

BUILDING COMMUNITY

EXCEL CENTER
MAGAZINE 2019



THE
UNIVERSITY OF
ILLINOIS
AT
CHICAGO



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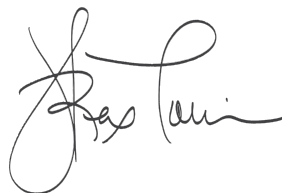
GREETINGS FROM CHICAGO!

Welcome class of 2023! Our number one goal is to maximize student success for all students. Through our comprehensive academic support and engagement opportunities, the Excel Center partners with departments, faculty, Chicago companies, and so many more to provide a combination of academic and career experiences that are unique to UIC.

The theme for the 2019 Excel Center student success magazine is 'Building Community'. This fall, UIC opened the new Academic and Residential Complex, a new facility that features state-of-the-art classrooms, collaborative learning spaces, and four new living and learning communities. We also designed new programs and services such as Summer Excel, Alternative Spring Break, and Peer Coaching for first-generation college students. These new spaces and services were created because it is important for students from all 'walks of life', to meet each other, learn and support one another, and share common interests.

I invite alumni, parents, families, community members, and friends of UIC to stay connected to the Excel Center. Please take a moment to read our Advancement Report on page 18, which highlights our successes in fundraising and program development. We believe with your support, we can continue to enhance existing programs and grow new services. Thank you for your continued support and I look forward to staying connected.

Go Flames!



J. Rex Tolliver

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EXPLORE

EXPLORE THE ARC

by Dr. Janaya Shaw, Curriculum & Instruction Manager for TRIO Upward Bound

The Academic and Residential Complex (ARC) opened this Fall 2019. The beautiful 10 story structure accommodates 550 First Year Students. The ARC features state of the art lecture halls and classrooms, large academic lounge, tutoring center, fitness center, laundry, study/social lounges on each floor and a panoramic view of Chicago from the tenth floor sky lounge. As you drive on Interstate 290, the ARC catches your eye and you know you are on the UIC campus. Located on the corner of Harrison and Morgan the UIC Shuttle is available also CTA bus and Blue Line 'L' provides 24-hour transit service for ARC residents.

Many amenities attract and assist First-Year Students such as Jamie, an incoming freshmen. The ARC offered Jamie, who has not declared a major yet, the opportunity to explore different areas of study. There are great living and learning communities in the areas of honors, pre-law and justice, humanities, and international perspectives that provide a rich educational experience. A state-of-the-art fitness center within the complex encourages healthy living. Live-in faculty support students in their area of study with programming. Study lounges, collaboration space, and learning resource centers encourage Jamie to study and

COMPOSITE OF UIC STUDENT

JAMIE

MAJOR:

Undecided Freshman

CHALLENGES:

Writing

STRENGTHS:

Math/Science

LEARNING STYLE:

Visual



create friendships with other students. Other aspects of the complex that Jamie goes to on a regular basis are the multiple social/gaming lounges, laundry facilities, and a Sky Lounge on the 10th floor.

There is also an emphasis on instruction with the academic space. Courses will be offered on the first floor of the complex within the lecture halls and classrooms. This makes it easy for Jamie to get to her 8 a.m. class. The classrooms are equipped with the latest technology and group stations.

Multiple screens surround the classrooms so students such as Jamie can clearly see materials and contribute to the course. Study rooms and a tutoring center are available for academic concerns allowing Jamie to improve her writing skills. Computer stations are close by to assist with the technological aspect of a course. Starbucks is located in the complex to give Jamie a pick-me-up right before class.



ACCESS

ACCESS GRANTED: UIC SUMMER EXCEL

by Fuad Raji, Academic Counselor for the African American Academic Network



When you're given the opportunity to be selected for an experience like this, you take it the first chance you get. A program for minorities is a very rare occurrence when diving into the world of education. You must be twice as prepared, twice as intelligent, and even more aware of the challenges you are apt to face being a minority student. From the rigorous course of the English 160 class to getting more familiar with the campus, Summer Excel is an excellent opportunity to transition into the world of academia."

—MORGAN PRATT

In partnership with the Office of Admissions and Recruitment, the English Department, the Writing Center, Registrar Office, Campus Housing, and the African American Academic Network (AAAN), as well as other various units within the Excel Center and Student Affairs, launched the UIC Summer Excel program in June 2019. UIC Summer Excel is a six-week academic residential program that prepares incoming freshmen for their transition from high school to college. The news of this highly anticipated initiative brought a lot of excitement to the UIC community. Participating students received early access to academic and co-curricular opportunities designed to foster academic engagement, strong sense of community, social belonging, and retention.

“Per the direction of the Vice Chancellor of Student Affairs and led by the Associate Vice Chancellor for Student Success, the goal was to create a program enriched with a strong network of institutional resources to work towards a common goal of student success.” —Joseph Fields, UIC Summer Excel Director and AAAN Associate Director

During the six-week program, 24 students resided on-campus housing, participated in social activities, and attend academic, self-improvement, and leadership workshops. The highlight and major component of the UIC Summer Excel program was the ability for students to obtain college credit prior to the start of the Fall semester. Students had the unique opportunity to enroll in English 160, a three credit-bearing course that fulfilled UIC’s first semester writing composition. Over the six-weeks, students had access to Success Team Advisors, Peer Coaches, academic writing centers, supplemental instructors, and tutors to ensure they received the best grade possible in their English 160 course. Additionally, participants gained a paid internship with various departments on UIC’s campus.

The UIC Summer Excel program is a great way for incoming freshmen to foster a great college experience prior to taking classes in the Fall.

In my first week there were a lot of struggles, I was in a brand new environment by myself surrounded by people I had never met, in a type of class structure I wasn’t used to, following a schedule I had never encountered. I was also finally experiencing something I had been nervous about which was being away from my family. However, the people I had never met turned into friends, where we went bowling together and went out for lunch. All in all, I’m grateful for the opportunity I was given and I’m looking forward to the beginning of school.

—EDGAR HERRERA

Nicholas Hart, Edgar Herrera, Adrian Almaraz, and Morgan Pratt, incoming freshmen participants within the Summer Excel program spoke about their experience.

- “Being in the Summer Excel Program has been an experience of a lifetime. I’ve gotten the chance to meet some wonderful peers and teachers which sets me up for success, because it gives me a support system. I am truly grateful that I was chosen to be a part of this amazing program” —Nicholas Hart
- “My UIC experience thus far has been beyond extraordinary. Given the opportunity to become a great and well-rounded student, I have taken advantage of everything the Summer Excel Program has to offer. Day in and day out, I have felt productive. This weekend when I met and had a conversation with my idol, Cole Bennett, a successful entrepreneur, I knew that everything was happening for a reason and that I have a purpose in this world.” —Adrian Almaraz

The UIC Summer Excel program allowed our students to learn about UIC cultural and academic centers, student life, and other campus resources. In addition, our students learned to build meaningful relationships with their peers and UIC faculty and staff. By electing to participate in this robust and engaging six-week program, our students have demonstrated their desire to become highly engaged and integral parts of the UIC community.

TURNING THE PAGE

by Debra Foster, AAAN Event Coordinator

My name is Debora Foster, event coordinator of the African Student Council and receptionist at the African American Academic Network (AAAN) at UIC.

A few weeks ago, Mr. Jeff Brown, Director of AAAN, explained that there was an office full of books that needed to be donated. Immediately, my inner event planner sparked, and I suggested that we take this opportunity to get students involved in some kind of service project.

I began searching the internet for places that we could donate the books, but that would also use the books to support people who cannot afford higher education. I came across a company by the name of Turning the Page (TTP). Turning the Page is an organization that provides parents and families of public-school students with the necessary tools to continue their school education at home. They use the books that are donated to host family reading nights and build home libraries.

On September 4, 2019 about 20 students representing a variety of UIC student organizations came to build the boxes, pack the books, and carry them to the truck. In total, we donated roughly 400 books to Turning the Page, which included fun reading books and educational textbooks. Some of the UIC organizations that joined in on the fun were the African Student Council, Black Student Union, and Greek brothers and sisters from Alpha Phi Alpha Fraternity, Inc., Alpha Kappa Alpha Sorority, Inc., and Phi Beta Sigma Fraternity Inc.

“The service project was an amazing opportunity to give back to individuals and help spread knowledge and power to those in need,” said UIC student, Ja’Waun T. Williams. “It felt far from work, but more so fun and fulfilling knowing that my efforts were going towards a greater cause.”

Students who participated would agree that this was a great opportunity to serve our community. This project brought black students on campus together to connect, network, and build friendships. I believe that these service events are essential in bringing together black students on campus who come from all walks of life, as well as building a strong and united black community here at the University of Illinois at Chicago.





MASLOW'S HIERARCHY OF COLLEGE NEEDS!

by Jeff "JB" Brown, AAAN Director

It is amazing how in discussions about retention and student success, many practitioners often talk about academic barriers and sometimes-financial ones that impede the progress of students. These issues are paramount and do play an important role in a student's overall success. However, sometimes, it is easy for us to overlook some of the smaller issues when focusing so heavily on the larger ones.

A student walked into our office a few weeks back and asked a question that rocked us to our core. He came to the front desk and asked, "Do you guys have a spiral notebook?" Thinking it was a rather odd request, the receptionist said no, but he followed up by saying how he was having trouble buying school supplies. When the student receptionist brought this to my attention, my immediate reaction, as with most things, was how could we meet this need? How many other students are going without school supplies?

I have been accustomed to students needing support with purchasing books, but never really thought that a pencil and a spiral notebook or lack thereof could have such a profound impact on the success of a student.

Therefore, our department decided to meet this need! We created and hosted a school supply drive where students and staff could donate school items. The collection lasted about seven days and when we were done, we had collected hundreds of new school supplies. We had pens, rulers, paper, and staplers. One team member mentioned, "We had a mini Office Max in our department!" After we collected and sorted the items, we sent a note to our listserv to offer items to students who needed them. We actually received 8 requests from students expressing a need for items and we were able to deliver on our promise.

When it comes to assisting students in their college journey, there are no limits. As we work to make our campus an inviting and affirming space for all students, we cannot forget about those who sit on the-margins and are less fortunate. More importantly, we cannot assume that every student has the resources to succeed. What we can do is make sure we position ourselves to assist them when they need it most!

FEDS FUND TRIO

by Dr. Shannon M. Williams, Director of TRIO

In Fall 2018, the UIC TRIO Upward Bound (UB) program received a STEM grant award from the Department of Education. The UB team recognized this as an excellent opportunity to obtain additional funds for high school students and to heighten various STEM activities for the 2018-19 academic year.

The UIC TRIO UB program received the STEM award targeting the following areas:



- Laptop Computers for UB Math/Science courses & activities
- Participation in two National STEM conferences
- A STEM conference hosted by UIC

While UB already provides tutoring, instruction, and test-taking services to students, the program wanted to target STEM areas more specifically.

Upward Bound students already participated in educational STEM field trips, but only a small number of students have been able to attend conferences (4 students annually per conference). Thus, UB wanted to increase the number of students by an additional 10 students per conference. Because of the STEM grant award, students had the opportunity to attend the Annual EOA Girls in STEM National

Conference and the Annual EOA Men of Excellence Student Conference, all which included STEM components, during the 2018-2019 academic year.

Also, during the academic year, UB collaborated with the Urban Health Program (UHP) to host a STEM conference with various speakers and workshops. This Health Science Conference provided an opportunity for students to connect with UIC and the university's current faculty and students that work within STEM fields, such as the Urban Health Program,

College of Engineering, and College of Applied Health Sciences. Students participated in lab experiences, built connections, and saw how a degree translates into various careers.

The UB Program looks forward to building on these exciting STEM initiatives and welcomes further campus partnerships and collaborations!

CELEBRATING FIRST-GENERATION COLLEGE STUDENTS

by Juline Girts, Torey Cohen-Boseman, & Dr. Shannon M. Williams



First-Generation Nationwide TRIO Celebration hosted at UIC.

On November 8, 2018, the 2nd Annual National TRIO First-Generation College Celebration was hosted at UIC for the very first time! Various college campuses host this event to celebrate first-generation students and staff by reflecting on their determination for success and pathway towards college completion and beyond. The Director of UIC TRIO, Dr. Shannon M. Williams, recognized that UIC is an excellent institution to host such an event to celebrate our students. The event demonstrated that the campus is rich with first-generation students and university personnel with shared

experiences. They shared their stories of persistence and grit, while discussing how they have overcome challenges through their perseverance in higher education.

The mission of TRIO is to help first-generation, low-income, and underrepresented students prepare and pursue higher education. UIC TRIO was excited to collaborate with the other Excel Center programs that support student success (African American Academic Network, Ace, and Native American Support Program) to create and sponsor this wonderful event.

As part of the event, guests were welcomed to write on a poster board regarding what being first-generation means to them. Some of the responses included:

“Being a 1st Gen means that I am not only creating a lift for myself, but for my future generation. It means that I can give back to my family and the community of people that helped to get me here.”

“Strong! Resilient! Hard-working! Motivational! 1st Gen = Our Story! We are 1stGen! This is our legacy!”

Rian McKinley, a participant of TRIO SSS (Student Support Services), shared that it was a great opportunity to meet other staff and connect to a broader network at UIC. She said that one of the speakers, Allen Bryson, was “organic, full of energy, and highly motivational.” He reminded attendees that “being first-gen is a choice” and part of their legacy.

Watch the UIC First-Generation College Student Celebration at: go.uic.edu/1stGen

PEER SUCCESS COACHING PILOT PROGRAM

by Dr. Geoff Thames, Director of Ace

At the Excel Center, student success drives everything that we do. We believe that incoming UIC students can succeed, and accomplish this through the creation of leadership opportunities, engaging programs, and helping students connect with UIC. This year, a new Peer Success Coaching program was launched through Ace and the African American Academic Network (AAAN). Thiwve (SSI) project. The SSI project was devised to support students who attended late (e.g., late July or August), or who did not attend orientation prior to the beginning of the Fall 2018 semester. Additionally, coaches supported students through advising referrals and First Year Seminar courses in the College of Liberal Arts and Sciences (LAS) and the College of Architecture, Design, and the Arts (CADA).

There were 15 Peer Success Coaches hired for the 2018-2019 academic school year. The coaches participated in approximately 75 hours of training. The training was delivered within the context of positive psychology and academic skills (e.g., time management, goal setting, study strategies). Coaches met with staff members at Ace and AAAN for weekly mentor meetings, as an opportunity to receive feedback, brainstorm ideas, and discuss student cases.



Through the 2018-2019 school year, 229 students met with coaches for 728 coaching sessions. Individual sessions lasted approximately 40 minutes. As a result of meeting with the coaches, students reported improvement in: Trust, English language skills, organization, connecting with others, resume skills, development of personal responsibility, self-advocacy, balance

of academic and personal life, critical thinking skills, and awareness of resources. The coaches also found value in job skills gained from the position, in addition to finding satisfaction in empowering students.

We were pleased to find that many of our campus partners at UIC shared our vision of student success and worked with us in the launch of this new program. We thank them for sharing their space, their ideas for training, and technical support of the program.

ALTERNATIVE SPRING BREAK— ONEIDA NATION

by Jacob Adams, Program and Student Advisor for the Native American Support Program

The UIC Native American Support Program and the Oneida Tribal Nation of Wisconsin located in Green Bay, WI partnered to create a community-based educational opportunity for UIC Indigenous students to visit and learn about their tribal business, employment, economic, and STEAM (Science, Technology, Engineering, Art, Math) initiatives. The goal was to provide an opportunity for UIC students to gain an understanding of tribal sovereignty and self-determination in business, government, and food systems, to understand their role and responsibility in relationship to Native nations, as well as learn about career opportunities. The two-day Alternative Spring Break was scheduled from March 25-26, 2019. Four students were selected to participate in the Alternative Spring Break.

Day One—March, 25 2019

- Students toured the Oneida Nation Norbert Hill Center where they learned about the building's history and the different community support programs within it.
- Met with Brandon Stevens, the Vice Chairman of the Oneida Nation, to discuss the programming they are doing to support and cultivate their community.
- Toured the Oneida Cannery to learn about their traditional and conventional food preservation methods

Day Two—March, 26 2019

- Toured Oneida Nation Aquaponics to learn about the agricultural systems that the tribal nation uses for producing sustainable food for their schools and tribal programming.
- Toured Tsyunhehkwa, an organic farm whose goal is to provide the community with traditional food staples like Oneida white corn, as well as encourage organic gardening among community members.
- Visited the buffalo that reside on Oneida Nation lands and learned how the Tribal Nation uses them as a traditional method for their managed grazing system.
- Visited Yukwasistay, a community-based non-profit designed to work with the Oneida community members that are overcoming substance abuse and addiction

UIC recognizes the importance in providing educational support services to Indigenous students to increase their retention and graduation rates. Through university and tribal collaboration, Indigenous students are able to further develop their own identities and learn that their higher education schoolwork can be applied to healing and cultivating tribal nations for future generations to come.

PROGRAM COMMUNITY INTERNSHIP COURSE

by Izayotilmahtzin Mazehualli, UIC Student and Treasurer of UIC's Native American and Indigenous Student Organization



The American Indian Center of Chicago has had a long and outstanding partnership with the UIC Native American Support Program. This year, we were able to host a UIC student through the mentorship program. Designed to get students working with community organizations, Izayo stepped in quickly and made some lasting friendships with our staff, community members, and kids. Our youth were able to learn from a college student with Indigenous ancestry and were able to envision their future at UIC. These types of partnerships provide much needed mentorship to our youth while also getting students to engage with the local community in fun and creative ways.

—HEATHER MILLER,
American Indian Center
Executive Director

The UIC Native American Support Program offers an internship course titled Urban Policy 491. The goal of the course is to provide an opportunity for UIC students to demonstrate their knowledge and practice their skills in a real world setting through a Chicago community organization focused on providing services to Native American urban populations. Izayotilmahtzin Mazehualli is a UIC history major and reflects on interning with the American Indian Center through the Urban Policy 491 course.

American Indian Center

As a safe space for Chicago's urban native population, the American Indian Center (AIC) provides a nourishing environment for the various expressions of native culture. Even though Indigenous people continue to experience systematic ethnic discrimination, the power of not-for-profit organizations like AIC helps to alleviate the pressure by providing resources and education to the extended community.

My time at AIC has broadened my understanding of indigeneity within urban settings as a participant in its community politics, organizational logistics, and educational youth programming. AIC is often faced with making difficult decisions, since its task of serving diverse tribal affiliations could result in conflicts of interests and clash of different cultural practices and perspectives. Nonetheless, AIC manages to focus in community service and openness to collaboration with other organizations. My role as a youth mentor for the Positive Paths program has transformed my life and has awakened a renewed sense of responsibility for the future generations that we help shape as adult members of the community.

As an intern, I helped with various tasks that included helping with the installation of a new art gallery, community election assistance, setting up for events, youth mentorship, ground maintenance, office aid, and other types of engagement. As a mentor in the Positive Paths program, I helped the youth with their homework and participated in activities like beading, yarn-making, drawing, reading, playing sports, and others. As a cultural exchange between my Nahua Indigenous practices and the AIC community, I also provided a workshop series on "Breathing and Posture Exercises", teaching basic Indigenous forms of exercises and the philosophical meaning of martial art forms within the Mexican Nahua tradition.

Living in a time when the loss of sacred values of land and their relationship with the environment is common, I am very grateful to have become a part of the AIC community. AIC represents a home for the various Indigenous ideological perspectives that attempt to find a common ground for unity and conservation of traditional culture. A quality that I developed while working at AIC is having a specific epistemic demeanor; one that acknowledges cultural differences, while focusing on the present moment to create an authentic encounter that preserves each participant's identity and allows for a difference to be made in conjunction without any imposition unto the other.



One who never learns to challenge standards, never actually learns.

—KENNETH BOOKER

INVESTING IN INVOLVEMENT

byChristine Cabrera, Test Specialist at Testing Services



Denzel Washington once said, “Ease is a greater threat to progress than hardship.” These words resonated with Kenneth Booker, a recent undergraduate alum of UIC’s Biological Sciences program.

Finding new opportunities to participate within the UIC community allowed him to overcome these adversities in his life and guided him to find direction for his career.

Kenneth became engaged in many activities and organizations that helped him grow academically and personally. The UIC Honors College provided opportunities for him to network, receive mentorship and support, and enhance his personal and academic skill set. He also involved himself in research internships within the UIC College of Medicine and the UIC Office of Sustainability. Faculty at UIC provided him with opportunities, such as working in their research lab to challenging and encouraging his academic and personal growth.

One particularly rewarding and defining experience Kenneth gained at UIC was being a Peer Success Coach. The African American

Academic Network (AAAN) and Ace’s Peer Success Coach program gave him the chance to serve as a resource and role model to first-year college students by supporting and guiding them during an exciting yet daunting time in their life. In turn, he became motivated to do his best academically, which ignited his newly discovered passion of being an educator. Kenneth feels that such opportunities at UIC created a good foundation for his future career.

Freshmen year is the time for students to redefine themselves, explore new interests, and carve out the path to their future. Because of this, Kenneth recommends first-year students to seek out and get involved in support programs and extracurricular activities on campus such as Ace and AAAN. Campus involvement will create a sense of community and identity within UIC. When students surround themselves with people who want them to succeed, it can transform and positively impact their undergraduate experience and future goals.

Kenneth is currently pursuing his Master’s Degree in science education at UIC, while a PhD in Educational Psychology is not too far ahead. One of his immediate future goals is to become a high school chemistry teacher. He plans to give back to the community by returning to the south side of Chicago and working in Chicago Public Schools. The meaningful relationships that Kenneth developed with faculty, mentors, and staff during his time at UIC inspired him to be a voice for future generations.

TEAM



FEATURED TEAM MEMBERS

DEIDRA MILAN

Assistant Director, Student Success & Retention Services

African American Academic Network (AAAN)

Fun Fact: I enjoy indoor/outdoor cycling with friends.

CYNTHIA SOTO

Director

Native American Support Program (NASP)

Fun Fact: As a mother, there is nothing more that I love doing then spending time with my daughter. As Native Chicagoans, we love to attend many of the festivals and parades that Chicago has to offer.

CAROL PARKS

Office Support Specialist

Native American Support Program (NASP)

Fun Fact: When not at work, I love to cook. I love to look for new recipes to try and share them with my friends.

MELISSA MCKENZIE

Assistant Director of Testing Services

Testing Services

Fun Fact: I love to work out on the lakefront at home or on the oceanfront when traveling.



CHRISTINE CABRERA

Test Specialist

Testing Services

Fun Fact: I am an avid dog lover and have three dogs of my own. I plan to foster as many dogs as my house can handle (and husband will allow).

JACOB ADAMS

Program Coordinator

Native American Support Program (NASP)

Fun Fact: Traveling is my biggest form of self-care. I love to look for new destinations and learn about different cultures.

CAROL GARCIA

Test Specialist

Testing Services

Fun Fact: I enjoy working in my garden and tending to the birds and wildlife that visit.

ASHLEY L. STEWART

Academic Counselor

African American Academic Network (AAAN)

Fun Fact: I enjoy working out, cooking, and spending time with my family, especially my godchildren.

CRYSTAL TSE

Instructor/Academic Coach

Ace

Fun Fact: I enjoy rock-climbing, running, training in the martial arts, and travelling.



CONNECTED

ADVANCEMENT REPORT

by Dr. Rudy M. Molina, Jr.

Over the past year, the Excel Center team applied for several grants to fund scholarships and program development. Of the seven grants that they applied for, five were funded, bringing in a total of \$116K in new funds to support the UIC and broader Chicago student community.

TRIO was the recipient of two grants, one that funded a partnership between TRIO Student Support Services and UIC Career Services (\$10K). The second was a \$31K TRIO Upward Bound supplemental grant that provided funds to support a new STEM conference for high school students at UIC, the purchasing of new laptops for students, and a budget to support these same students to attend regional and national conferences.

The Native American Support Program, in partnership with Northwestern University and UIC Institute for Research on Race and Public Policy, funded two projects totaling \$65K, both of which were funded by the Spencer Foundation to support programming and services for Native American College students.

The African American Academic Network was the recipient of two awards. The first was a gift from the Riversville Foundation, which totaled \$10K and allowed AAAN to add four new scholarships to make a total of eleven scholarships and increase the number of available tutoring hours that they can offer students. The second was a \$5K micro grant from the University of Illinois at Chicago Student Success

Initiative for Sistas/Fellas Keepin' It REAL, which connects African American students at UIC to cultural and academic support.

Each of these gifts, in their own right, are amazing accomplishments and it speaks to the dedication that individual team members have when it comes to supporting students. It is even more impressive to know that the Excel Center team has worked better together using these funds and the spirit of student success to connect more students to these resources. Together, we are better!



STAY CONNECTED WITH US!

- Be informed of Excel Center's student and parent events and network with others
- Learn more about the Excel Center and the programs and opportunities that we offer
- Be provided with the tools and resources that you as a parent can use to help ease the transition and support your child through their UIC journey
- Take great pride as being a part of the UIC community

Stay in touch by completing and mailing our 'Stay Connected' card or by visiting: excel.uic.edu/stay-connected/

WHY GIVE?

- Invest in students who work and help build community
- Help finance the Excel Center which connects students to resources and opportunities
- Inspire and support the next generation of UIC Flames
- Assist in funding scholarships for students
- Work towards a better tomorrow and future for generations to come

Consider making a donation today by:

- Visiting our 'Give' page at: excel.uic.edu/give
- Donating time and resources to the Excel Center by volunteering
- Completing and mailing this 'How to Give' form



Excel Center

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