School also has partnered with the Illinois Humanities Council to pilot a program designed to place students with paying assistantships in non-academic settings.

Philosophy doctoral candidate Nicoletta Ruane, who is the first recipient of the assistantship in the field, is working for 10 months with Illinois Humanities. She is responsible for helping to develop a new community-based program called Illinois Speaks. The goal of Illinois Speaks is to provide "resources to support monthly small group discussions within communities throughout the state. These discussions will focus on current events and the impact of these events on our communities. They will be led by paid facilitators from the community who have been trained by Illinois Humanities and who will have access to materials focusing on media representations."

“What are you going to do with that?” Talk to any humanities doctoral student and he or she will be able to rattle off multiple instances when they’ve been asked to justify the point of their degree. The National Endowment for the Humanities (NEH) launched an initiative over the summer to help make answering that question a little easier in the future. The NEH “Next Generation Humanities PhD” project awarded 25 planning grants of $25,000 each and three implementation grants of $350,000 each to help institutions plan and implement changes to graduate education that will broaden the career preparation of a PhD student beyond a career in the academy. “The academic-focused future we’re accustomed to training graduate students for is disappearing,” said NEH Chairman William D. Adams. “If graduate programs wish to make a case for the continuation of graduate education in the humanities, they’re going to have to think about the professional futures of their students in entirely different ways.”

The Graduate School received a $25,000 planning grant from NEH for a series of efforts grouped under the title Charting Career Pathways: Enhancing and Sustaining Doctoral Education in the Humanities. These related projects will be directed by Dr. Patricia Mooney-Melvin, the Interim Dean of the Graduate School. Focusing on data gathered from current LUC graduate students in the humanities, Charting Career Pathways will create workshops, internship opportunities, and other forms of career assistance based on the needs of our graduate students.

Central to the project are workshops and in the field experiences. In partnership with the School of Communications, the Graduate School will be hosting a series of workshops designed to help humanities students take their critical thinking skills and develop ease in speaking about topics outside of the narrow focus of their dissertation research. The Graduate School will also be developing a series of workshops designed more broadly around the development of professional skills that will be applicable outside the academy as well as foster a better understand the non-academic hiring process. The Graduate School also has partnered with the Illinois Humanities Council to pilot a program designed to place students with paying assistantships in non-academic settings.

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of current events provided by Illinois Humanities."

Dr. Mooney-Melvin spoke with History doctoral student Ruby Oram about Charting Career Pathways:

**What are the goals for the project “Charting Career Pathways”?**

This project has 6 major goals. We want to create opportunities for our students to see themselves as possessing multiple career pathways. An important part of student success revolves around advising and mentoring and this project hopes to strengthen faculty ability to discuss multiple career pathways. We hope to work with the career planning and placement center to develop a robust career guidance program for graduate students. We want our students to be able to communicate with a wide range of audiences. Finally, we want to give students experience outside of the academy while in their graduate programs. Secondary goals include shaping student recruitment messaging to reflect multiple career pathways and to explore curricular opportunities.

**Why is it important to provide doctoral students in the humanities with multiple career pathways?**

Doctoral education offers students the opportunity to gain both breadth and depth in a discipline. They also acquire and hone a wide variety of skills and abilities that can serve them well wherever their interests take them. While many students may find academic positions, others will take a different path. It is our responsibility to offer all students the ability to appreciate the range of opportunities available to them.

Charting Career Pathways allows the Graduate School to be part of a larger national initiative to enhance doctoral education in the humanities as well as provide useful resources for our students and faculty. We look forward to a very productive year ahead!

**New Graduate School Staff**

Michelle Cerullo has been hired as our new Awards and Communications Coordinator. She replaces Stephanie Augustine, who left us in May for an exciting new job opportunity. Michelle joins us from the University of Maryland, College Park, where she worked in the Graduate Office of the English Department. Her background is primarily in graduate admissions, but she also brings experience in web content management, graduate student success, and creative problem solving. Michelle also brings a great deal of enthusiasm to the job, both for graduate education and for superheroes. (Feel free to stop by Michelle’s office to say hi, talk about Batman, or mock her for excessive use of exclamation marks on the Graduate School’s social media.)

Please contact Michelle (mcerullo@luc.edu) with any questions concerning fellowships, assistantships, travel awards, or other funding. Alternatively, please contact Michelle if you have anything to submit to this newsletter, the website, Facebook, Twitter, or the weekly grad school announcement e-mails! She’s very happy to help out in either of her capacities, or point you toward the correct person.

**APA 2016**

The American Psychological Association awarded a blue ribbon to Carly Tindall, School Psychology PhD student, based on reviews of research proposals submitted to APA Divison 16 with graduate students listed as first authors. The award was granted for having one of the highest rated poster proposals.

The title of the study, done in conjunction with Pamela Fenning, PhD was, “Exploring the Needs of Youth on the School-to-Prison Pipeline: Perspectives of Key Stakeholders”. This study explores the academic, behavioral, and social-emotional needs of youth involved with or at risk of being involved in the juvenile justice system. The findings of interviews with key stakeholders (e.g., school-based professionals, juvenile justice professionals, parents, students) directly connected with or advocating for youth associated with the school-to-prison pipeline trajectory were discussed. The data was collected from cross-disciplinary participants to gain a more holistic understanding of the needs of youth within this trajectory and to learn specifically about the racial and ethnic disproportionality within the school-to-prison pipeline and how school psychologists can work to combat it.
**Professional Workshops**

**Fall 2016**

Digital Humanities Introduction  
Thursday, October 13th, 3:30 – 4:00pm, Information Commons 120, Lake Shore Campus  
If you love the humanities and technology, or if you’re wondering how technology connects to the humanities, then this is the workshop for you. We’ll learn about how technology and computing intersect with the humanities, and we’ll discover exciting new projects and ways to get involved in digital humanities work. Questions may be sent to Will Kent (wkent@luc.edu).

Brown Bag: Graduate Mentoring Relationships  
Thursday, October 20, 4:00 - 5:00pm, Graduate Student Lounge, 308 Cudahy Library, Lake Shore Campus  
Not sure how to make your mentorship relationship work? Join our panel of graduate students as we discuss the importance of good mentoring. Get tips for establishing a successful mentoring relationship & strategies for dealing with conflict. Light refreshments will be served.

Working with the Institutional Review Board ([RSVP here](#))  
Wednesday, October 26th, 5:00 – 6:00 pm, Granada 420, Lake Shore Campus  
Graduate Students planning to conduct “Human Subject Research” should attend this information filled workshop. You will receive pointers for preparing your proposal and submitting it to the Loyola University IRB. Topics covered include: The Types of Research Required to Submit to the IRB, Consent & Training Requirements, Determining the Risk Level, Determining the Type of Review Required, Submission Procedures, Checking Submission and CITI Training Status, Minimize the Risk to Subjects, and Tips and Suggestions for Preparing a Proposal: Examples of Good and Bad Ideas. Andrew Ellis, Assistant Director for Research Compliance, will conduct the workshop.
Eloquentia perfecta

Jesuit education is steeped in a tradition that reaches back five centuries, to the flourishing of Renaissance humanism in sixteenth-century Europe. The humanists immersed themselves in the study of language, rhetoric, grammar and literature, with the aim of achieving eloquentia perfecta. Their ability to speak and write well would reflect their values as good citizens who stood to uphold the common good.

The graduate program in the Department of Modern Languages and Literatures of Loyola University Chicago rests on this tradition. Candidates for the Masters degree in Spanish, as well as students of our new five year BA/MA in Spanish (2016), immerse themselves in the language, the literatures and the cultures of the Hispanic world with the same goal: eloquentia perfecta. Not only do they strive to master the Spanish language, they study the past and present of the Hispanic world with the aim of understanding it and its peoples more fully. While our graduate students write and research in the areas of linguistics, literature and culture, they also teach undergraduates, translate tax documents for Latin American immigrants in the United States and wrestle with the complex issue of societal injustice. For example, in February of 2016 our graduate students hosted and participated in a symposium on the theme of social justice in Hispanic literatures.

As our students complete their Masters degree in Spanish, they discover how language and cultural competency begins to open many doors. Some further their graduate education by earning doctorates in Spanish, History, and International Education, while others use their degree to teach Spanish at all levels. Graduates of our program also start careers in business and social work, while others use their linguistic proficiency to gain employment as translators and interpreters. Whatever career path they take, all of our graduates agree that the study of language and culture leads to adventure. But as they go on to face the challenges of an imperfect world, they aim to engage it by relying on the tradition of linguistic and cultural eloquence that has been passed on to them as students of a Jesuit university.

Graduate Program Director

I came to Loyola from Oxford University, where I earned a doctorate in the literature of early modern Spain in 2013. One year later, I was appointed Graduate Program Director, and have taught graduate seminars on the history and literature of the Spanish Golden Age. Having the opportunity to teach both undergraduate and graduate students at Loyola is exciting to me, and as the Graduate Program Director I enjoy being able to guide graduate students toward the completion of their Masters degree at a school so steeped in tradition, especially as we envision how to incorporate Strategic Plan 2020 into our curriculum.
Graduation Information Sessions
Monday, October 17; 4-5pm; Cuneo Hall 109
OR
Wednesday, November 9; 5-6pm; Cuneo Hall 002

If you plan to finish your degree for either December 2016, May 2017, or August 2017, you should attend one of these information sessions which will go over the eligibility process for conferral and also to participate in the May 2016 commencement ceremony. We will offer several sessions both Fall and Spring semester.

GRADUATE STUDENT ACCO LADES
This section features select student accomplishments that have taken place since our previous newsletter.

Student Publications


Student Accolades continue on Page 6


Job Placements


Conference Presentations


Hilt, E. (MIIM-PHD). Overactive Bladder Phenotype Observed in Urothelial Cells Treated with Bacterial Supernatant. IPA World Congress. Chicago IL. May 2016.


As the lead article of this newsletter indicates, the Graduate School received one of the National Endowment for the Humanities (NEH) planning grants that are focused on re-envisioning and enhancing doctoral education in the humanities. Along with our sister Jesuit institution, Fordham University, we are one of 25 planning grant projects. NEH project directors for this funding initiative and the Council of Graduate Schools have created a Next Gen PhD consortium and we connect monthly to share resources and information of use to our students and humanities faculty. One of our Humanities alumna’s, Dr. Catherine R. Maybrey (History 2005), will be joining us this month to work with students and our Career Planning and Placement Office to generate resources for Humanities students interested in multiple career pathways. For the last six years Catherine has worked with graduate students and alumni from McMaster University in Canada and in her on private practice – CM Coaching Services – to help students, new professionals, and professionals in transition navigate career exploration, job searching, and professional development planning.

We congratulate Thomas Gallagher, Professor of Microbiology and Immunology, who received the Council of Graduate School Programs Graduate Faculty Member of the Year award at the 2016 Graduate School and Institute of Pastoral Studies May 2016 commencement. This award recognizes outstanding contributions to the Graduate School in the areas of research, teaching, and service. Dr. Gallagher was selected for this award in recognition of his significant accomplishments in the areas of teaching, mentorship, support of graduate students, and scholarship. Dr. Gallagher has mentored and supervised a large number of graduate student theses and dissertations and is also recognized as an excellent teacher. He has served on a variety of committees, including the Admissions Committee and directs the Virology Journal Club. Dr. Gallagher maintains an active research program and has numerous publications in prestigious journals such as Nature and the Journal of Virology. In nominating him, Dr. Adam Driks articulated his effectiveness as a teacher, one who combines rigor in the classroom with an approach that makes complex information accessible to his students and comments from his students attest to his success as a teacher and mentor. Dr. Karen Visik captured the essence of his vocation: “Dr. Gallagher holds high ideals for the responsibilities and activities of graduate faculty with respect to our mission in training and graduating high quality students.”

On November 3, the Graduate School, the Stritch School of Medicine, and the Marcella Niehoff School of Nursing will celebrate St. Albert’s Day. St. Albert’s Day, held at the Health Sciences campus, showcases research. I encourage you to attend and explore the presentations and posters as well as find out who will be named the junior and senior scientists of the year! St. Albert’s Day honors St. Albert Magnus, a scientist, theologian, and philosopher. A prolific writer and researcher, St. Albert stressed the importance of experimentation and investigation.

Grace Stevens, (English) is the 2016-2017 President of the Graduate Student Advisory Council (GSAC). The Council represents Graduate School students. It plays an important role in building community among all of our students and across our campuses. The Council supports graduate student research and service. Find out more about upcoming events by contacting GSAC@luc.edu.

Have a great Fall semester!