**

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BIOGRAPHY: David Brown, an associate professor of architecture at University of Illinois at Chicago is currently investigating, in design research and teaching, ways in which the concerns of existing organizations overseeing various scales of metropolitan development can provide parameters for modes of urban design and planning that can negotiate an area's transformation in time.

**Joel Brown, LAS, Biological Sciences**

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**Howard Buhse, LAS, Biological Sciences**

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AUTOBIOGRAPHY: My main research interest is in morphology, morphogenetic development, and molecular biology of ciliated protozoa. I teach developmental biology and the Introductory Cell and Organismic Biology course I am the faculty sponsor of the Biology Honors Society, Tri Beta. I am married and have three children.

**Sandra Burke, NURS, Medical-Surgical Nursing**

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AUTOBIOGRAPHY: I developed and maintained a nursing elective for undergraduates who wished to become more proficient with diabetes management. I have also worked with students in independent study environments, one of whom earned the Dean's award for her case study on working with AIDS patients. Pathophysiology and applied pharmacology, as well as nursing care of chronically ill patients are my particular areas of interest.

**Philip C. Burton, A&A, Art and Design**

106 JH, 996 3337, Cert., Kinstgewerbeschule, Basel, Switzerland, BFA Philadelphia College of Art

AUTOBIOGRAPHY: I came to UIC in September 1989 after having been on the faculty of the graphic design graduate program in the School of Art at Yale University for nine years. I also taught undergraduate courses in Yale College. Graphic design programs usually require faculty to teach a variety of courses; mine include letterpress and electronic typography, color, drawing, manual and experimental publication layout strategies. I am especially interested in

developing computer assisted design curricula that require a solid foundation of basic design principles.

**Bradley Cannon, PHARM, Pharmacy Practice**

164 PHARM, 996-0882, bcannon@uic.edu, PharmD University of Illinois at Chicago

AUTOBIOGRAPHY: Teach once; learn twice. It is one of the most important conclusions I have come to in my time at the College of Pharmacy. After graduating from UIC in 1994, I completed a pharmacy practice residency and began my career in the clinical arena (as a clinical pharmacist with the Department of Vascular Surgery). Currently, I am a Coordinator of Academic Programs, and develop clerkship opportunities with area hospitals. Additionally, I am involved with the didactic portion of our curriculum, and coordinate a performance-based core course. My interest in teaching has led me to work on opportunities to involve fourth-year pharmacy students in teaching, which I have found extremely rewarding. In my spare time (of which there is little), I enjoy cooking, scuba diving, hiking, and various sports.

**Linda Cassata, NURS, Maternal-Child Nursing**

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AUTOBIOGRAPHY: I have 30 years of teaching experience, most of which has been in baccalaureate and graduate education. I have devised many experiences for honor students throughout my career that has been the objective of enhancing their knowledge and skills. I enjoy mentoring students and guiding them as they begin their professional careers. I am committed to using evidence and research to guide their clinical knowledge. I am particularly interesting in building cultural competence as the population that we serve becomes increasingly diverse. My specific interests lie in women's health, particularly childbearing families. Much of my dissertation work and research thereafter has focused on adolescent childbearing.

**Daniel Cervone, LAS, Psychology**

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Professor Cervone's research interests include social cognition and personality; perceived self-efficacy: goal setting and self-regulation; affect and cognition.

**Peter Chalos, CBA, Accounting**

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AUTOBIOGRAPHY: I do research in all areas of managerial accounting. I am the past director of graduate studies in accounting and I currently teach graduate and undergraduate managerial accounting. I also consult with many Fortune 500 firms based in Chicago, and I spent a year in Hong Kong at the City University of Hong Kong.

**Donald A. Chambers, COM, Biochemistry and Molecular Biology, COD, Center for Molecular Biology of Oral Diseases**

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BIOGRAPHY: Donald A. Chambers is Professor and Head of the Department of Biochemistry at the University of Illinois College of Medicine and also Director of UIC's Center for Molecular Biology of Oral Diseases. His research focuses on molecular medicine, in particular the nature of interactions between the nervous system and the immune system, and the mechanisms involved in wound healing and tissue homeostasis. He directs an active research program which usually includes faculty, graduate students, professional students, Honors College students and post-doctoral fellows. As Honorary Visiting Fellow at Green College, University of England, and Senior Research Associate of the Wellcome Unit of the History of Medicine at Oxford, he founded and oversees the UIC-Oxford cooperative exchange program. At UIC, Dr. Chambers has been a very active participant in the Honors College as a Fellow, a member of the Honors College Advisory Council, a member of the College of Medicine GPPA Think Tank, chair of the College of Medicine GPPA Curriculum Committee, and he teaches in the GPPA-COM seminar series. In addition, Dr. Chambers has served on governmental advisory committees for the NIH as well as other professional organizations.

**Hui-Ching Chang, LAS, Communication**

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BIOGRAPHY: Dr. Chang's areas of interest include interpersonal and intercultural communication, communication theory.

**Robert Chirinko, CBA, Finance**

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Robert S. Chirinko received his Ph.D. from Northwestern University in 1982. His research examines business behavior with a focus on financial markets, capital formation, corporate governance and finance, and tax policy. Many of his research projects rely on non-US data, most have policy implications, and all have a substantial empirical component. He has held faculty positions at Cornell University (1982-1985) and the University of Chicago (1985-1992) and visiting positions at Stanford University (1984-1985), the University of Munich (1992), the Federal Reserve Bank of Kansas City (1992-1993), and the University of Illinois at Urbana/Champaign (1993-1994). Prior to coming to the University of Illinois at Chicago, he was on the faculty of Emory University from 1994-2007, where he was the Winship Distinguished Research Professor in the Social Sciences. He is currently a professor in the Finance Department at the University of

Illinois at Chicago and a research fellow at the Center For Economic Studies (Munich). His work has been supported by the National Science Foundation, the Canadian Department of Finance, the Canadian Embassy, Industry Canada, the Prudential Foundation, the Federal Home Loan Bank Board, the German Bundesbank, the Dutch National Bank, the Kauffman Foundation/Georgia Research Alliance, and the Federal Reserve Bank of San Francisco. He has received the Outstanding Doctoral Dissertation Award (shared with L. Summers) from the National Tax Association, the James L. Barr Memorial Award in Public Economics, and the Vernon Award from the Association for Public Policy Analysis and Management. During Fall 2006, he was a Houblon-Norman/George Senior Fellow at the Bank of England.

**Wonhwa Cho, LAS, Chemistry**

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BIOGRAPHY: Dr. Cho's areas of interest include: Chemical biology/Biochemistry/Biophysical chemistry

**Barbara Coats, JACSW, Social Work**

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AUTOBIOGRAPHY: After completing my undergraduate degree, I joined the Peace Corps (1965-1967) and worked in the first community development project in Sierra Leone, West Africa. My interest has always been in community-based work with a particular focus on community mental health and healthcare. My areas of interest include teaching social work practice courses, working with community-based agencies, and training and educating social work students to work in urban environments.

**Rhonna Cohen, Dentistry**

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AUTOBIOGRAPHY: As a scientist and teacher who has a clinical degree in dentistry and a PhD in experimental pathology, I am particularly interested in understanding how normal regulation of homeostasis is altered in disease. My research focuses on the relationships and interactions of the immune system with the skin (e.g., wound healing) and of the immune system with the nervous system (e.g., stress-induced depression of immunity including anti-tumor immunity). I enjoy interacting with students. I teach cell biology in the context of human pathophysiology and have designed and teach a course for dental undergraduates that introduces them to the process of research and gives them some 'hands-on' experience with research design. In the lab, I've directly mentored or informally mentored students who are doing or considering research careers.

**Daniel Corcos, AHS, Movement Sciences**

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AUTOBIOGRAPHY: I study the neural control of human movement in health and disease using surface electromyography, function Magnetic Resonance Imaging, and deep brain stimulation.

**Colleen Corte, NURS, Health Systems Science**

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Dr. Corte received her bachelor's degree in nursing in 1980. She worked as a staff nurse on a medical cardiology unit of a tertiary care hospital for several years. In 1985, she completed her MS in nursing. She taught undergraduate nursing students both in the classroom and in the clinical area for several years. Dr. Corte received her PhD in Nursing from the University of Michigan in 2002. From 2002-2004, she was a postdoctoral fellow at the Addiction Research Center in the Department of Psychiatry at the University of Michigan. Dr. Corte is now a nurse researcher with expertise in adolescent risk behavior. Her current research is focused on cognitive vulnerabilities for early alcohol use in preadolescent urban youth. More specifically, she is interested in disturbances in the content and organization of self-cognitions and their role in the early initiation of alcohol use and the progression to alcohol problems. She teaches a course in research design for nursing doctoral students and a course in research methods for masters' students. She has a passion for integrating research and clinical practice, and for introducing undergraduate students to research.

**Stephanie Crawford, PHARM, Pharmacy Administration**

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AUTOBIOGRAPHY: Dr. Crawford is Associate Professor in the Department of Pharmacy Administration. From 1988-1992, she was Director of Scientific Affairs for the American Society of Health-System Pharmacists. Her primary research interests focus on health services research and pharmacy systems evaluation (e.g., scope of pharmacy practice, technological applications, medication errors, health policy). She has a strong background in pharmacy practice and statistical methods. She teaches core courses on roles of pharmacists and other healthcare professionals, the healthcare system, statistics, and research methods for Pharm.D. and graduate students at the College of Pharmacy. Dr. Crawford is very civic minded, and is a member of numerous professional and scientific organizations.

**Connie Dallas, NURS, Public Health, Mental Health & Administrative Nursing**

952 NURS, 413-7859, dallascm@uic.edu

BIOGRAPHY: Dr. Dallas' program of research focuses on the systematic investigation of social roles that have been typically excluded from studies of family life in American society, particularly African American adolescent fathers. Studying fatherhood that occurs during adolescence provides a unique window to examine multigenerational transitions across the life course, such as developmental transitions for the baby and young father, role transitions for the young father and his family, and selected parenting processes, particularly the socialization of the young father, acquisition of adequate resources, and parental monitoring of their children's behavior.

**Jonathan Daly, LAS, History**

1024 UH, 413-9360, daly@uic.edu, PhD Harvard University

AUTOBIOGRAPHY: Born near New York City, I grew up in South Bend, Indiana. After high school, I traveled in Europe and Latin America, learning French and Spanish. I studied philosophy at the Universite de Montreal, where I met my wife. After a brief interest in Soviet politics and foreign policy, I discovered and fell in love with history. To me there is really nothing like trying to figure out, say, how the government of the tsars collapsed or why the Russian masses followed Lenin in 1917. Only documents of various kinds remain, and getting them to "talk" all while striving to interpret properly what they "say" is the tricky, fascinating work of the historian. In my major research, I have attempted to understand the secret police's role in the maintenance, and eventual collapse, of the late Imperial Russian regime. To carry out that work, I spent over a year piecing together evidence from archival documents in Russia. In addition to history, I am fascinated by foreign cultures in general and the contemporary Russian culture in particular. I am also a fan of early and classical music, love to read novels, walk and ride my bike as often as possible, and spend lots of time at the park with my little daughters.

**Barbara Dancy, NURS, Public Health, Mental Health, and Administrative Nursing**

608 NURS, 996-9168, bdancy@uic.edu, PhD St. Louis University

AUTOBIOGRAPHY: As an associate professor at the University of Illinois at Chicago, I have taught both graduate and undergraduate students in the class and clinical settings. Before employment at UIC, I worked as a clinical psychologist at Malcolm Bliss Mental Health Center in St. Louis where I had full clinical responsibility for inpatients and outpatients. My responsibility also included the clinical supervision of psychiatry residents and psychology interns. As a faculty at St. Louis University, I also supervised graduate and undergraduate nursing students and served as Coordinator of the Graduate Major in Psychiatric Mental Health Nursing. I have published in the area of AIDS, homelessness, and mental disorders, and have functioned as principal investigator and co-investigator on several research projects. My awards include Phi Kappa Phi Honor Society (1997), Graduate Award for Faculty Excellence (1995), King/Chavez/Parks Visiting Scholar (1990), Golden Apple Award (1989), and Sigma Theta Gau (1982).

**Somnath Das, CBA - Accounting**

2313 UH, 996-4482, sdas@uic.edu, PhD Carnegie Mellon University

BIOGRAPHY: Teaching and research interests: Introductory & Intermediate Financial Accounting; Managerial Accounting; Financial Statement Analysis

**Molly Doane, LAS, Anthropology**

3148C BSB, 413-0653, mdoane@uic.edu, PhD CUNY

Areas of study include: Sociocultural Anthropology, Latin America, Mexico, United States, Environment, Social Movements, Globalization, Political Economy, Consumption, Commodity Chains, Organic Agriculture, Cooperatives.

**Tom Driver, LAS, Chemistry**

3220 SEL, 996-0431, tgd@uic.edu, PhD University of California at Irvine

AUTOBIOGRAPHY: My research group is focused on the rational development of new methods that selectively transform simple molecules into functionalized complex molecules. We are interested in (1) exploring the chemistry of 3-membered strained rings, azirines, and (2) exploring asymmetric gold-catalyzed aerobic oxidations. Our goal is to design methods based on an understanding of the underlying mechanisms involved.

**Ronald Dubreuil, LAS, Biological Sciences**

4085 SEL, 413-7831, ron@uic.edu, PhD, University of Illinois at Chicago

BIOGRAPHY: Dr. Dubreuil's research interests include: Origins of cell polarity in development; Role of the cytoskeleton in plasma membrane polarity and transport

**Sarah Dunn, A & A, Architecture**

3100 A&A, 996-3335, sedunn@uic.edu, MArch

**Shantanu Dutt, ENGR, Electrical Engineering & Computer Science**

930 SEO, 355-1314, [dutt@uic.edu](mailto:dutt@uic.edu), PhD University of Michigan

AUTOBIOGRAPHY: My teaching interests include computer organization & design, computer architecture, digital design, VLSI design, VLSI CAD algorithms, parallel processing, and fault-tolerant computing.

**David Eddington, ENGR, Bioengineering**

218 SEO, 355-3278, [dte@uic.edu](mailto:dte@uic.edu), PhD University of Wisconsin, Madison

**Christopher Fall, ENGR, Bioengineering**

355-4972, [fall@uic.edu](mailto:fall@uic.edu), PhD University of Virginia

I completed my Ph.D. in Neuroscience at the University of Virginia, and then went on to fellowships at the University of California, Davis and New York University before starting a laboratory at UIC in 2005. Broadly, my interests are computational and experimental cell and systems neurobiology. My current focus is the effects of neuromodulators on activity patterns in the cortical microcircuit. I am trying to understand how groups of neurons in the brain might malfunction in diseases such as schizophrenia. A second but related line of research is exploring how cellular second messenger systems operate. I also try to understand how neurons might die in neurodegenerative disease. A common theme throughout these projects is the use of imaging, electrophysiology, and computational modeling as tools.

**Steven Fanning, LAS, History**

1004 UH, 996-3143, [sfanning@uic.edu](mailto:sfanning@uic.edu), PhD University of Minnesota

AUTOBIOGRAPHY: I was raised in small towns in west Texas, something like those shown in the movies "Hud" and "The Last Picture Show," in a family devoted to its fundamentalist Christianity, which is probably as good a preparation as any to become an historian of the Middle Ages. I have always been fascinated by the medieval period, especially the early Middle Ages when Roman civilization slowly evolved into the amazingly complex culture of the new Germanic states that came into being. I really enjoy barbarians. My other enduring interest is religion and the various ways that humans express it. I am especially attracted to mysticism (a term that is very badly understood in general) and its distinctive view of the very meaning of religion. The course I teach on medieval mysticism is my own favorite, especially because of my students' reactions to the subject.

**Giamila Fantuzzi, AHS, Kinesiology and Human Nutrition**

506A AHS, 413-5398, [giamila@uic.edu](mailto:giamila@uic.edu), PhD Università degli Studi di Milano

Research interests include: Adipokines, cytokines, obesity and inflammation; autoimmune diseases.

**Norman Farnsworth, PHARM, Pharmaceutical Sciences**

325 PHARM, 996-7253, [Norman@uic.edu](mailto:Norman@uic.edu), PhD, University of Pittsburgh

**Melissa Faulkner, NURS, , Biobehavioral Health Science**

860 NURS, 996-2193, [melissaf@uic.edu](mailto:melissaf@uic.edu), DSN, University of Alabama at Birmingham

AUTOBIOGRAPHY: I have developed a funded program of research that addresses both biological and behavioral risk factors for the development of early cardiovascular disease in youth with diabetes. I have served in leadership roles in the areas of maternal and child health for the past 27 years, including Chief of Nursing at the Boling Center for Developmental Disabilities while on faculty at the University of Tennessee Health Services Center, Memphis. I have taught undergraduate nursing students in both generic and accelerated BSN programs. Teaching experiences include both direct clinical supervision and classroom instruction.

**David Featherstone, LAS, Biological Sciences**

4311 SEL, 413-2516, [def@uic.edu](mailto:def@uic.edu), PhD, Utah State University

AUTOBIOGRAPHY: Work in my laboratory is directed at discovering new genes required for brain development. To meet this goal, we use a combination of genetics (to generate and isolate new Drosophila mutants), electrophysiology (to see how well the nervous system is working), and microscopy (to see where specific proteins are). Read more (much more!) here: <http://tigger.uic.edu/~def/>

**Ann Feldman, LAS, English**

2001 UH, 413-2249, [Feldman@uic.edu](mailto:Feldman@uic.edu), PhD, State University of New York at Buffalo

BIOGRAPHY: Prof. Feldman serves as Director of the First-Year Writing program and the Chicago Civic Leadership Certificate Program. Her scholarly interests include: writing in the disciplines, genre theory, service learning, higher education, and social theories of writing.

**Lorna Finnegan, NURS, Public Health, Mental Health & Administrative Nursing**

1046 NURS, 996-1668, lornaf@uic.edu, PhD University of Illinois at Chicago

AUTOBIOGRAPHY: The goal of my program of research is to develop and test tailored, computerized health promotion interventions focused on lifestyle behaviors in young adult survivors of childhood cancer. I am currently funded for two pilot studies that will lay the groundwork for one important lifestyle behavior: physical activity. More than 270,000 Americans are childhood cancer survivors, two thirds of whom will experience late effects of their cancer treatments. Some late effects could be ameliorated by increased physical activity. I am an expert teacher, who has worked for many years to develop multiple, diverse teaching strategies. I am proficient in using case-based learning and multiple technology-enhanced teaching strategies. I tailor teaching strategies to match students' learning needs. I am interested in helping students develop a passion for pursuing scholarly projects.

**Marquis D. Foreman, Nursing, Biobehavioral Health Science**

738 NURS, 996-8443, mdforemn@uic.edu, PhD University of Illinois at Chicago

AUTOBIOGRAPHY: I have been at UIC since 1983, joining the faculty in the College of Nursing in 1989. My program of research stems from my experience as an advanced practice nurse and has as its goal the improvement of the health care of older adults. My teaching, both at the undergraduate and graduate levels, focuses on the practical application of theoretical and research-based knowledge for making these improvements in the delivery of health care of older individuals.

**Richard Fried, LAS, History**

913 UH, 996-3719, rmfried@uic.edu, PhD Columbia University

BIOGRAPHY: Professor Fried's area of expertise is recent U.S. history.

**Lisa Frohmann, LAS, Criminal Justice**

4060A BSB, 413-2477, lfrohman@uic.edu, PhD University of California at Los Angeles

AUTOBIOGRAPHY: Teaching is an interactive, participatory process that challenges us to question how the social world is constructed. I am interested in constructing learning situations through which students can challenge their "realities" and share those experiences through writing, oral presentations, or other mediums, such as performance or video. My personal preference is to have students located in a field setting that provides an opportunity to examine the relationships between theory and practice, institutions and individuals, and ideology and consciousness. It is my hope that students will develop a critical consciousness that they will incorporate into their everyday lives.

**Leslie Fung, LAS, Chemistry**

4444 SES, 996-0431, lfung@uic.edu, PhD Massachusetts Institute of Technology

Website: <http://www.chem.uic.edu/fung/>

In my lab, we study a family of proteins - the spectrin isoforms. Spectrin, a major protein in the membrane skeleton or cytoskeleton, is believed to have evolved early in the development of metazoans, following divergence of fungi, plants and vertebrates, with each isoform representing a candidate for roles in specialized activities of multicellular animals.

**Robert Gaensslen, PHARM, Biopharmaceutical Sciences**

452 PHARM, 996-2250, reg@uic.edu, PhD Cornell University

Professor Gaensslen's research interests include forensic biology/DNA profiling; methods for developing latent fingerprints; public policy issues around DNA databanking; drug-facilitated sexual assault epidemiology; date-rape drug detection and quantitation; analytical lab support to regulate doping in the horse racing industry in Illinois. He also teaches and coordinates the core program in the M.S. forensic science program.

**Matthew Gaynor, A & A, Art and Design**

106 JH, 996-5699, gaynormw@uic.edu, MFS, Yale University

**Richard Gemeinhart, PHARM, Biopharmaceutical Sciences**

357 PHARM, 996-2253, rag@uic.edu, PhD Purdue University

AUTOBIOGRAPHY: My teaching and research interests are in the area of drug delivery and biomaterials design. My group uses polymer chemistry to design materials that will target drug delivery and allow selective tissue regeneration. My teaching is directly related to these areas and I have taught in the College of Pharmacy and College of Engineering in these areas.

**James Gillespie, CBA, Managerial Studies**

2211 UH, 996-3679, jgillesp@uic.edu, JD Harvard University

Areas of interest include Corporate Law and Strategic Management.



**Miguel Gonzalez-Meier, LAS, Biological Sciences**

3223 SES, 355-3928, mmeier@uic.edu, PhD Universidad de Barcelona, Spain

AUTOBIOGRAPHY: My research interest areas are in physiological and ecosystem ecology, global change and stable isotope ecology. My laboratory focuses on the study of plant and ecosystem functioning in different global change scenarios and in ecosystem feedbacks on biosphere-atmosphere interactions. My specific interests are: 1) role of plant and ecosystem respiration in the global carbon cycle; 2) effects of environmental change on plant and ecosystem respiration; 3) understanding the mechanisms of physiological acclimation and adaptation of plants to the environment; 4) use of stable isotopes for understanding physiological and ecosystem processes. My research is an interdisciplinary effort aim to scale up mechanisms of environmental acclimation and adaptation of plants to ecosystem process and function. Mechanistic understanding is crucial when predicting the effects and roles of terrestrial ecosystems to global environmental change scenarios.

Some of the research sites include restoration prairies in the Chicago area to understand the potential of ecosystems to mitigate environmental change; crop fields in Illinois to understand the effects of elevated CO<sub>2</sub> and ozone on plant productivity; and coniferous forests in North Carolina to understand the effects of elevated CO<sub>2</sub> on forested ecosystems.

**Geraldine Gorman, NURS, Public Health, Mental Health & Administrative Nursing**

1010 NURS, 413-9013, ggorman@uic.edu, PhD, Loyola University Chicago

AUTOBIOGRAPHY: This is my fourth year at UIC and I have taught the introductory Concepts course in the undergraduate program. I also supervised undergraduates during the Community Health rotation, as well as lectured in the didactic portion of the course. In addition, I organized and maintain an elective writing group for undergraduates interested in pursuing reflective narrative. Before coming to UIC, I taught for one year at Western Michigan in their undergraduate nursing program. While in graduate school at Loyola University, I taught the foundational concepts course for the new students as well as the leadership seminar for the graduating seniors. Many years ago, in a different life, I taught English composition and the writing of a research paper in Loyola's English department.

**Doris Graber, LAS, Political Science**

1110 BSB, 996 3108, dgraber@uic.edu, PhD Columbia University

BIOGRAPHY: Doris Graber teaches courses dealing with various aspects of American politics. This includes an overview of politics at the national level, examination of American foreign policy, the study of public opinion and other aspects of political behavior and intensive analysis of the impact of the mass media on American politics. Her research has been published in books as well as journals. She is the author of 10 books; the latest one is called *Processing The News: How People Tame the Information Tide*, published in 1984. She has contributed chapters to 12 books and has authored well over a hundred articles and book reviews. She has been active in several professional associations, serving as council member, vice president, president, and program chairperson. She was the 1984 Program chairperson for the annual convention of the American Political Science Association. In her spare time, which is never enough, she likes to ski and ice skate in the winter, and water ski, swim, and scuba dive in the summer. She also enjoys gardening, photography, and has a private pilot's license.

**Mark Grabiner, AHS, Movement Sciences**

690 CME, 996-2757, grabiner@uic.edu, PhD, University of Illinois at Urbana

BIOGRAPHY: Professor Grabiner joined UIC in 2001 and teaches both undergraduate and graduate students. His ongoing research includes biomechanical analysis of fall initiation, and the descent and impact phases of multidirectional falls.

**Anna Guevarra, LAS, Sociology**

4125 BSB, 996-5904, guevarra@uic.edu, PhD University of California, Irvine

I was born in the Philippines and raised in the U.S. and therefore consider myself part of the "1.5" generation. I grew up in the West Coast-California and have lived in the San Fernando Valley, San Francisco, Irvine and Los Angeles. Prior to UIC, I was a faculty member at Arizona State University in Phoenix. I was a Fulbright Scholar in the Philippines from 2001-2002. I am a product of public education and a believer of what it offers.

**Eileen Hacker, NURS, , Biobehavioral Health Science**

720 NURS, 996-7924, ehacker@uic.edu, University of Illinois at Chicago

AUTOBIOGRAPHY: I joined the College of Nursing faculty in August 2001. My area of expertise is oncology nursing, specifically quality of life and symptom management in cancer patients receiving intensive therapies. This expertise is reflected in my research, teaching, and service responsibilities.

**Ziaul Hasan, AHS, Movement Sciences**

447 AHSB, 996-1504, zhasan@uic.edu, PhD, Massachusetts Institute of Technology

BIOGRAPHY: Prof. Hasan's teaching interests are in biomechanics and the neural control of movement.

**John Hetling, ENGR, Bioengineering**

232 SEO, 413-8721, jhetli1@uic.edu, PhD University of Illinois at Chicago

BIOGRAPHY: Research interests include electrophysiology of vision and retinal prosthetics.

**Samad Hedayat, LAS, MSCS**

525 SEO, 996-4831, hedayat@uic.edu, PhD Cornell University

AUTOBIOGRAPHY: I am a statistician in heart and mind. Mother Nature has been kind to statisticians since she has left lots of uncertainties in scientific studies. We try to identify them, measure them, and minimize them in the subsequent studies. So, no good scientist can bypass us if she wants to draw meaningful conclusions from her studies. Surely, the world would be a boring place to live in if everything was deterministic. Among other things, I do a lot of research in the area of design and the analysis of scientific studies. I have concentrated mostly in biological, medical, and environmental fields. I have written books and published n (> my age) research articles. My research for the past 30 years has always been sponsored by grants and contracts. I am on the editorial boards of several international statistical journals. For my contribution to research I have been elected as a Fellow of the American Statistical Association, the Institute of Mathematical Statistics, and an elected member of the International Statistical Institute. I was elected as a UIC Senior Scholar in 1991, and I was an invited visiting scientist at the Center for Drug Evaluation and Research of FDA during 1989-90. I have directed 20 PhD theses. But I love to work with young and smart and a little bit crazy undergraduate students.

**Hannah Higgins, AA, Art History**

305 HH, 413-2089, Higgins@uic.edu, PhD University of Chicago

Professor Higgins' areas of interest include art since 1945 and the Avant Garde.

**Pamela Hill, NURS, Maternal-Child Nursing**

Quad City (Moline), 309-757-9467, phill@uic.edu, PhD University of Iowa

AUTOBIOGRAPHY: I have taught a variety of courses in the RN/BSN completion program, including Health Assessment, Research and Statistics, Seminar in Research, and Leadership in Nursing. At the graduate level, I have taught Nursing Research, Advanced Health Assessment, Intermediate Statistics and two on-line courses entitled Issues of Advanced Practice in Nursing, and Infant Feeding: Historical, Societal, & Health Policy Issues.

**Yee-Kin Ho, MED, Biochemistry and Molecular Genetics**

313 CMW, 996-7676, ykho@uic.edu, PhD State University of New York

AUTOBIOGRAPHY: I am an immigrant from Hong Kong. I was trained as a biologist and biochemist. I have served as UIC faculty for twenty-three years. I have extensive research and teaching experience in training graduate students and medical students. I have maintained a highly productive laboratory with NIH funding for over 20 years. For the past five years, I have implemented five new curricula for the Graduate College GEMS program, the Department of Biochemistry and Molecular Genetics and the College of Medicine M-1 Curriculum. All courses are running currently. I also serve as Faculty advisor for the "Bridge to Doctoral" program at UIC. I have received four teaching awards including "Faculty of the Year from SNMA and the Golden Apple Award from the College of Medicine. Recently, I have reactivated my research program and currently publishing one paper per year in the areas of bioinformatics and visual biochemistry.

**Janean Holden, NURS, , Biobehavioral Health Science**

232 NURS, 996-7907, jeholden@uic.edu, PhD, University of Michigan

AUTOBIOGRAPHY: I have brought interested undergraduate students into my lab so that they can learn basic techniques in lab science, and so that they can get a working knowledge of how basic science fits into a clinical discipline like nursing. I have done this with about ten nursing students and one student in the biological sciences. I have done independent studies with a number of undergraduate students with the goal of helping them focus on the importance of neurophysiology and animal research in the study of human pain processing.

**Henry Howe, LAS, Biological Sciences**

3460 SES, 996-0666, hfhowe@uic.edu, PhD, University of Michigan

AUTOBIOGRAPHY: I am a population and community ecologist, with research programs active in desert and tropical ecology, and in experimental restoration of tallgrass prairie species.

Xiaoqing Hu, CBA, Finance

2422 UH, 355-4274, PhD Northwestern University

BIOGRAPHY: Interests include portfolio theory and real estate finance. Research specialties: are asset pricing, portfolio

theory, real estate finance, mutual fund research, savings and asset allocations, homeownership, real estate finance

**John Huntington, LAS, English**

2013 UH, 413-2247, huntingj@uic.edu, PhD University of California, Berkeley

AUTOBIOGRAPHY: My interests include cultural Studies, Renaissance poetry, H. G. Wells, and science fiction. I teach beginning and advanced courses on popular genres and cultural studies. I also teach intermediate, advanced, and graduate courses on Shakespeare and Renaissance literature, and advanced courses on the sociology of culture. *AMBITION, RANK, AND POETRY IN 1590S ENGLAND*, a book on the social dynamics of English poetry in the late Elizabethan period, was published in 2001. I am working on a series of essays, perhaps ending up as a book, on H. G. Wells's style and the way it reflects and manages the anxiety caused by his literary success and his swift social rise.

**John Ireland, LAS, Spanish, French, Italian, and Portuguese**

1611 UH, 996-4974, jireland@uic.edu, PhD, New York University

BIOGRAPHY: Professor Ireland's interests include Twentieth-century theater and prose, avant-garde theory and practice, theater and theatricality, Sartre and existentialism, French Canadian literature, film, critical theory.

**Randal Jaffe, COM, Physiology & Biophysics**

268 CME, 996-4933, rcjaffe@uic.edu, PhD, University of California at Davis

**Demetra John, AHS, Physical Therapy**

455 AHSB, 996-1505, demetra@uic.edu, MS, Northwestern University

AUTOBIOGRAPHY: I have been a pre-PT and GPPA advisor for 10 years. My teaching interests are specific to physical therapy: functional anatomy, psychosocial issues and health, health promotion, and disability.

**Eunice John, COM, Pediatrics**

1345 CSB, 996-9291, ejohn@uic.edu

**Andrew Johnson, ENGR, Computer Science**

2032 ERF, 996-3002, aej@evl.uic.edu, PhD Wayne State University

AUTOBIOGRAPHY: My current research focuses on collaborative virtual reality environments and in particular, their application in conceptual learning. I typically teach the computer graphics courses (including virtual reality and computer animation) and the human-computer interaction courses within the computer science department.

**Nicole Jordan, LAS, History**

1005 UH, 996-6377, njordan@uic.edu, PhD London School of Economics

BIOGRAPHY: Professor Jordan's area of specialization is modern Europe, European Diplomacy.

**Laura Junker, LAS, Anthropology, Associate Dean, Honors College**

2138B BSB, 996-3116, ljunker@uic.edu, PhD University of Michigan

BIOGRAPHY: Professor Junker serves as the Director of Graduate Studies and Professor of Archeology in the department of Anthropology. Her areas of interest include archaeology and ethnohistory, complex societies, maritime trade, ceramic Production; Southeast Asia. More recently, Professor Junker was appointed Associate Dean for Academic Affairs in the Honors College.

**Jon Kassel, LAS, Psychology**

1018C BSB, 413-9162, jkassel@uic.edu, PhD, University of Pittsburgh

BIOGRAPHY: Professor Kassel's research interest include the effects of drugs on emotion and attention, individual difference in drug dependence, cognitive models of depression, anxiety and drug abuse, and ecological momentary assessment.

**Richard Kassner, LAS, Chemistry**

4236 SES, 996-5202, rkassner@uic.edu, PhD Yale University

AUTOBIOGRAPHY: I was born and raised in the Chicago area. After graduate school, I did postdoctoral work at the University of California, San Diego. I joined the University in the fall of 1969 as an assistant professor and have been happily engaged in teaching and research. My primary teaching responsibility has been in the area of biochemistry. My research concerns the role of metal ions in biological systems with particular emphasis on structure/property relationships in hemeproteins such as hemoglobin. I have been an active member of my church; enjoy sports, camping, hiking, gardening, and my daughter Holly.

**Eleni Katsarou, EDUC, Curriculum and Instruction**

3321 EPASW, 996-5297, elenik@uic.edu, PhD University of Illinois at Chicago

Professor Katsarou's research interests include literacy and second language students; sociocultural factors in the

acquisition of literacy and English as a second language.

**Norman Katz, PHARM, Biopharmaceutical Sciences**

389 PHARM, 996-0573, nkatz@uic.edu, PhD, Albany Medical College of Union University

BIOGRAPHY: Professor Katz's research interests include Pharmacology of substance abuse and dependence, pharmacology education and pharmacy education.

**Lon S. Kaufman, LAS, Biological Sciences**

4270 MBRB, 996-5822, lkaufman@uic.edu, PhD SUNY at Stonybrook

BIOGRAPHY: Lon Kaufman is the former Head of the Department of Biological Sciences. Lon received his PhD in 1982 from SUNY at Stony Brook and was a Postdoctoral Fellow at the Carnegie Institution of Washington, Department of Plant Biology. Lon arrived at UIC in 1985, was made a full Professor in 1995 and assumed the Headship of Biological Sciences in 1998. He was named a Richard G. and Carole J. Cline University Scholar in 1994 and was a CIC-ALP Fellow in 1996. Lon's research on regulation of gene expression during early leaf development has received continuous federal funding since his arrival at UIC. He served on the editorial board of Journal of Plant Physiology from 1991-1993, as the President of the Midwest Society of Plant Physiologists in 1996, and as Panel Director for the Plant Growth and Development Program at USDA in 1999.

**Karen Kavanaugh, NURS, Maternal-Child Nursing**

848 NURS, 996-6828, karenk@uic.edu, PhD, University of Illinois at Chicago

BIOGRAPHY: Dr. Kavanaugh has conducted several studies that examine the experience of parenting in various high-risk situations: breast feeding a premature infant, receiving a prenatal tour of the neonatal intensive care unit during a high-risk pregnancy, and prenatal loss. Her research has identified the responses and needs of parents in these situations.

**Brian Kay, LAS, Biological Sciences**

3240 SES, 996-4249, bkay@uic.edu, PhD Yale University

AUTOBIOGRAPHY: Research interest include: Molecular recognition, protein-protein interactions, protein engineering, biotechnology, and page-display.

**Stephen R. Kelso, LAS, Biological Sciences**

4294 SEL, 996 2787, skelso@uic.edu, PhD Ohio State University

AUTOBIOGRAPHY: For several years after college, I worked as a computer programmer. My interest in neurophysiology began as a desire to understand what "hardware" in the brain is responsible for the formation of a memory. After graduate school at Ohio State University, postdoctoral fellowships at the University of California Irvine and the City of Hope Research Institute, and fifteen years at UIC, I realize we still don't know the answer to that question, although I have found other interesting or related questions to explore. These include the role of the hypothalamus in regulation of body temperature, types of synaptic transmission between nerve cells in the hippocampus (an area of the brain participating in certain forms of learning) and properties of excitatory neurotransmitter receptor molecules. In addition to my longstanding interest in neurobiology, I have regularly taught cardiovascular, renal, and respiratory physiology, and am now teaching a lot in the General Biology courses.

**Allan Kershaw, LAS, Classics and Mediterranean Studies**

1212 UH, 996-5539, Kershaw@uic.edu, PhD University of Texas at Austin

AUTOBIOGRAPHY: I have taught 5 years now for the Honors College: HON 121 (formerly HON 102) "Aspects of the Self in the Classics." I have been at UIC for 10 years now. My main teaching responsibility is in Latin; I also enjoy teaching classical literature in translation and medical terminology.

**Ashfaq Khokhar, ENGR, Computer Science**

1013 SEO, 996-6465, ashfaq@uic.edu, PhD, University of Southern California

BIOGRAPHY: Professor Khokhar's areas of interest include distributed multimedia databases and networks, data mining and OLAP, parallel computation, architectures, and software systems.

**Teresa Krassa, NURS, Medical-Surgical Nursing**

408 S. Goodwin, Urbana, 217-333-9584, tkrassa@uic.edu, PhD Wayne State University

AUTOBIOGRAPHY: My scholarly activities are composed of teaching, research, and service functions. My research interests include: nurse political behavior, health policy, women's health issues in breast cancer and cardiovascular disease, and clinical decision-making (especially as related to critical thinking and self-concept). Other research interests include: ethics and quality of life, self-efficacy, health promotion and wellness issues, nursing and patient education, advanced nursing practice roles and outcomes, health care delivery systems. In terms of service/clinical practice, I am involved in the Champaign County Breast Cancer Coalition and the American Cancer Society (Champaign County Unit). I am a speaker on breast cancer awareness and other topics in the community. I serve as a Parish nurse in a local church

and I am involved in health policy formation for nursing and the community.

**Alex Kurczaba, LAS, Slavic/Baltic**

1614 UH, 413-3059, kurczaba@uic.edu, PhD University of Illinois at Urbana

AUTOBIOGRAPHY: Once upon a time, I entered kindergarten. Since then, I haven't stopped going to school. From kindergarten through PhD (in Comparative Literature), I am the product of an all-American education. Foreign languages and cultures have been the focus of my schooling: Latin and German in high school; German, Russian, and a dose of French in college; Polish, Russian, and German in graduate school. In 1979, I joined the UIC faculty. At UIC, we work with young people who enter college with many gifts but also with many burdens. One of their burdens is geographic and cultural illiteracy. As a member of the humanities faculty based in a foreign language unit, I see my task in the classroom to be the articulation of ideas, values, perspectives, and creative work designated "foreign" by mainstream America. I feel I am succeeding when I see that my students understand something of the world's enormous cultural and civilizational complexity, recognize the past and present interaction among cultures and civilizations, and appreciate the place of their own culture within this mosaic. In 1997 and in 2002, I was honored to be named a recipient of the Amoco Silver Circle Award for Excellence in Teaching.

**Kevin Kumashiro, ED, Policy Studies**

1256 EPASW, 996-8530, kevink@uic.edu, PhD University of Wisconsin

BIOGRAPHY: Kevin K. Kumashiro is an associate professor of education and the coordinator of Asian American Studies at the University of Illinois at Chicago, and the founding director of the independent Center for Anti-Oppressive Education. He has taught in schools and colleges in the United States and abroad, and has served as a consultant for school districts, educational organizations, and state and federal agencies. He has authored or edited seven books, including "Against Common Sense: Teaching and Learning toward Social Justice," and "Troubling Education," which received the 2003 Gustavus Myers Outstanding Book Award. His most recent book is "The Seduction of Common Sense: How the Right Has Framed the Debate on America's Schools."

**Charles Laurito, COM, Anesthesiology/Anatomy & Cell Biology**

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**Sharad Laxpati, ENGR, Electrical & Computer Engineering**

1105 SEO, 996-5493, laxpati@uic.edu, PhD, University of Illinois at Urbana

BIOGRAPHY: Professor Laxpati's research interests include: electromagnetic theory, antennae, computational electromagnetic scattering, microwaves, wave propagation and communication

**John Leonard, LAS, Biological Sciences**

3055B SEL, 996-4261, leonard@uic.edu, PhD Cornell University

BIOGRAPHY: Professor Leonard's research interests include Role of neurotransmitter receptor phosphorylation state in synaptic plasticity and learning and memory.

**Michael Levine, LAS, Psychology**

1042B BSB, 996-6133, mikel@uic.edu, PhD Rockefeller University

AUTOBIOGRAPHY: My research is into the early stages of visual processing. I am investigating how the information contained in a pattern of light is transformed and processed as the nervous system ultimately interprets an image of the real world. One aspect to which I have devoted considerable attention is the variability of the visual signal. The firing that presumably carries visual information is unsteady and stochastic. It is possible that this variability can provide a window into the processing by which it is combined with the deterministic signal. There also is the question of why we see so clearly given this noisy input; this raises the tantalizing possibility that the "noise" is actually an indispensable part of the process by which we interpret the visual stimulus. I intend to explore neural network models in which stochastic variations play a role in the process of settling upon a solution state.

I have also been interested in the mechanisms by which signals are encoded, particularly at the retinal level. I have been exploring details of the receptive fields of ganglion cells, to elucidate the underlying mechanisms and thereby understand the resultant code.

**Susan Levine, LAS, History**

419 UH, 413-2504, slevine@uic.edu, PhD City University of New York

BIOGRAPHY: Professor Levine's research and teaching focus on gender social movements and public policy in the United States.

**Patricia Lewis, NURS, Public Health, Administrative Nursing**

110 NURS, 996-5706, prlewis@uic.edu, PhD, RN

BIOGRAPHY: Dr. Lewis' research interests have focused in the areas of nurse manager roles and HIV/AIDS prevention. Her current activity includes involvement in two major training grants: Advancing Public Health Nursing In Illinois -

Focuses on promoting education, skill development and advancement of the role of public health nursing across the state.  
 Career Ladders in Nursing - Focuses on the development of educational alternatives that enable nurses with diverse backgrounds to enter nursing and progress to advanced levels of nursing practice.

**Jie Liang, ENGR, Bioengineering**

234 SEO, 355-1789, jliang@uic.edu, PhD University of Illinois at Urbana Champaign

AUTOBIOGRAPHY: My research interests involve applying computational geometry tools to study molecules and cells. Recently, I am dividing my time studying protein structures, gene expressions and patterns, and small chemical compounds for drug discovery. I am interested in showing students how computation and mathematics can reveal incredible insights about biology.

**Susan Liebman, LAS, Biological Sciences**

4070 MBRB, 996-4662, suel@uic.edu, PhD University of Rochester

AUTOBIOGRAPHY: My lab uses baker's yeast to study basic questions about the eukaryotic cell. In recent years we have focused on studying infectious proteins, called prions. In mammals prions cause diseases such as Mad Cow disease and Chronic Wasting disease. Yeast prions do not cause disease, but do define a new model for the control of certain heritable traits that involves protein rather than DNA. I teach introductory genetics and graduate courses.

**John Lillis, ENGR, Computer Science**

936 SEO, 355-1317, jlillis@eecs.uic.edu, PhD University of California @ San Diego

AUTOBIOGRAPHY: I am actively involved in research in Computer-Aided Design (CAD) for integrated circuits. The emphasis of the work is on the underlying optimization techniques for the complex design problems facing IC designers. Examples include standard-cell placement, routing and timing optimization. Algorithmic techniques exploited in this kind of work including dynamic programming, linear programming, and network flows. A complementary interest is in the areas of Local and Stochastic Search for combinatorial optimization problems both within and outside of CAD. Examples include the Traveling Salesman Problem and Graph Coloring. I am active in the study of new search techniques for such problems and statistical and visualization-based methods for understanding their behavior. Topics relevant to this kind of search include Simulated Annealing, Tabu Search, Randomized Local Search, and Multi-Objective Optimization.

**Matthew Lippman, LAS, Criminal Justice**

4060B BSB, 413-2476, mlippman@uic.edu, PhD Northwestern University, LLM Harvard University

AUTOBIOGRAPHY: My interests center on international issues and social justice. I have team-taught an Honors core course for the past several years with Professor Dagmar Lorenz on "The Holocaust in Law, Literature, Film, Politics And History." This class draws upon my recently completed research project on the history of genocide, war crimes trials and the humanitarian law of war. My writing generally explores the abuse of state authority; torture, genocide, disappearances, nuclearism and terrorism. These essays indirectly address jurisprudential issues such as the relationship between law, morality and politics; the impact of law; law and social change; law and cultural pluralism; the nature of human rights; and individual and collective responsibility.

I also have taught Honors College courses on civil liberties, comparative law and law and society. I regularly advise Honors College students seeking legal careers and worked with a group of Honors College students in a clinic sponsored by John Marshall Law School. We spent several years investigating the case of a young man incarcerated for murder and filed a clemency petition with the Governor.

(Lippman, cont'd.) Honors College students I have supervised have been admitted to leading law schools including DePaul, Georgetown, Harvard, Illinois, Indiana, Kent, Loyola, John Marshall, New York University, Northwestern, Tulane, the University of Chicago, the University of London and Wisconsin. I have worked on numerous international legal controversies, most notably world court cases concerning genocide in Yugoslavia and the former Soviet Union and have appeared as an expert witness on international law in roughly thirty state and federal cases involving United States foreign policy and nuclear weapons. Teaching is my true passion. I have won numerous teaching awards at UIC and consider my involvement with the Honors College to be the most important and rewarding aspect of my career at UIC.

**Elizabeth Loentz, LAS, Germanic Studies**

1518 UH, 413-2375, loentz@uic.edu, PhD Ohio State University

AUTOBIOGRAPHY: Research interests include: Jewish Studies; Yiddish language, literature, and culture; Minority literatures; Women's Studies; First German Women's Movement; late 19th and 20th century German-language literature. Current projects include a biography of German-Jewish feminist leader, social worker and author Bertha Pappenheim (Anna O.); a study of the secular Yiddish schools in Chicago

**Gary Loy, COM, Obstetrics & Gynecology**

4114 OCC, 355-4383, gloy1@uic.edu

**Richard Magin, ENGR, Bioengineering**

212 SEO, 996-2335, rmagin@uic.edu, PhD University of Rochester

BIOGRAPHY: Prof. Magin did undergraduate and graduate studies in physics at Georgia Tech (BS 69, MS 72) followed by additional graduate work in biophysics at the University of Rochester (PhD 76). He worked for three years as a postdoctoral student at the National Cancer Institute, NIH in the Laboratory of Chemical Pharmacology. He joined the faculty of the Department of Electrical and Computer Engineering at the University of Illinois at Urbana-Champaign in 1979. He worked in Urbana for 18 years as an Assistant, Associate, and full Professor before joining the Department of Bioengineering at the University of Illinois at Chicago in 1998. He is currently Professor and Head of the Department of Bioengineering at UIC and directs the Diagnostic NMR Systems Laboratory. He is a Fellow of the IEEE and AIMBE and Associate Editor of the IEEE Transactions on BME.

**Gail Mahady, PHARM, Medicinal Chemistry & Pharmacognosy**

310 PHARM, 996-1669, mahady@uic.edu, PhD, University of Illinois at Chicago

**Dibyen Majumdar, LAS, Mathematics, Statistics, and Computer Science**

519 SEO, 996-4833, dibyen@uic.edu, PhD, Indian Statistical Institute

AUTOBIOGRAPHY: My research is in statistics, both theory and applications. I develop the theory for designing and analyzing efficient scientific experiments. I am involved with two research teams in the UIC Medical School, working on the biological mechanism of cancer and inventing cures. The National Science Foundation and The National Institutes of Health support my research. Along with research, teaching is an enduring passion for me.

**Silvia Malagrino, A&A, Photo/Film/Video**

106 JH, 996-3337, libraes@uic.edu, MFA University of Illinois at Chicago

AUTOBIOGRAPHY: I am a photographer and media artist working with digital technologies. My teaching interests are varied. I teach all levels of photography and multimedia. In my undergraduate classes, as I teach the skills, tools and processes of photography, I introduce an array of material that draws insight from different disciplines such as psychology, history, literature, anthropology, film and contemporary art theory. In the context of this interdisciplinary approach, I direct the students in rigorous investigation, through project-oriented working methods that may be carried out individually or collaboratively. I guide the students to become proficient in their skills, and to relate their personal concerns and their use of technology and processes, to key contemporary artistic and cultural discourses.

**Robert Paul Malchow, LAS, Biological Sciences**

4083 SEL, 413-1552, paulmalc@uic.edu, PhD SUNY at Stonybrook

AUTOBIOGRAPHY: My research efforts are geared towards better understanding how it is that we think, feel, and perceive the world around us. I am a neurophysiologist by trade, and I study the electrophysiological and pharmacological properties of individual neurons derived from the retina of several different species.

**Greg Matoesian, LAS, Criminal Justice**

4060B BSB, 996-7971, matoesia@uic.edu, PhD University of Missouri, Columbia

BIOGRAPHY: Professor Matoesian's research interests include: language, law, and society; relationship between multimodal forms of communication in legal settings; qualitative evaluation; discourse of violence.

**Sudip Mazumder, ENGR, Electrical & Computer Engineering**

3013 ERF, 355-1315, mazumder@uic.edu, PhD, Virginia Polytechnic Institute and State University

BIOGRAPHY: Professor Mazumder's research expertise and interests include: (1) Interactive Power Networks (IPNs): Application areas include: Voltage-Regulated Modules (VRMs); FACTS, Renewable Energy Systems and Distributed Power Generation; Electric/Hybrid Vehicles; Shipboard and Submarines; Aviation and Aerospace; Motor Drives. Focus: Design and Integration, Optimization, Reliability, Unified Hybrid Modeling, Nonlinear Dynamics and Stability Analysis, Hybrid Nonlinear and Distributed Control, Self Healing, and Fault-Tolerant Control and Communication. 2) Optical Switching in Power Electronics (3) Wireless Motion Sensing and Wide-Area Power Management (4) Advanced Control of Power Supplies/Systems and Motor drives using Existing and Newly-Developed DSP/RISC and ASIC Controllers (5) Power Quality and Voltage Sags (6) Soft- and Hard-Switching Topologies and Techniques in Power Converters (7) Nonlinear Analysis and Control (8) Spatio-Temporal Modeling for Packaging and Prototyping

**Ellen McClure, LAS, Spanish, French, Italian & Portuguese**

1625 UH, 996-5588, ellenmc@uic.edu, PhD University of Michigan

AUTOBIOGRAPHY: I work on 17th century French literature, politics and culture and am currently finishing a book entitled Sunspots and the Sun King: Sovereignty and Mediation under Louis XIV. I love French food and movies.

**Suzanne McCutcheon, LAS, Biological Sciences**

4100 SEL, 413-9027, Suzanne@uic.edu, PhD, University of Illinois at Chicago

AUTOBIOGRAPHY: My research centers on the contractile cytoskeleton of a eukaryotic unicellular organism, *Vorticella convallaria* as a model system to study mechanochemical motility. This contractile cytoskeleton, composed of nanofibers, contracts by a mechanism different from the sliding filament mechanisms of most other eukaryotic cells. These nanofibers contract without the expenditure of cellular energy and constitute one of the fastest biological motors. We are using molecular and cell biology approaches to characterize these unique biological nanofibers.

**Beverly McElmurry, NURS, Biobehavioral Health Science**

1126 NURS, 996-3035, mcelmurr@uic.edu, EdD, Northern Illinois University

BIOGRAPHY: Dr. McElmurry pioneered the College's implementation of Primary Health Care in urban communities through nurse-led collaborative teams of trained community residents called "health advocates." This initial work combined a focus on women's health and development with improved health delivery systems. She and her colleagues currently have several funded demonstration projects: the development of comprehensive health programs in inner city schools; the Chicago Health Corps (an AmeriCorps project) which links volunteers (both lay persons and health professionals) with community organizations throughout the city of Chicago to address health issues such as asthma monitoring in schools; and the provision of HIV/AIDS risk reduction and home health care training to lay health motivators in Swaziland.

**Evan McKenzie, LAS, Political Science**

1122D BSB, 413-3782, mckenzie@uic.edu, PhD University of Southern California

BIOGRAPHY: Professor McKenzie's fields of interest include urban politics, law and public policy.

**David McKirnan, LAS, Psychology**

1058B BSB, 413-2634, davidmck@uic.edu, PhD McGill University

BIOGRAPHY: Professor McKirnan's research interests include: health behavior, coping and adaptation in chronic disease, adherence to medication and treatment regimens, alcohol and drug use and health behavior, HIV prevention among infected / non-infected men and women, cognitive & social psychological models of health & risk behavior; cognitive "escape" theories of risk and psychosocial and general health issues among gay / lesbian / bisexual / transgendered populations.

**Constantine Megaridis, ENGR, Mechanical & Industrial Engineering**

3035 ERF, 996-3436, cmm@uic.edu, PhD Brown University

BIOGRAPHY: Professor Megaridis is the Director of the Droplet and Particle Technology Laboratory. He earned the PhD degree in Engineering (Fluids and Combustion) from Brown University in 1987. His research interests include nanotechnology, microelectronics packaging and manufacturing, droplet and spray combustion, multiphase heat and mass transfer, and experimental diagnostics. He is the recipient of the 1997 Kenneth T. Whitby Award of the American Association for Aerosol Research, and is ASME Fellow and Associate Fellow of AIAA.

**Christian K. Messenger, LAS, English**

1920 UH, 413 2227, chrism1@uic.edu, PhD Northwestern University

AUTOBIOGRAPHY: I teach courses in American Literature, 19th Century, Modern, and Contemporary as well as courses in the relation of high culture to popular culture. My most recent book is *THE GODFATHER AND AMERICAN CULTURE: HOW THE CORLEONES BECAME OUR GANG* (2002). I previously investigated the subject of sport and play in American fiction from Washington Irving in 1820 to John Irving in 1990, building a research career in English on the fruits of a misspent youth in which my two fundamental loves were sports and reading novels. I'm fascinated by the interaction of fiction and history, of gender roles both in the creation of and characterization in fiction. I love the classroom and its give and take and feel best there.

**Arlene Miller, NURS, Public Health, Mental Health & Administrative Nursing**

1016 NURS, 996-9356, arlenem@uic.edu, PhD Northwestern University

Dr. Miller's interests include cross-cultural methods for psychosocial and biobehavioral health research, and health promotion and psychological well-being in midlife and older women/families. Her research examines individual, family and community factors that contribute to health behavior change in non-English speaking immigrant and other minority women. Her current research study, funded by NIH, National Institute for Child Health and Human Development (NICHD), investigates post-immigration adjustment and health of midlife women who are recent immigrants from the former Soviet Union. The study examines the longitudinal effect of health behaviors that moderate the impact of acculturation on health status. Current research projects include effects of acculturation and social support on exercise behavior (no abstract) and post-migration health and behavior change in midlife women



**Jennifer Montgomery, A & A, Art and Design**

106 JH, 996-0767, Jenmont@uic.edu

BIOGRAPHY: Professor Montgomery teaches in the moving image curriculum at the School of Art and Design. Her work has been shown in various international venues such as, the Museum of Modern in New York City and the Gene Siskel Film Center in Chicago.

**Donald Morrison, LAS, Biological Sciences**

4102 MBRB, 996-6839, damorris@uic.edu, PhD Yale University

BIOGRAPHY: Donald Morrison received his Ph.D. in Molecular Biophysics and Biochemistry (1970) from Yale University. From 1970-73, he was a Postdoctoral Fellow with the Department of Biochemistry at Duke University. He joined the faculty at the University of Illinois at Chicago in the Department of Biological Sciences as an in 1973. In 1980, he was appointed to the faculty of UIC's Center for Genetics. He is Coordinator of the Laboratory for Molecular Biology. He received a Fogarty Center Senior International Fellowship for studies at the National Defense Research Institute's Biotechnology Center in Umea, Sweden, in 1988 and 1989. He is a member of the American Society for Microbiology, the American Association for the Advancement of Science and the Federation of American Scientists. He serves as reviewer for the National Science Foundation, National Institutes of Health, Gene, Journal of Bacteriology and Applied and Environmental Microbiology.

**Norma Moruzzi, LAS, Gender & Women's Studies**

1122A BSB, 996-2794, nmoruzzi@uic.edu, PhD The Johns Hopkins University

BIOGRAPHY: Professor Moruzzi's fields of interest include political theory, feminist theory, politics of social identity, Middle Eastern and Islamic Women and Film Studies.

**Tom Moss, LAS, English**

2003 UH, 355-2776, tomoss@uic.edu

BIOGRAPHY: Professor Moss serves as the Associate Director of the First-Year Writing program.

**Robert Munman, AA, Art History**

310A HH, 996-5325, munman@uic.edu, PhD Harvard University

AUTOBIOGRAPHY: My field of study is the Italian Renaissance and my particular area of research is 15th-century sculpture. I did my early work on Venetian material and in recent years I have worked on Florentine and Siense subjects. I have devoted several studies to tomb sculpture and to problems of optical corrections. My courses cover the fourteenth through the eighteen centuries, mostly in Italy but, for the latter period, in Europe generally.

**Sohail Murad, ENGR, Chemical Engineering**

206 CEB, 996-5593, murad@uic.edu, Phd Cornell University

AUTOBIOGRAPHY: My research interests are in the broad areas of classical and statistical thermodynamics. In classical thermodynamics we have developed engineering correlations based on the corresponding states principle for a range of properties such as surface tension, viscosity, and thermal conductivity for hydrocarbons, polar fluids, and electrolyte solutions.

**Don Murphy, LAS, Biological Sciences**

4257 SEL, 996-8087, dmurphy@uic.edu, PhD University of Iowa

AUTOBIOGRAPHY: Research interests in my laboratory include: Neuronal mechanisms underlying rhythmic behaviors; Sensori-motor integration and modulation of neuronal circuitry involved in multiple behaviors; comparative neurobiology of Molluscan feeding and development and evolution of defined neural circuits and behaviors.

**Timothy Murphy, College of Medicine, Medical Education**

973 CME, 996-3595, tmurphy@uic.edu, PhD Purdue University

AUTOBIOGRAPHY: My scholarly activities include the following teaching responsibilities: I teach a number of 400-level courses in genetics and medicine, sexuality and medicine, ethical issues associated with AIDS, reproductive techniques, and the ethics of health care systems. I am also responsible in the College of Medicine for helping design the interdisciplinary course in which topics in ethics and law are taught. It is my specific responsibility to see to it that core ethical topics in medicine (such as confidentiality, duty to report, informed consent, rights regarding treatment, entitlement to health care, and so on) are adequately covered. I am also the head of the Medical Humanities Program at UIC College of Medicine, which brings humanities lectures, courses, and workshops to the academic medical center. I am also co-chair of the Chancellor's Committee on the Status of Lesbian, Gay, and Bisexual Issues. This committee is charged with making recommendations that will improve the campus climate for l/g/b students, faculty, and staff.

**Cheryl Nakata, CBA, Managerial Studies**

2228 UH, 355-1337, cnakat1@uic.edu, PhD University of Illinois at Chicago

AUTOBIOGRAPHY: My research focuses on international marketing issues, particularly as they related to strategy and organizational management. My secondary research interest is in the interaction between marketing and information technology, again from a strategy and organizational management perspective. I came to UIC as an assistant professor in 1997 after more than 15 years of work in and with small and large multinational businesses in the U.S. and abroad. I try to bring both practical and theoretical knowledge into the classroom as well as into my research, and enjoy working with undergraduates who are innately curious about how marketing works in international, multicultural settings. I have a great appreciation of the extremely diverse ethnic and linguistic backgrounds of UIC undergraduates. I want students to be proud of their heritage. In my spare time, I enjoy eating at the many ethnic restaurants in the city, traveling to other countries, and volunteering at inner city shelters.

**Dianna Niebylski, LAS, Spanish, French, Italian and Portuguese**

1732 UH, 413-4927, dcn@uic.edu,

Areas of interest include: 20th-21st Century Latin American Literature and Culture; Globalization and New Aesthetics in Latin American Literature; Trans-American Studies; Gender Studies

**Ludwig Nitsche, ENGR, Chemical Engineering**

213 CEB, 996-3469, lcn@uic.edu, PhD Massachusetts Institute of Technology

BIOGRAPHY: Professor Nitsche's research emphasizes theoretical analysis of concrete micromechanical models in order to elucidate subcontinuum dynamics and to extract macroscopic transport behavior from the underlying microphysics.

**Kathleen Norr, NURS, Maternal-Child Nursing**

1112 NURS, 996-7940, knorr@uic.edu, PhD University of Michigan

AUTOBIOGRAPHY: I am a health sociologist who has conducted research on primary health care innovations in both the USA and internationally, including AIDS prevention for low income African-American and Latina women in Chicago, home visiting programs for new mothers and infants in disadvantaged communities, and HIV prevention for women in Botswana and for primary school teachers in Malawi. My current research focuses on the mobilization of health workers for HIV prevention in rural communities in Malawi. I offer expertise in models of research and evaluation of health services delivery, including observation of health workers, and the development of innovative community-based models of HIV prevention and maternal-child health care.

**Lawrence Officer, CBA, Economics**

2114 UH, 413-2341, lofficer@uic.edu, PhD Harvard University

BIOGRAPHY: Lawrence H. Officer is a Professor of Economics and former Interim Dean of the College of Business Administration at UIC. He earned his Bachelor of Arts degree at McGill University and his Master of Arts and PhD degrees at Harvard University. Professor Officer is a highly respected and prolific researcher in the fields of international economics and monetary history, with eleven books and over 100 articles, chapters in books, and book reviews. He has served as consultant to the International Monetary Fund and the Bank of Canada. Professor Officer's academic awards and honors include the College of Business Administration Alumni Awards for Distinguished Research (1994) and Distinguished Teaching (2002), in recognition of his record of continuous scholarly productivity, dedicated teaching, and service within and outside of the university.

**Peter Okkema, LAS, Biological Sciences**

4052 MBRB, 413-7445, okkema@uic.edu, PhD University of Wisconsin, Madison

AUTOBIOGRAPHY: I came to UIC as an assistant professor in 1995. My research focuses on organogenesis and the development of muscle cells, using the nematode *C. elegans* as a model. In my spare time, I enjoy bicycling, camping, and playing with my kids.

**Teresa Orenic, LAS, Biological Sciences**

4220 MBRB, 355-1452, torenic@uic.edu, PhD Northwestern University

BIOGRAPHY: Professor Orenic's research focuses on understanding the underlying mechanisms that generate the spatial organization of the many cell types found in multicellular organisms.

**Hayat Onyuksel, PHARM, Biopharmaceutical Sciences**

358 PHARM, 996-2097, hayat@uic.edu, PhD University of London

AUTOBIOGRAPHY: I work on formulation and delivery of pharmaceutical agents such as small molecules, peptides, proteins and genes for intravenous administration. The background needed for my lab is physical chemistry and biology. Specifically, I develop targeted products for the imaging and treatment of breast cancer.

**Anthony Pagano, CBA, Management**

2218 UH, 996-8063, [amp@uic.edu](mailto:amp@uic.edu), PhD Pennsylvania State University

BIOGRAPHY: Anthony M. Pagano is an associate professor of Management at the University of Illinois at Chicago. He is also associated with the Urban Transportation Center on the campus. He also serves as an Adjunct Professor of Management and Strategy, J.L. Kellogg Graduate School of Management, Northwestern University. He did his undergraduate work at The Pennsylvania State University and also obtained his Ph.D in Economics from The Pennsylvania State University in 1978. His research and consulting has spanned several areas including privatization of public transportation, benefit-cost analysis, measurement of the output of government and service organizations, quality of service measurement in public transit, economic impact analysis, strategies for implementing computer systems in transportation, organizational consolidation and relocation analysis and the development of social indicators for business. He has also conducted research in measuring quality and efficiency in the delivery of transportation services. He has developed case studies of transportation impacts and organizational consolidation and coordination in paratransit. He is also the author of the book: External Environment of Business . Dr. Pagano has served as President of the Chicago Chapter of the Transportation Research Forum, member of the TRF National Council, and Academic Vice President of the national organization. He also served as co-founder and Co-General Editor of the Journal of the Transportation Research Forum which publishes articles of interest to academics, policy makers and practitioners. The journal has been ranked ninth in the field of US and international transportation related journals by a panel of academic researchers. He also serves as Executive Director of the Metropolitan Transportation Association which is an association of private transit operators in the Chicago metropolitan area.

**Joel Palka, LAS, Anthropology**

3148B BSB, 996-0789, [jpalka@uic.edu](mailto:jpalka@uic.edu), PhD Vanderbilt University

Professor Palka's research and teaching interests include the archaeology and history of Mesoamerica and the Caribbean, Classic Maya culture, Maya hieroglyphic writing and art, cultural evolution, social inequality, and settlement patterns. His current research covers ancient Maya social differentiation, settlement archaeology, and the collapse of Maya civilization along with his new historical archaeology project that examines Lacandon Maya culture change in Guatemala and Chiapas during the 19th century.

**Frank Paloucek, PHARM, Pharmacy Practice**

16 PHARM, 996-5328, [paloucek@uic.edu](mailto:paloucek@uic.edu), PharmD Philadelphia College of Pharmacy

BIOGRAPHY: Frank Paloucek received his B.S. in Pharmacy from the University of Illinois in 1981 and his Pharm.D. from the Philadelphia College of Pharmacy and Science in 1984. Subsequently, Dr. Paloucek completed a two year clinical pharmacy residency/pharmacokinetic fellowship at the University of Illinois Hospital and College of Pharmacy Clinical Pharmacokinetic Laboratory. He is currently a Clinical Associate Professor in the Department of Pharmacy Practice and Director, Residency Programs. He is a Diplomate of the American Board of Applied Toxicology. His areas of interest include emergency medicine, pharmacokinetics and clinical toxicology.

**Thomas Park, LAS, Biological Sciences**

4278 SEL, 413-3020, [tpark@uic.edu](mailto:tpark@uic.edu), PhD University of Maryland

AUTOBIOGRAPHY: Our research focuses on the neurobiology of sensory information processing, using two model systems: sound localization in echolocating bats, and orientation to touch in naturally blind naked mole- rats. We combine behavioral and physiological techniques to study these highly adapted systems, and to examine fundamental questions about sensory organization and behavior.

**Brenda Parker, CUPPA, Urban Planning and Policy**

242 CUPPAH, 996-2126, [bkparker@uic.edu](mailto:bkparker@uic.edu) , PhD University of Wisconsin-Madison

Brenda Parker joined the Urban Planning and Policy Program in January 2008. She received her Masters and Doctorate degrees in Human Geography from the University of Wisconsin-Madison. She received her Bachelors in Public Affairs from the James Madison College at Michigan State University. She has worked in various non-profit organizations and government agencies, and as an independent research consultant and program evaluator.

Brenda's current research areas include urban policy, urban governance, community and economic development, and qualitative methods. She is particularly interested in gender, race, community activism, and progressive politics. She is also conducting a research project on relationships between economic development, secondary markets, and space.

Previous research has focused on community-based mapping, social justice, and citizenship.

**Karen Patena, AHS, Biomedical and Health Information Sciences**

250 AHSB, 996-1444, [patena@uic.edu](mailto:patena@uic.edu), MA DePaul University

Prof. Patena's research interest include in design issues of the Electronic Health Record, including problem lists, clinical terminologies and mapping, integrated clinical information systems, and standards and infrastructure for clinical information systems.

**James Pellegrino, LAS, Psychology**

1018B BSB, 355-2493, pellegjw@uic.edu, PhD University of Colorado

AUTOBIOGRAPHY: Prior to coming to UIC I spent 12 years at Vanderbilt where I regularly advised talented undergraduates about their academic program from their start as freshman through their senior year, including advice about postgraduate opportunities. At UIC I regularly serve as a faculty sponsor for undergraduate independent study and directed research experiences. My teaching interests are in the areas of cognitive psychology, including memory, reasoning, problem solving, and language; in educational psychology, including assessment, testing and the uses of technology to support teaching and learning; and in the area of theories and measurement of individual differences in intelligence and cognitive abilities.

**Darryl Pendleton, DENT**

104 DENT, 355-1670, dpendle@uic.edu

**Joseph Persky, CBA, Economics**

2111 UH, 996-2687, jpersky@uic.edu, PhD Harvard University

BIOGRAPHY: Professor Persky's current research focuses on State Minimum Wages as well as Distributional Consequences of Local Economic Development. His areas of interest include urban and regional economics, history of thought and public finance.

**Simon Pickard, PHARM, Pharmacy Practice & Center for Pharmacoeconomic Research**

287 PHARM, 413-3357, pickard1@uic.edu, PhD University of Alberta

AUTOBIOGRAPHY: I teach statistics and pharmacoeconomic lectures and recitations to the professional and PharmD and graduate students at the COP. I have also advised and mentored the professional program students in independent study topics and advanced specialty clerkships. All of these experiences have been personally and professionally rewarding.

**Roy Plotnick, LAS, Earth and Environmental Sciences**

2454 SES, 996 2111, plotnick@uic.edu, PhD University of Chicago

AUTOBIOGRAPHY: My research interests can be characterized as eclectic. My training is as an invertebrate paleontologist, but I have also conducted research and published in ecology, petroleum geology and physics! I am interested in paleontology's contribution to our understanding of global change; the uses of fractals; artificial life and other computer models of evolution and ecology; and the processes of fossil preservation. I call myself a "theoretical and experimental" paleontologist. I teach introductory geology, paleontology, and statistical methods. My hobbies include the theater, astronomy, guitar (I play passably and sing terribly) and operating the "Yellow Brick Railroad," an American Flyer train layout.

**Emanuel Pollack, LAS, Biological Sciences**

327 UH, 413-2532, epollack@uic.edu, PhD University of Iowa

AUTOBIOGRAPHY: Although my research interests are in the area of developmental biology, my current efforts are largely in the administrative direction. After many years of researching nerve growth and neuron death, I changed paths toward a more administrative career. As senior associate dean in LAS, I oversee all aspects of student academic affairs for the college. My association with the Honors College has been one of long-standing and helps to assure my continuing involvement with the aspirations of students.

**Richard Potter, CBA, Information & Decision Sciences**

2409 UH, 996-5360, rpotter@uic.edu, PhD University of Arizona

AUTOBIOGRAPHY: My areas of interest include: executive-level IS management; virtual team interaction and performance; information technology and organizational design and change processes; judgment, decision making, and negotiation in the electronic environment; and cultural issues in global information system design and electronic commerce.

**Roland Priemer, ENGR, Electrical & Computer Engineering**

1123 SEO, 996-5491, rpriemer@uic.edu, PhD Illinois Institute of Engineering

BIOGRAPHY: Professor Priemer's research interests include: Digital signal processing including speech and image enhancement, restoration and recognition; adaptive filters, optimal filters and estimation algorithms in areas such as communication and control; fuzzy logic; neural networks; microprocessor-based design and applications to signal processing, instrumentation and control.

**Indru Punwani, COD, Dept. of Pediatric Dentistry**

252 DENT, 996-1992, ipunwani@uic.edu, DDS, University of Bergen, Bergen, Norway

BIOGRAPHY: Dr. Indru Punwani is professor and head of the Department of Pediatric Dentistry. His teaching and

research interests are varied and relate to biological and behavioral aspects of the craniofacial complex of the developing child. His recent focus has been on the orofacial aspects of the premature infant. He has served as a consultant to WHO/PAHO and has been a widely invited speaker at universities in Latin America, Scandinavia and India. He is a member of OKU, Sigmi XI, and numerous professional organizations and serves as a reviewer to professional journals and a consultant to the Department of Mental Health. He serves as a mentor for graduate students in pediatric dentistry pursuing their thesis research. He enjoys travel and serves as a member of the Board of Directors of the Evanston Mental Health Association.

**Michael Ragozzino, LAS, Psychology**

1042A BSB, 413-2630, mrago@uic.edu, PhD, University of Virginia

**AUTOBIOGRAPHY:** When I first took Psychology courses as an undergraduate I became intrigued by different theories of personality. As I continued my education, my interest in Psychology shifted to the biological aspects related to psychological function. I became particularly interested in how drugs affected the brain. Near the end of my undergraduate studies, I began working in a biopsychology laboratory examining the effects of cocaine on the brain "reward" systems. This experience had a profound impact on me in revealing the peaks and valleys of conducting research. I subsequently became interested in understanding the brain mechanisms underlying learning and memory and have been working on this problem ever since.

My research focuses on understanding the brain circuitry and neurochemical mechanisms that facilitate the ability to shift strategies in rodents. Since living in Chicago, I have learned that a good cappuccino & cannoli in the morning can make one enjoy the winter months and a little limoncello every once in awhile prevents influenza.

**Ram Ramakrishnan, CBA, Accounting**

2301 UH, 996-3270, rramakri@uic.edu, PhD, Northwestern University

**Arkalgud Ramaprasad, CBA, Information & Decision Sciences**

2400 UH, 996-9260, prasad@uic.edu, PhD University of Pittsburgh

**BIOGRAPHY:** Professor Ramaprasad's research interests include eMedicine, eBusiness Strategy, Information Systems Discontinuity, and Information Systems Operability.

**John Ramsey, LAS, Classics**

1216 UH, 996-5530, j-ramsey@uic.edu, PhD Harvard University

**BIOGRAPHY:** Dr. Ramsey's research interests include Roman Republican prose authors (Cicero and Sallust) and Roman history and law; ancient comets as reported in the Greco-Roman tradition and in classical Chinese sources.

**Gary Raney, LAS, Psychology**

1054B BSB, 413-1314, geraney@uic.edu, PhD University of Florida

**BIOGRAPHY:** Professor Raney's research attempts to better understand the cognitive processes involved in language use by monolinguals and bilinguals, with particular emphasis on processes related to reading.

**Gayatri Reddy, LAS, Anthropology & Gender & Women's Studies**

1820 UH, 413-5658, gayatri@uic.edu, PhD Emory University

**BIOGRAPHY:** Gayatri Reddy earned her Ph.D. in Anthropology from Emory University in 2001, with a dissertation entitled "With Respect to Sex: Charting Hijra Identity in Hyderabad, India." Her new research, funded by the Social Science Research Council, is on a project entitled "Queer Borders: Constructions of South Asian (male) Queer Identities in the U.S." She has also held fellowships from the Mellon Foundation, the Association for Women in Science, and the National Science Foundation.

**Krishna Reddy, ENGR, Civil & Material Engineering**

2091 ERF, 996-4755, kreddy@uic.edu, PhD Illinois Institute of Technology

**AUTOBIOGRAPHY:** I joined UIC in August of 1983. I teach geotechnical and environmental engineering courses, with special emphasis on practical aspects of real world problem solving. I am interested in performing research on geo-environmental engineering, earthquake engineering, and contaminant hydrology. Currently, my research efforts are focused on waste containment issue and hazardous waste remediation.

**Jennifer Reeder, AA, Art & Design**

106 JH, 996-0767, jreeder@uic.edu, MFA School of the Art Institute of Chicago

**Steve Reilly, LAS, Psychology**

1042D BSB, 413-2625, sreilly@uic.edu, DPhil University of York, U.K.

AUTOBIOGRAPHY: My research concerns the neural mechanisms of learning, memory and motivation. Current investigations focus on the roles of the parabrachial nucleus and the gustatory thalamus in basic learning phenomena.

**Karina Reyes, LAS, Psychology**

1050D BSB, 413-2627, kreyes@uic.edu, PhD DePaul University

My research focuses on resilience and protective factors and the prevention of high-risk behaviors in urban, minority children and adolescents. My work is concerned with promoting academic achievement and high school completion in high-risk urban youngsters. Specifically, I examine the factors that heighten youngsters' vulnerability for maladjustment during normative school transitions. I investigate the role of peer, family and school support; youngsters' attitudes and perceptions about school; their involvement in high-risk behaviors, such as gang involvement, substance abuse, and premature sexual activity; and the role of environmental factors, such as school and neighborhood violence and other demographic variables, school administrative structures and policies, and social setting factors.

**Beth Richie, LAS, African American Studies**

1231 UH, 996-2952, brichie@uic.edu, PhD City University of New York

BIOGRAPHY: Professor Richie's fields of interest include Criminology, Feminist Theory and Research Methods, Violence Against Women, Sociology of Race/Ethnicity, Incarcerated Women, and Juvenile Justice. She is also focused on research that explores the relationship between violence against women in low-income African American communities and violence.

**Janet Richmond, LAS, Biological Sciences**

4309 SEL, 413-2513, jer@uic.edu, PhD University of Calgary

BIOGRAPHY: Professor Richmond is involved in neural research that combines genetic and molecular approaches with EM and in vivo electrophysiological analysis of synapses.

**Barbara Risman, LAS, Sociology**

4112E BSB, 996-3074, brisman@uic.edu, PhD University of Washington

Barbara J. Risman (Ph.d. University of Washington, 1983) is Professor and Head of the Department of Sociology at the University of Illinois Chicago. She recently relocated to UIC after spending two decades at North Carolina State University in Raleigh, where she was an Alumni Distinguished Research Professor, as well as the Founding Director of the Gender and Women's Studies Program. Barbara Risman is the author of *Gender Vertigo: American Families in Transition* (Yale, 1998), edited books, and over two dozen journal articles in venues including *American Sociological Review*, *Gender & Society*, and *Journal of Marriage and the Family*. She has been editor of the journal, *Contemporary Sociology*, and is currently one of the editors of a book series, *The Gender Lens*, a feminist transformation project for the discipline of sociology. She is also the Executive Officer of The Council on Contemporary Families, a national organization whose mission is to bring new research findings and clinical expertise to public attention. Professor Risman has a current research project focusing on the development of gender and sexual identities among white and black middle-school children. A second project involves examining the organizational issues which arise when services for the poor are administered at the county level by both government agencies and non-profits. Professor Risman strongly believes that sociologists have a responsibility to both do good research and teach about it, both inside the classroom and to the public at large.

**Helen Roberts, CBA, Economics**

2127 UH, 355-0378, hroberts@uic.edu, PhD University of Chicago

AUTOBIOGRAPHY: My fields of interest include: economic education, industrial organization, international trade and financial economics.

**Patrick Robinson, NURS, Biobehavioral Health Science**

114 NURS, 996-8217, prphd@uic.edu, PhD Loyola University

In his administrative capacity, Dr. Robinson directs academic operations for the college, which includes recruitment, admissions and student services to over 1,200 students across five campuses in degree programs from baccalaureate to doctorate. In addition, he directs the college's Collaborative for Learning Excellence whose purpose is to enhance the teaching/learning environment of the college through faculty development. Central to his administrative role is the development and management of resources to promote teaching/learning excellence throughout the college including collaborations across the health sciences for advanced clinical stimulation and computerized learning. Recently, the Illinois Board of Higher Education awarded him funding for a project to accelerate the diversity of the nursing workforce through academic enrichment and mentoring in the Chicago City College system. He is actively involved in research related to the development of strategies to promote competency in interprofessional communication and he coordinates the graduate teaching/learning certificate in nursing and health sciences.

**Anna Roosevelt, LAS, Anthropology**

2138D BSB, 996-3046, [amazonla@uic.edu](mailto:amazonla@uic.edu), PhD Columbia University

Professor Roosevelt specializes in two main geographic areas, the Middle Amazon and the Congo Basin. In the Amazon, she works at multiple sites, including those in Paraguay and Brazil. Dr. Roosevelt's Congo Basin research is in Bayanga in the southwestern Central African Republic, and in the western Democratic Republic of the Congo.

**Patrick Rousche, ENGR, Bioengineering**

1032 SEO, 996-2333, [rousche@uic.edu](mailto:rousche@uic.edu), PhD University of Utah

AUTOBIOGRAPHY: In 1985 I began my undergraduate college years to study forestry with the intent of becoming a park ranger! One trip to the Bioengineering Department at Syracuse University changed my mind and I obtained a B.S. in bioengineering in 1989. From there I attended the University of Utah to work on developing implantable brain systems to help the blind. I received my PhD in 1996. I spent two years in England as a research fellow, continuing to explore the feasibility of a visual prosthesis for the blind and expanding my interests in all matters of neural engineering. In 1998, I started a 3 years post-doctoral fellowship in neuroscience/neural engineering, eventually becoming a research assistant professor. While in Arizona, I also extensively studied the auditory systems, allowing me to envision brain implant systems that might be useful for certain segments of the deaf population. In 2002, I accepted an offer to become an assistant professor in Bioengineering at UIC. Here, I have started the Neural Engineering Applications and Development Laboratories. With space on both the main campus and medical campus, I am devoted to investigating new electrode technologies for brain implants in small animal models. In 2003 I received the BioEngineering 'Outstanding Faculty Award' from the Biomedical Engineering Student Society. I now enjoy forestry (hiking, mountain biking, gardening, rock climbing, etc.) on the weekends.

**Thomas Royston, ENGR, Mechanical & Industrial Engineering**

2054 ERF, 413-7951, [troyston@uic.edu](mailto:troyston@uic.edu), PhD Ohio State

BIOGRAPHY: Professor Royston's research interests are in structural acoustics and vibrations, with applications in medical diagnostics, active sounds and vibration control, musical instruments, nondestructive testing and high-precision isolation.

**Brenda Russell, Physiology & Biophysics**

E209 MSB, 413-0407, [russell@uic.edu](mailto:russell@uic.edu), PhD University College, London

**Luigi Salerni, A & A, Performing Arts**

1224 EPASW, 413-2198, [luigi@uic.edu](mailto:luigi@uic.edu), MFA University of Oregon

BIOGRAPHY: Research interests include contemporary theatre performance with an emphasis on interdisciplinary collaboration with both performance and non-performance artists.

**Leslie Sandlow, College of Medicine**

105 CMW, 996-1200, [ljs@uic.edu](mailto:ljs@uic.edu), MD Chicago Medical School

BIOGRAPHY: Dr. Sandlow is Head of the Department of Medical Education (formerly the Center for Educational Development), at the University of Illinois at Chicago College of Medicine. During his twelve years at the College of Medicine, he has served as Associate Dean for Graduate Medical Education and Continuing Medical Education; and during the last 8 years as the Senior Associate Dean for Medical Education encompassing the continuum of education throughout the four program sites of the College. In addition to his academic appointment as Professor of Medical Education, he is Professor of Medicine in the Department of Medicine. Prior to coming to UIC, in 1989 he was the Senior Vice President for Academic & Medical Affairs at Michael Reese Hospital & Medical Center and in his years at MRH he held numerous medical administrative positions as well as establishing the Educational Unit (EDU) which flourished until the hospital was sold to a for-profit chain.

**David Schaafsma, LAS, English**

1900 UH, 413-2220, [schaaf1@uic.edu](mailto:schaaf1@uic.edu), PhD University of Michigan

BIOGRAPHY: Professor Schaafsma is interested in scholarly issues concerning the preparation of English teachers, young adult literature, community-based literacy, the uses of narrative in research and learning, and the relationship between literacy, democracy, and social action.

**Jennifer Schmidt, LAS, Biological Sciences**

4202 MBRB, 996-5655, [jvs@uic.edu](mailto:jvs@uic.edu), PhD Northwestern University

BIOGRAPHY: Professor Schmidt's current research focuses the differences in inheriting autosomal genes in organisms (i.e. imprinted genes).

**Stewart Shankman, LAS, Psychology**

1062D BSB, 355-3812, [stewarts@uic.edu](mailto:stewarts@uic.edu), PhD Stony Brook University

I am a licensed clinical psychologist and assistant professor in the psychology department. My research uses a multi-method approach to explore the relation between mood and anxiety disorders, the nature and course of depression, and more basic questions in affective science (i.e., the study of emotion). To this end, my research program attempts to bridge and integrate clinical and epidemiological approaches with neuroscience and psychophysiological methods. Specifically, my lab is currently conducting projects that employ the methods of EEG, EMG, EKG, fMRI, and pharmacogenetics.

**Scott Shippy, LAS, Chemistry**

4336 SES, 996-2974, [sshippy@uic.edu](mailto:sshippy@uic.edu), PhD University of Illinois at Urbana

AUTOBIOGRAPHY: My research is focused on the interface between analytical chemistry and neuroscience. My long-term goal is to develop new tools and methods to characterize neurochemical signaling in the central nervous system of freely behaving animals to better understand neuronal function and disease. Carrying out this research requires both an understanding of innovative analytical chemistry as well as the ability to work with standard animal models. In one series of studies I explore the neurochemical basis of feeding behavior modulation at the lateral hypothalamus; in another I study the chemical composition of the retinal extracellular fluid in glaucomatous rats.

**Barbara Simmons, NURS, Biobehavioral Health Science**

740 NURS, 413-0581, [simmons@uic.edu](mailto:simmons@uic.edu), PhD Loyola University Chicago

AUTOBIOGRAPHY: I have more than 20 years of teaching experience with undergraduate nursing students in several Chicago universities, including Lewis, St. Xavier, and UIC. In all these programs I taught theory courses and/or clinical practicums in major teaching hospitals. My teaching style is reflective of my doctoral work in critical thinking/decision making. I have offered additional opportunities for learning and academic credit to students who participated in community health related service. Currently, my requirement for junior students in my nursing clinical at UIH is to access online databases for relevant research. My teaching emphasis includes pathophysiology, pharmacology, and medical-surgical nursing and I incorporate theory in all clinical experiences.

**Dick Simpson, LAS, Political Science**

1108D BSB, 413-3780, [simpson@uic.edu](mailto:simpson@uic.edu), PhD Indiana University

AUTOBIOGRAPHY: I teach primarily American politics, urban politics, Chicago politics and run the internship program. I have won numerous teaching awards including 2 Silver Circles, 3 Excellence in Teaching awards, etc. I have supervised honors students, honors theses, and guest lectured in honors courses.

**Georgette Sinkler, LAS, Philosophy**

1409 UH, 996 2641, PhD Cornell University

AUTOBIOGRAPHY: Before joining the faculty at UIC in 1995, I taught at Syracuse University in upstate New York and at Washington University in St. Louis. My special academic interests are medieval philosophy and philosophy of religion. I also enjoy learning about French language and culture, and I have been a serious quilter since 1992.

**Sivalingam Sivananthan, LAS, Physics**

2360 SES, 996-5092, [siva@uic.edu](mailto:siva@uic.edu), PhD University of Illinois at Chicago

AUTOBIOGRAPHY: My research interests are focused on the physics of heteroepitaxy of semiconductors with the aim of achieving interface engineering, which can lead to the control of a complete in-situ device process for these heteroepitaxial systems. This includes a fundamental understanding of the physics of semiconductor materials including defect formation, doping, and electronic band profiles as well as the structure of interfaces on and an atomic scale. Hence, in heteroepitaxy the understanding of the heterointerface in terms of atomic structure, electronic band profile, electric charge imbalance, and strain accommodation is indispensable.

**Linda Skitka, LAS, Psychology**

1055 BSB, 996-4464, [lskitka@uic.edu](mailto:lskitka@uic.edu), PhD University of California Berkeley

AUTOBIOGRAPHY After graduation from the University of Michigan, I earned my PhD in psychology at the University of California, Berkeley. From 1989 until I joined the faculty at UIC in 1994, I was a professor at Southern Illinois University at Edwardsville. My current research is investigating how attitudes that are experienced as moral convictions differ from other equally strong attitudes in shaping people's thoughts, feelings, and behavior, as well as research that explores the cognitive and motivational differences between liberals and conservatives. In general, I am interested in the how people reason about fairness (e.g., theories of distributive and procedural justice) and political psychology. See <http://tigger.uic.edu/~lskitka/Skitka.html> for more specific detail about current areas of research focus.



**Lynda Slimmer, NURS, Medical-Surgical Nursing**

743 NURS, 996-4766, lyndas@uic.edu, PhD University of Illinois at Chicago

I am a Clinical Associate Professor in the College of Nursing and Associate Department Head, Medical-Surgical Nursing. My research has focused on mental health promotion in children, depression in the elderly, and the scholarship of teaching. From 2002-2006, I was the Research Subject Advocate for the University of Illinois at Chicago NIH funded General Clinical Research Center. Prior to coming to UIC, I taught mental health nursing for 29 years in the Elmhurst College Deicke Center for Nursing Education and initiated and served as the Director of the College's Service-Learning Program. In addition, as Professor Emerita at Elmhurst College, I have participated in international student experiences and mentor students through the College's Center for Professional Excellence

**Robert Sloan, ENGR, Computer Science**

1132 SEO, 996-2369, sloan@cs.uic.edu, PhD Massachusetts Institute of Technology

BIOGRAPHY: Interests include computational learning theory and software engineering.

**Neil R. Smalheiser, MED, Psychiatry**

525 SPHPI, 413-4581, neils@uic.edu, MD-PhD Albert Einstein College of Medicine

I am a neuroscientist who studies mechanisms of synaptic plasticity in both mice and human diseases. However, some of my projects are inter-disciplinary and include: neuroscience (a range of developmental, molecular, cellular and psychiatric issues), microRNAs and other small RNAs (their role in synaptic plasticity and disease, cell-cell communication, genomics and human evolution), Informatics (tools to enhance scientific discovery and collaboration, text mining, information retrieval) and open access (maintain public web-based tools, edit an open access journal).

My contacts with undergraduates at UIC have so far been limited, but I welcome any questions and am willing to help students explore opportunities for both study and research.

**Augustine Sohn, COM, Family Medicine**

186C HHDSB, 996-0960, ajsohn@uic.edu, MD Seoul National University, MPH, University of Illinois at Chicago

AUTOBIOGRAPHY: Taking care of patients with chronic disease, like hypertension, diabetes, and obesity, I found the importance of regular exercise in adult populations. I am interested in promoting walking as a form of exercise in adult population. I am also interested in providing an atmosphere that we all can walk safely in our urban setting.

**John Solaro, COM, Physiology & Biophysics**

E202 MSB, 996-7620, solaroj@uic.edu, PhD University of Pittsburgh

BIOGRAPHY: Dr. R. John Solaro is currently one of 10 Distinguished University Professors at the University of Illinois at Chicago (UIC). He is also Head of the Department of Physiology and Biophysics in the College of Medicine and Co-Director of the UIC Program in Cardiovascular Sciences. Dr. Solaro has published over 170 papers in the general area of cellular and molecular mechanisms controlling the contraction of the heart, and how these mechanisms are altered in pathological conditions and by pharmacological interventions. He is currently the holder of a 10 year NIH Merit Award, and is Principal Investigator on a Program Project Grant and NIH Training Grant. He is past president of the Cardiac Muscle Society and the Association of Chairs of Departments of Physiology, and was Secretary General of the International Society of Heart Research.

**Bhama Srinivasan, LAS, MSCS**

526 SEO, 413 2160, srinivas@uic.edu, <http://www.math.uic.edu/~srinivas/>, PhD University of Manchester, England

AUTOBIOGRAPHY: I have been at UIC since 1980. I love Chicago, especially its rich diversity of ethnic neighborhoods, restaurants and museums. I have been teaching a variety of courses at UIC in the MSCS department, ranging from Calculus to graduate courses in Representation Theory, which is my area of research. I find it interesting and challenging to show students the beauty and power of mathematics, especially as they often think of it as a set of rules for computation. As an Honors Fellow I have enjoyed talking to my advisees and discussing the courses that they could take for their Honors Activities. I try to steer them in the direction of challenging courses. I am also interested in women's issues, and have been involved in the Association for Women in Mathematics. I attend many of the events organized by the Gender and Women's Studies Program.

**David Stone, LAS, Biological Sciences**

4002 MBRB, 996-5710, dstone@uic.edu, PhD University of Wisconsin, Madison

AUTOBIOGRAPHY: The goal of my research is to understand transmembrane signaling systems in eukaryotic cells. My scholarly activities include research, mentoring of graduate students, publication of our work, grant preparation, review of grants for NSF, review of manuscripts for various journals, attendance and presentations at scientific meetings, etc. My teaching interests include classical and molecular genetics (undergraduate level) and eukaryotic transmembrane signal transduction (graduate level).

**Sandra Sufian, MED, Medical Education**

980 CME, 413-0113, sufians@uic.edu, PhD New York University

I work on the history of medicine, specifically history of infectious diseases in the 19th and 20th centuries (Middle East, non-Western world) as well as the history of disability and the family in 20th century America.

**Daniel Swartzman, Public Health, Health Policy & Administration**

7854 SPHPI, 996-5756, swrtzmn@uic.edu, MPH, University of Illinois at Chicago

**Mo-Yin Tam, CBA, Economics**

2113 UH, 413-9448, moyintam@uic.edu, PhD State University of New York at Stony Brook

BIOGRAPHY: Professor Tam's field of interests include: Diversity, Economics of Education, Digital Divide, Incentive Schemes and Pareto Optimality, Income Distribution and Welfare Implications.

**Astrida Tantillo, LAS, Germanic Studies**

402 UH, 413-9466, tantillo@uic.edu, PhD University of Chicago

AUTOBIOGRAPHY: My research interests are interdisciplinary and focus mainly upon eighteenth-century German literature, philosophy, and history of science. I have recently completed books on Goethe's scientific works and his novel, *Elective Affinities*. My next book project will focus on German scientific and pseudo-scientific movements of the long eighteenth century. I have taught several courses in the Honors College and have therefore had many opportunities to work with academically gifted undergraduates at UIC. I have also advised several Honors College students about study abroad programs, graduate schools, and scholarship applications. I am very interested in teaching courses on the history of ideas, natural philosophy, science and ethics, science and literature, and eighteenth-century culture.

**Renee Taylor, AHS, Occupational Therapy**

348 HHDSB, 996-3412, rtaylor@uic.edu

BIOGRAPHY: General research interests include developing and evaluating community-based empowerment programs for individuals with fatigue-related disabilities. Other specific scholarly interests involve the epidemiology of chronic fatigue syndrome, diagnostic labeling and illness attributions among health care workers, and the assessment of fatigue-related symptomatology, functional capacity, interpersonal stress, and resource acquisition among individuals with chronic fatigue syndrome and fibromyalgia. Additional areas of scholarly activity involve child abuse as it relates to health outcomes in a variety of chronic illness populations.

**Mitchell Theys, ENGR, Computer Science**

941 SEO, 413-9267, mtheys@uic.edu, PhD Purdue University

BIOGRAPHY: Professor Mitchell D. Theys received a Ph.D. in electrical engineering in 1999 from Purdue University. In addition, he received a Master of Science in electrical engineering in 1996, and a Bachelor of Science in computer and electrical engineering in 1993, both from Purdue University. His current research interests include: distributed computing, heterogeneous computing, parallel processing, VLSI design, and computer architecture. During his college career Dr. Theys held various intern positions with Caterpillar Inc., Compaq Computer Corporation, and Lawrence Livermore National Laboratory. In addition, during his undergraduate work he participated in the cooperative education program and worked in the Sales, Marketing, Quality Assurance, and Research & Design departments of S&C Electric Company. Dr. Theys has published several journal papers, and also had several documents reviewed and accepted at conferences such as the International Conference on Parallel Processing, and the Heterogeneous Computing Workshop. He has attended these conferences and presented his work. Dr. Theys has received support from Defense Advanced Research Projects Agency (DARPA), Intel, Microsoft, and the Armed Forces Communications and Electronics Association (AFCEA). Dr. Theys is a member of the IEEE, IEEE Computer Society, Eta Kappa Nu, and Tau Beta Pi.

**Peter Thompson, CBA, Managerial Studies**

2225 UH, 996-4481, pthomp1@uic.edu, PhD University of Illinois at Chicago

AUTOBIOGRAPHY: My research interest is primarily in employee ownership and associated topics including leadership, corporate culture, human resource practices, and their effects on organizational outcomes. My focus is on employee stock ownership plans (ESOPs) in particular. Because ESOPs result from the intersection of human resource management and corporate finance, studying them brings together my academic and business experience. Moreover, employee ownership of companies has implications for social justice and the creation and distribution of wealth. I point out to my students that employee ownership is a win-win proposition: having fun while maximizing shareholder value – and elevating the human spirit in the process.

**Karen Troy, AHS, Kinesiology & Human Nutrition**

187 DHSP, 413-5495, [klreed@uic.edu](mailto:klreed@uic.edu), PhD University of Iowa

Dr. Troy's research program comprises several interdisciplinary efforts, the broad focus of which are to improve the quality of life of aging and disabled adults specifically by developing interventions based on targeted modes of physical activity. Her lines of research include: understanding how bone micro-and macro-structure change as a result of mechanical loading, with a long-term goal of developing targeted modes of physical activity that can improve bone strength in older women, upper extremity biomechanics in manual wheelchair users, with the goal of developing universally accessible exercise equipment that can benefit users by improving shoulder joint mechanics and cardiovascular health and quantifying the role of the upper extremities during fall avoidance and impact, with the goal of developing interventions to prevent upper extremity injury

**Maria Varelas, EDUC, Education**

3513 EPASW, 996-2454, [mvarelas@uic.edu](mailto:mvarelas@uic.edu), PhD University of Illinois at Chicago

BIOGRAPHY: Research interests include: classroom-based teaching and learning of science in urban classrooms with linguistically and socio-culturally diverse populations, collaborative teacher action research, discourse in science classrooms, integration of science and literacy, science education reform in elementary school and college science classrooms.

**Brandon Valeriano, LAS, Political Science**

1147 BSB, 413-7274, [bvaler@uic.edu](mailto:bvaler@uic.edu), PhD Vanderbilt University

BIOGRAPHY: Dr. Valeriano's main research interest focuses the causes of war and peace, specifically international rivalries. His next book project is titled *Becoming Rivals*, the work is an exploration of the onset of all Interstate Rivalries from 1816-1992. He is also working on a book project classifying all interstate wars according to their characteristics and type. In addition to traditional international relations research, Dr. Valeriano is currently investigating issues pertaining to the Latino population in America including foreign policy preferences, relations with Mexico, and immigration flows. Other research interests include international relations theory, comparative European foreign policies, Latin American external relations, and territoriality.

**Charles Walter, AHS, Kinesiology**

B-47 AHSB, 355-1713, [charles.b.walter@uic.edu](mailto:charles.b.walter@uic.edu), PhD University of California, Los Angeles

AUTOBIOGRAPHY: As an undergraduate student I was a psychology major and gymnast at the University of New Mexico. I combined these interests with a long-standing fascination with the life sciences by pursuing a graduate degree in kinesiology. I was fortunate to return to my hometown of Chicago in 1985 with an appointment at UIC. My research interests range from basic issues, primarily comprising dynamical modeling of interlimb coordination, to applied problems such as examining new methods for training CVA (stroke) patients to regain motor control. A scientific aside is speculating about the emergence of "bad habits" in sports and movement pathologies. A related hobby is attempting (typically unsuccessfully) to apply these speculations to ample personal frustrations in recreational sports.

**Chiayeng Wang, DENT, Molecular Biology of Oral Disease**

530C DENT, 996-4530, [Chiayeng@uic.edu](mailto:Chiayeng@uic.edu), PhD University of Calgary

AUTOBIOGRAPHY: The ultimate goal of my work, as a research scientist, is to apply knowledge gained from basic science to better understand the development and treatment in human disease. I received my PhD in Medical Biochemistry in 1988. To further my training in medical research, I moved to Boston and joined Dana Farber Cancer Institute and Harvard Medical School as a postdoctoral fellow. In the fall of 1993, I came to UIC as an Assistant Professor in the College of Dentistry. My academic appointment now is tenured Associate Professor (since 2000). While my primary activity is research oriented, I do spend substantial amounts of my time in teaching activities to a variety of audiences. My role in teaching is not, however restricted to classroom lecturing. I also use my own research lab as a training ground for undergraduate and graduate students to learn basic laboratory techniques and critical thinking.

**Jim Wang, PHARM, Biopharmaceutical Science**

451 PHARM, 355-1429, [zjwang@uic.edu](mailto:zjwang@uic.edu), PhD University of California, San Francisco

AUTOBIOGRAPHY: My research interests include the molecular and cellular mechanisms of neuropathic pain, and opioid tolerance and dependence. A number of approaches are used, ranging from molecular biology, signal transduction, molecular genetics, pharmacogenomics, mouse genetics, protein structure-function relationships, protein phosphorylation, and system neurobiology.

**Q. Tian Wang, LAS, Biological Sciences**

4020 MBRB, 413-2408, [qtwang@uic.edu](mailto:qtwang@uic.edu), PhD Northwestern University

My lab studies the molecules and mechanisms that regulate cell fate via regulation of chromatin, using the mouse and embryonic stem cells as model systems. In my spare time I enjoy reading and traveling and playing with my daughters.

**Duncan Wardrop, LAS, Chemistry**

4446 SES, 355-1035, wardrop@uic.edu, PhD, University of Glasgow

AUTOBIOGRAPHY: As an organic chemist, my research is focused on the development of new strategies for the efficient construction of highly functionalized natural products and other molecules with useful pharmacological properties. My group's efforts towards this goal are centered on a long-term interest in the chemistry of electron-deficient reactive intermediates including metallocarbenoids, alkylidenecarbenes and nitrenium ions.

**Roger Weissberg, LAS, Psychology**

1008A BSB, 413-1012, rpw@uic.edu, PhD University of Rochester

BIOGRAPHY: Roger P. Weissberg, Ph.D., is Professor of Psychology and Education and Chair of the Division of Community and Prevention Research at the University of Illinois at Chicago (UIC). He is Executive Director of the Collaborative to Advance Social and Emotional Learning (CASEL). He directs an NIMH-funded Predoctoral and Postdoctoral Prevention Research Training Program in Urban Children's Mental Health and AIDS Prevention at UIC and also holds an appointment with the Mid-Atlantic Laboratory for Student Success funded by the Office of Educational Research and Improvement of the U. S. Department of Education.

**Rosemary White-Traut, NURS, Women, Children and Family Health Science**

806 NURS, 996-8871, rwt@uic.edu, PhD Rush University

Rosemary White-Traut is a Professor and Department Head in the Department of Women, Children and Family Health Science, University of Illinois at Chicago. Dr. White-Traut is a member of the Medical Round Table, the Pathways Awareness Foundation and a past member of the Board of Directors of the Johnson & Johnson Pediatric Institute and the Association of Women's Health, Obstetrics, and Neonatal Nursing. Dr. White-Traut's research includes the evaluation of autonomic, neuro-hormonal, behavioral and developmental responses of premature and full term infants to the ATVV intervention. She has documented improved patterns of maternal-infant interaction, reduced cortisol levels, improved feeding progression, enhanced behavioral states, and reduced hospital stay after infants received the ATVV intervention.

**JoEllen Wilbur, NURS, Public Health, Mental Health and Administrative Nursing**

606 NURS, 996-7980, jwilbur@uic.edu, PhD University of Illinois at Chicago

BIOGRAPHY: Professor and Associate Dean (Research) Wilbur is an experienced nurse researcher with expertise in women's health, health behavior and community health. She is trained and certified as a family nurse practitioner. Her program of research is focused on physical activity for reducing risks in midlife women with an emphasis on the African-American community. Her research offers a blend of behavioral measures and sophisticated laboratory procedures in assessing the symptoms and functional status of midlife women and measuring adherence to physical activity.

**Jennifer Wiley, LAS, Psychology**

1054D BSB, 355-2501, jwiley@uic.edu, PhD University of Pittsburgh

AUTOBIOGRAPHY: My teaching interests include cognition and development and I frequently teach the undergraduate lectures and labs on these topics. My research interests include investigations of learning and problem solving. One line of research on the Principled Design of Web Pages uses eyetracking as well as other cognitive measures to assess contexts that promote the best learning from on-line text. I also study contexts that promote better problem solving, and the effects of expertise and collaboration. I've supervised two undergraduate honors theses that were presented at national conferences. In addition, I usually have between 3 and 7 undergraduates working as research assistants as either an honors activity or for Psychology credit (Directed Research).

**Diana Wilkie, NURS, Medical-Surgical Nursing**

660 NURS, 413-5469, diwilkie@uic.edu, PhD University of California, San Francisco

AUTOBIOGRAPHY: Building on my clinical experience as a hospice nurse and oncology clinical nurse specialist, my research has been continuously funded for 18 years and focused exclusively on palliative care topics, namely pain and symptom management and promoting end-of-life education for health professionals. I enjoy providing opportunities for students to engage in the research process and discovery of knowledge. I also appreciate the opportunity to let students see the diverse ways nurses contribute to science. My research involves the use of informatics to improve clinical care, and I enjoy helping students explore this area of research.

**Jessica Williams, LAS, English**

2021 UH, 413-7378, jessicaw@uic.edu, PhD University of Pennsylvania

AUTOBIOGRAPHY: I developed an interest in second language learning and teaching as an undergraduate, when the city of Philadelphia experienced a considerable influx of Southeast Asian refugees. I was completing a degree in theoretical linguistics but my new interest in teaching prompted me to change to a more applied area of the field. I have taught English as a second language and studied second language acquisition (mostly English, but also German and Spanish) in the United States, Mexico, and Singapore. I am particularly interested in the effect of instruction on language

learning and the acquisition of academic literacy in a second language.

**Sloan Williams, LAS, Anthropology**

1015 SEL, 413-59985, sloanw@uic.edu, PhD Northwestern University

BIOGRAPHY: Professor Williams is an expert in ancient DNA and is interested in the genetic relationship between various groups throughout prehistory. Her interests also include Physical Anthropology, Human Genetics, DNA Studies in Archaeological Populations; Peru.

**Donald Wink, LAS, Chemistry**

4478 SES, 413-7383, dwink@uic.edu, PhD Harvard University

AUTOBIOGRAPHY: I am developing innovations in the teaching of undergraduate chemistry. My research in chemical education is focused on the use of interdisciplinary teams to improve student understanding of chemistry. One program has developed a new curriculum for chemistry and mathematics. Another works on the introduction of perspectives from other university research and teaching programs that use chemistry. This is called the Chemical Professional Laboratory Program. Examples shown in the figure demonstrate the use of spectrophotometry in analysis of metals, blood proteins, and elements in the blood. Another incorporates the methods of a field ecologist who uses acid-base titration to determine the rate of decomposition of leaves.

**David Wirtshafter, LAS, Psychology**

2010 BSB, 413-2631, davew@uic.edu, PhD University of Illinois at Chicago

AUTOBIOGRAPHY: My students and I have utilized a highly interdisciplinary approach to study the brain mechanisms underlying behavior. Rather than concentrating on a particular behavioral mechanism, we have focused on specific anatomical systems in the brain and have employed every behavioral, pharmacological and anatomical tool available to us in our attempts to understand their functioning. Thus, in addition to studying the behavioral effects of lesions and intracranial injections, we have also used anatomical tracing and immunocytochemical techniques to study the structural organization of the brain systems of interest to us and have examined the activity of these structures during behavior by using in vivo microdialysis to study the release of neurotransmitters and the histological demonstration of immediate-early gene products to examine neuronal activation. Our work has focused primarily on two regions of the brain, the median raphe nucleus and the basal ganglia, which play important roles in motivation, reward and learning.

**David Wise, LAS, Biological Sciences**

3354 SES, 355-3231, dhwise@uic.edu, PhD University of Michigan

AUTOBIOGRAPHY: My research program seeks to understand the causes and ecological implications of food-web complexity and explores how human-induced impacts, such as global climate change and habitat modification, will affect the functioning of terrestrial food webs. Many controversies in ecology continue because we are largely ignorant of the functional consequences of biodiversity. For example: What is the relationship between species diversity and the number, complexity and strength of pathways of direct and indirect effects in food webs? How do species interactions in complex food webs affect ecosystem processes such as primary production and litter decomposition? Much of my research program is part of the emerging interface between community and ecosystem ecology. My students and I rely on a broad range of approaches: field experimentation, behavioral experiments in the laboratory, multivariate analyses of field surveys, stable isotope analyses to investigate trophic structure and connections between sub-webs, immunological and molecular techniques to identify predator-prey interactions in the field, meta-analyses of published studies, and mathematical modeling.

**Charles Woodbury, PHARM, Medicinal Chemistry & Pharmacognosy**

501 PHARM, 996-6793, woodbury@uic.edu, PhD, University of Wisconsin

BIOGRAPHY: Professor Woodbury's research interests include "Theoretical and experimental studies on the pulsed ultrafiltration method for macromolecular binding," "Theory of preferential solvation and weak binding interactions," "Stochastic behavior of mesoscopic systems."

**Jean Woodward, PHARM, Pharmacy Administration**

154 PHARM, 355-3398, jmbwood@uic.edu, PhD University of Texas, Austin

**William Worek, ENGR, Mechanical Engineering**

2021 ERF, 996-5610, wworek@uic.edu, PhD Illinois Institute of Technology

AUTOBIOGRAPHY: The focus of my teaching is in the area of energy, heat transfer, and heat and mass transfer processes. I teach both fundamental and applied courses in the heat transfer and energy area. Throughout the course of my teaching career, which began when I was a graduate student, I have taken pride in my ability to teach, my interaction with students inside and outside of class and by the exhibition of my enthusiasm for the material presented in courses that I teach. I have advised many undergraduate research projects and senior design projects. I have been fortunate to have some of these students decide to continue this work with me at the graduate level. I have been twice nominated for the UIC Silver Circle Teaching Award.

**Milos Zefran, ENGR, Electrical and Computer Engineering**

1028 SEO, 996-6495, mzefran@uic.edu, PhD University of Pennsylvania

BIOGRAPHY: Milos Zefran received diploma degrees in electrical engineering and mathematics in 1989 and 1992 respectively, and a M.Sc. in electrical engineering in 1992, all from the University of Ljubljana, Slovenia. He received a M.Sc. degree in Mechanical Engineering and a Ph.D. degree in Computer Science from the University of Pennsylvania in 1995 and 1996, respectively. He was a fellow of the Institute for Research in Cognitive Science at the University of Pennsylvania between 1993 and 1996. From 1997 to 1999 he was a NSF Postdoctoral Scholar at the California Institute of Technology. He is currently an assistant professor in the Department of Electrical Engineering and Computer Science at the University of Illinois at Chicago. His main research areas are robotics and control of hybrid systems

**Julie Zerwic, NURS, Medical-Surgical Nursing**

744 NURS, 996-8431, juljohns@uic.edu, PhD University of Minnesota

AUTOBIOGRAPHY: I joined the faculty at UIC in 1993. My research interests focus on the experience of cardiovascular disease, including risk factor modification and interpretation of symptoms during an acute myocardial infarction. I have recently been examining gender and ethnic differences in cardiovascular disease. I continue to practice in both the critical care setting and a community health clinic. I teach students at both the undergraduate and graduate level in a variety of different courses. Most recently, my teaching experiences have included health assessment and critical care.













