



Preparing people to lead extraordinary lives

THE GRADUATE SCHOOL QUARTERLY

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GSAC Literacy Benefit Gala



The Graduate School Advisory Council held a fundraiser dance on Saturday, February 5, 2011 at the Water Tower Campus. The fundraiser will benefit the Loyola Community Literacy Center which supports the Rogers Park, Edgewater, and Uptown communities by providing reading, writing, literacy, ESL, and GED instruction free of charge.

This is the first time GSAC has held an event of this type. Without knowing how many people to expect, they set out to raise \$1,000 for the Literacy Center. With the word spreading fast, tickets to the fundraiser sold quickly. Over sixty students attended the dance.

When asked about the dance, NaLette Brodnax, GSAC Vice President, said, "The event went VERY well... Everyone who attended seemed to have a great time." Erin Holliday-Karre, Fundraiser Chairperson, said, "The grad students were all dressed up so nicely and people boogied on the dance floor till the last minute."

Thanks to the efforts of a couple of graduate students, the GSAC Literacy Benefit Gala had a presence on Facebook. "The next day Facebook was abuzz with people saying how much fun they had", says Erin.

GSAC also held a silent auction at the dance. Guests bid on professional singing lessons from Chicago Studio of Professional Singing on Granville and dinner for two at Ras Dasher on Broadway. The silent auction raised \$75. GSAC exceeded their fundraising goal for the Literacy Center and raised a total of \$1478 from ticket, raffle and drink sales. Dr. Samuel Attoh, Dean of the Graduate School, has committed to matching these funds. "I am looking forward to presenting a big check to the LCLC!", said NaLette. ✦

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Dr. Samuel Attoh

*Dean of the Graduate School
and Associate Provost for
Research*

Happy New Year everyone and welcome back to what will be quite an eventful spring semester. I hope you will have a chance to participate or attend our 4th Annual Interdisciplinary Research Symposium, *Breaking Boundaries: Bold Approaches to Global Questions*, scheduled for Sunday, April 17 at the Crown Center, Lake Shore Campus from 10:00 a.m. – 5:00 p.m. The goal of the symposium is to provide participants with a global appreciation for the broad diversity of scholarly research that Loyola Graduate School students have accomplished, at the highest levels of excellence in their fields. Additionally, the Graduate School will sponsor a number of professional development workshops designed to improve academic writing, conduct literature and citation searches, and broaden your skill sets.

Also, let me remind students about the need to attend one of our *Responsible Conduct for Research (RCR)* seminars. These seminars are designed to raise student and faculty awareness about applying ethical principles and making moral judgments in conducting research at Loyola. Topics include: ethical and legal aspects of human and animal subjects, responsible data management practices, avoiding research misconduct, mentor and trainee responsibilities, clarifying roles and relationships associated with collaborative research, managing conflicts of interest and commitment, publication practices and responsible authorship, and the ethical aspects of teaching and research. For more information on RCR, go to: <http://luc.edu/ors/RCRHome.shtml>.

Finally, I would like to announce a new funding initiative aimed at supporting graduate student research—the Graduate School will reimburse graduate students for up to \$400 per academic year for up to 2 years for expenses related to the preparation of a dissertation, thesis, or major research paper. Allowable expenses include such items as software, supplies, and survey costs. We hope this new initiative will go a long way in stimulating graduate student research.

Best wishes for a fruitful and productive semester.

Samuel A. Attoh ✦



The Chicago 'Loup'

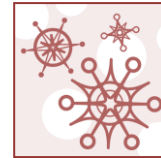
A chronicle of the experiences of Master's student and Hawaiian native, Lourena 'Lou' Yco, as she negotiates her first year of graduate school.

Several years ago, while I was a sophomore at University of Hawaii, it rained for forty days straight from February to March. I look back on this retrospectively now because I mused that if people in the mainland had snow days, why didn't we have rainy days for situations like that ominous, near-Biblical rainy period? (By the way, I wrote this opening before the blizzard.) During that time, I felt incredibly bored and restless, the sort of sensation you feel when you're waiting for a package, which the deliverer said will come between 8:00 am to 5:00 pm, to arrive. The package doesn't arrive until the last minute, thus you wait with restive longing for that day to be over. Since the year started, I've been experiencing the same agitation about *something*, I'm not sure what, to be over. I couldn't blame school just yet. But then, I was told this wasn't a unique emotion, because what I'm experiencing is called the winter blues (I believe the technical term for it would be seasonal affective disorder, but I prefer its more colloquial, but exact name).

However, I'm not about to let any form of seasonal depression weigh me down; besides, I couldn't do much about it since I heard Chicago winters can last until April. I came up with Operation WINTER Fever (title still pending). I figured since I will be stuck mostly indoors for two more months, I'm going to seize the opportunity to make the most of it. While having "The Office" marathons every other day may be entertaining, I decided that Operation WINTER Fever should have a purpose, which was to work on those unfulfilled New Year's resolutions. And I have two I'm currently working on. Since my longstanding resolution is to exercise more often, I have been doing yoga once every week. I've been doing my version of Bikram yoga wherein I do yoga close to my heater so I can recreate the hot conditions. My other longstanding resolution is to take up knitting. I've begged my mother to teach me ever since I was a kid, but her perpetual answer was "maybe later." Taking initiative, I bought myself some yarn and needles and googled "How to knit" on the Internet. So far, I've managed to create tangles.

But my first winter hasn't been all blue. I've participated in a couple sessions with a Winter Blue Support Group, wherein a group of English MAs gather for some wine, board games, movies, and, of course, →

food. The first two sessions were immensely successful, just a little bit more food and wine and we'll have a breakthrough. There's strength in numbers, and I firmly believe I can get through this dreaded winter blues, with a little help from friends. ✦



Interdisciplinary Research Symposium Call for Papers/Posters

The Loyola University Graduate Student Advisory Council in conjunction with the Graduate School Alumni Association will host an interdisciplinary research symposium on Sunday, April 17, 2011 at the Loyola University Lake Shore campus, as part of Loyola's "Weekend of Excellence," a program designed to celebrate students' scholarly and creative excellence; feature students' civic work through service-learning courses, community service activities, community-based research projects, and student organization initiatives; and to increase the interest in and enthusiasm for the numerous learning opportunities available to Loyola students. The symposium will be held from 10 a.m. to 5 p.m., with a guest keynote speaker during lunch.

The goal of the Interdisciplinary Research Symposium is to provide participants with a global appreciation for the broad diversity of scholarly research that Loyola Graduate School students and alumni have accomplished at the highest levels of excellence in their fields.

The symposium will be organized around the major theme "**Breaking Boundaries: Bold Approaches to Global Questions**". The theme should be interpreted broadly and viewed as a metaphor for addressing Loyola's Mission and Identity which emphasizes global awareness and action. We appreciate research that takes an innovative approach in examining scholarly questions.

Students can present their work in the form of either an oral presentation or a poster. Submissions are invited from both Loyola University Graduate School Alumni and current students of The Graduate School. Monetary awards will be given to the top paper and poster presenters.

Submissions are due Friday, February 25, 2011 at 5:00 pm and should be submitted to GSAC@luc.edu. Submissions should include a 500 word abstract and a brief bibliographical statement or CV. ✦

Dr. Susan Ross, Theology Graduate Faculty Mentor



My first real experience of being mentored was in a job I had between college and graduate school. I was working for an investment banking company as an assistant to a portfolio manager. All of the portfolio manager assistants were recent college graduates and all were young women. But unlike the other portfolio managers, who saw their assistants as their "gofers," my supervisor told me that he was training me for his position. I was encouraged to take courses at night, to take the test as a registered stock broker, and to take on more responsibility. Although I did not go on to become an investment manager, the lessons I learned from him were invaluable and are relevant not only to banking, but also to industry and the academy.

Mentors have confidence in their mentees – sometimes more confidence in them than the one being mentored has! Mentors are clear about their expectations, offer encouragement, time to reflect on mistakes, and support during difficult times. I found such support from my professors and some of the more advanced students when I was a graduate student and at the beginning of my teaching career. At one point, when I was discouraged about the prospect of writing my dissertation, my adviser suggested I begin with one paragraph. I wrote it, we discussed it, and he suggested I write two more. Almost before I knew it, I had a draft of my proposal. I learned from him the value of focusing on my main idea, and his support of that idea and its further development had a deep impact on me. Learning to teach was another experience of the value of a mentor. My initial classroom experiences were shaky, but my first department chair took the time to consider my syllabi, visit my classroom, and – most helpful of all – to have long conversations about the vocation of teaching.

I try to share some dimensions of all of these mentoring experiences with my students and with newer faculty members. As a graduate faculty mentor, one of the most important things I can do is help a student to find his or her own "voice." The first years of graduate school are a time for reading immense amounts of material, encountering new ideas and a new vocabulary, and learning to be a part of a scholarly community. The initial idea one may have had about the focus of one's study may not turn out as expected. This is the time when mentoring can be crucial but also very difficult. →

The mentor needs to guide the student to see whether or not a particular project "has legs," whether it can be developed, where the blind alleys are and where the student's voice can have a real say. This may involve disappointments on the part of both student and mentor, but it is also the time when the mentor needs to be as clear and firm as possible. I once suggested to a student that she might not be cut out for academic life, if the proposal was so terribly difficult to write. Writing a dissertation, I said, was only the first of many, many writing projects in a scholar's life. This conversation had the effect of galvanizing the student, and shortly after that conversation, the project was well underway.

Helping graduate students to develop their own teaching styles is another rewarding experience. While I like to think I have some wisdom to impart after over 30 years of teaching, I still learn much from my students whose innovative classroom styles and uses of technology are constant sources of new ideas. I continue to mentor some of my former graduate students on career issues.

As a mentor, I support, encourage, cajole, laugh, and sometimes share in deep disappointment. The scholarly life can be a lonely one, with long hours spent in labs or in front of blinking computer screens. Mentoring provides companionship in this profession, and, in my experience, both mentor and mentee are the richer for it. ✦

Forum on Higher Education Harvard Professor Marjorie Garber Wednesday, February 9th



Recent articles in such venues as *The Chronicle of Higher Education*, the *ADE Bulletin*, *Inside Higher Education* and *The New York Times* have debated the latest crisis in the humanities in higher education. Marjorie Garber, the William R. Kenan, Jr. Professor of English at Harvard University, is one of the foremost intellectuals writing on higher education today. On February 9th, Professor Garber will address the state of humanities in higher education and present a vision for the future in her lecture, "After the Humanities."

Sponsored in part by The Graduate School, this lecture is free and open to the public. It will be held at the Information Commons, 4th Floor, at 3 p.m.

For more information, please contact Stephen Heintz at sheintz@luc.edu. ✦

Professional Accolades

- ∞ Dr. Wendy Cotter, c.s.j., Theology, recently published her book, *The Christ of the Miracle Stories: Portrait through Encounter*. In this work, Professor Cotter brings attention to bear on the way Jesus responds to the petitioner in the New Testament miracle stories and on what the anecdotes reveal about his person, character, and power.
- ∞ Teri Embry, PhD student in History, was the guest speaker at the inaugural program of the Rogers Park/West Ridge Historical Society's new monthly program called "Second Saturday at the Society". This monthly program features speakers and presentations on history and culture. Teri spoke about angel Guardian Orphanage, which was located where Misericordia is now and played a significant role in the community's history.
- ∞ Dr. Jon Norman, Sociology, has an article titled, "Congregational Culture and Identity Politics in a Gay, Lesbian, Bisexual and Transgender Synagogue" forthcoming in the *Journal of Religion and Society*.
- ∞ Dr. Urban C. von Wahlde's (Theology) 3-volume work entitled "The Gospel and Letters of John" has been published by Eerdmans Publishing Company as a part of their Eerdmans Critical Commentary series. This radically new, three-volume commentary by Dr. von Wahlde is the most detailed study of the composition of the Johannine literature ever put forth by an American scholar
- ∞ Dr. David Embrick, Sociology, co-authored a chapter, "Understanding Diversity Ideology in the United States: Historical and Contemporary Perspectives," in *Diversity and Public Administration: Theory, Issues, and Perspectives* edited by Mitchell F. Rice.
- ∞ Dr. Robyn Mallett, Psychology, recently published a co-edited book titled, *Moving Beyond Prejudice Reduction: Pathways to Positive Intergroup Relations*. Co-edited with Linda Tropp from the University of Massachusetts Amherst, the book examines motivations and processes that underlie our ability to develop meaningful relationships between groups and promote trust, empathy and forgiveness.
- ∞ Dr. Kelly Moore, Sociology, participated in an invited, National Science Foundation-funded, conference at Dillard University in New Orleans, Louisiana, called "Walking a Fine Line: Expert and Community Engagement." The conference considered ways to help experts work better with local communities following crises and disasters.

∞ Dr. Andrew Radde-Gallwitz, Theology, has been named a recipient of the 2011 John Templeton Award for Theological Promise. The award is an annual prize given to 12 post-doctoral scholars on the basis of their doctoral dissertation or first post-doctoral book related to the topics of God and spirituality. Dr. Radde-Gallwitz was awarded the prize on the basis of his book *Basil of Caesarea, Gregory of Nyssa, and the Transformation of Divine Simplicity* published by Oxford Press as a part of its Oxford Early Christian Studies series.

∞ Dr. Elizabeth Albright, Urban Affairs and Public Policy, was recently awarded the Best Paper by an Emerging Scholar award by the Midwest Political Science Association. Her paper examines how Hungary, a Central European nation in the Danube River basin, has changed policies in response to extreme and damaging floods that occurred from 1998 to 2006.

∞ Dr. Lauren Langman, Sociology, recently published chapters in two edited collections in 2010: "Alienation: Critique and Alternative Futures" in the *International Sociological Association's Handbook in Contemporary Sociology*, and "Mobilizing for Morality," in Debal Singaroy, (ed.) *Dissenting Voices and Transformative Actions: Social Movements in Globalizing World*.



Ethics and Leadership Seminar

As part of its commitment to the Schmitt Fellowship program, the Graduate School hosted its Second Annual Ethics and Leadership Seminar on January 28, 2011 from 1:45-4:00 p.m. in the Regis Multipurpose Room on the Lake Shore Campus. An appreciation and understanding of ethics and leadership development represent two elements of graduate education at Loyola and this seminar allows students to build on individual programmatic foundations on these topics and enhance their background as reflective scholars, engaged students, and discerning leaders.

Twenty-six students from both the Maywood and Lakeside campuses joined professors Victoria Wike (Philosophy), James Marley (Social Work), and Patricia Mooney-Melvin (Graduate School/History) in a lively discussion of topics ranging from ethical behavior in the classroom, community engagement, the challenge of leadership, to the dynamics of the interview process. †

1st Annual Psychology Diversity Symposium

The Illinois Psychological Association Graduate Students (IPAGS) and the Graduate Students of Color Alliance (GSCA) at Loyola University Chicago held its 1st Annual Diversity Symposium, January 27th, 2011 at Loyola University Chicago - Water Tower Campus. This year's theme was "The role of identity development in research and practice". The event was a great success attracting students and professionals from the greater Chicago area. The symposium was chaired by Amber Hewitt, a 3rd year doctoral student in Counseling Psychology at Loyola. Amber sits on the Executive Board of both IPAGS and GSCA. The goal of the symposium was to encourage dialogue amongst psychologists, graduate students, and the community around topics of identity development

The symposium consisted of three panels, each highlighting a different aspect of diversity. Panelists were asked to discuss how their identity development has impacted or informed their clinical and research interests. The panelists are listed below:

Race/ Ethnic Identity Development Panel:

1. Rabiatu Barrie – PhD Candidate in Counseling Psychology at Loyola University Chicago
2. Dr. Ammara Khalid - Post Doctoral Psychology Fellow at Argosy University Chicago
3. Heather Frechette - 4th year PsyD student at the Chicago School of Professional Psychology

Gender/ Sexual Identity Panel:

1. Dr. Gregory Sarlo – Illinois Psychological Association President
2. Jin Wu - 3rd year PsyD student at Argosy University Chicago
3. Jessica Punzo - 5th year PsyD student at Adler School of Professional Psychology

Faith Development Panel:

1. Alice Andres - 3rd year PsyD student at the Chicago School of Professional Psychology
2. Toussaint Whetstone – 2nd year PhD student in Counseling Psychology, Loyola University Chicago
3. Dr. Sally Canning – Psychology Professor, Wheaton College

IPAGS and GSCA hope to make this an annual collaboration in hopes of continuing the dialogue around diversity within the field of psychology. ✦

A Special Thank You:

To Marcela Gallegos, M.Ed., Student Life Coordinator for the Graduate School, for creating the new Graduate School Quarterly logo design.

INSIDE THE GRADUATE SCHOOL

LOYOLA UNIVERSITY CHICAGO • NEWS FROM THE GRADUATE SCHOOL

Ever wonder what the deans of The Graduate School look like? Want to know if there are any upcoming workshops for graduate students? Interested in campus events for graduate students? Check out *Inside The Graduate School*, the Graduate School's new blog page. *Inside The Graduate School* features announcements about current events, fellowship opportunities, awards, and upcoming dissertation defenses. The Graduate School would also like to have a few graduate students blog about graduate school life. If you are interested in blogging on *Inside The Graduate School*, please contact Camille O'Brien, cobrien4@luc.edu. Also, please contact Camille if you have something that you would like to have announced on the blog. The Graduate School is always looking for ways to increase communication with graduate students so please feel free to offer suggestions about what you would like to see posted on *Inside The Graduate School*. ✦

Upcoming Deadlines:

- March 1 – Last day to submit thesis or dissertation for format check for May 2011 degree conferral
- March 15 – Last day to apply to take the foreign language exam to fulfill research tool requirements.
- April 1 – Last day to submit final copies of thesis or dissertation for May 2011 graduation.
- April 29 – By noon – dissertation defense ballots due to Graduate School to walk in May 2011 ceremony with August conferral.

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We invite you to send us information that you think should be shared – an outstanding student, faculty mentor, research initiatives and anything else that helps us improve how we spread the word about graduate education at Loyola. Send your submissions for the next GSQ to gradnewsletter@luc.edu by April 27, 2011.