



Preparing people to lead extraordinary lives

THE GRADUATE SCHOOL QUARTERLY

Volume 2, Issue 2

November 2009

Graduate Student Spaces Up and Running!



Graduate Student Quiet Study Area on the 2nd floor of the Cudahy Library.

Yes, the rumors are true... We now have two dedicated spaces for Graduate students in Cudahy library, Lake Shore Campus. In a partnership between the Graduate School and the Library, a silent study room with carrels and a lounge/group space on the second floor of Cudahy has been created and is now open for all Graduate students enrolled at Loyola. Whether you are in need of quiet space to write or a place to relax and meet other students, you now have a place to go that's just for you.

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However – we need your assistance: as you can see by the pictures, we are in need of creative ideas for decorating both rooms and establishing a welcome space for everyone. So send us your thoughts, drawings, designs, and comments. The Cudahy library is open from 7:00 a.m. – 2:00 a.m. most weekdays. Check the specific hours at

http://libraries.luc.edu/about/cudahy_hoursFall2009.htm

Please stop by the new spaces soon and take advantage of an area dedicated to you. ✦



Graduate Student Group Space and Lounge Open and Ready for Graduate Students

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.

The next edition will be published in February, 2010. Please send your submissions by January 21st to gradnewsletter@luc.edu.

DEPARTMENT OF ENGLISH

Faculty Mentor, Dr. Pamela Caughie Advises Students to “Pay it Forward”



Whenever my students thank me for what I have done for them as a mentor and professor, I tell them to “pay it forward.” For that is the real pay-off of what we do as mentors: not just assisting individual students in their progress through our programs, but changing their understanding of their vocation, and thus the academic culture. Mentoring is modeling a behavior as a professional that recognizes that the university is not a conglomerate of individual scholars who sometimes come together on projects or in classrooms, but a web of relationships—intellectual, pedagogical, civic, affective—that needs to be negotiated on multiple levels.

Mentoring was not a concept on the radar screen of doctoral education when I was a graduate student at the University of Virginia in the mid 1980s. Most of my professors would probably see the kind of support we give our students today (dissertation workshops, teaching seminars, graduate student conferences, peer mentoring programs) as hand-holding and thus detrimental to developing the kind of work ethic necessary to succeed in a tough, competitive environment that awards individual accomplishments, primarily book publications. And my professors would be right: in that kind of environment, mentoring in the sense of supporting the emotional, psychological, and physical well-being of our students, not just developing their research skills, would be counter-productive. But if we give more than lip service to concepts like collaborative learning, interdisciplinary research, vocation and, at Loyola, “preparing people to lead extraordinary lives,” then mentoring should produce scholars who have been trained cognitively, imaginatively, and emotionally to make the university a true *community* of scholars.

As a Graduate Program Director, I have tried to create such a community. For instance, along with two colleagues, I began a writing workshop for graduate students modeled on the writing group I have with colleagues at Loyola. Initially we worked as a

group to prepare a half dozen students for their first conference presentations, discussing their papers, listening to and timing mock presentations, and preparing them for the Q&A session. Then I drove to Cleveland to attend the conference where these students presented and witnessed the fruits of our labor. They were wonderful—poised, professional, prepared, and damn smart.

Those students paid it forward by continuing the workshop for another year, reading and discussing the work of other students who were revising seminar papers for publication or were stuck on dissertation chapters. At that time, we moved the workshop off campus to a coffee shop near the Belmont “L” stop. (The Fixx, now out of business, provided an apt name for our writing group: Fixx It.) This way our meetings would be a social occasion as well as an intellectual exchange. What students learned in that two-year workshop is the skill of getting into the heads of other people, thinking from where they are in order to help them reach their desired goals. They learned the give-and-take—literally—of intellectual work.

“Pay it forward” expresses how I see my role as a Loyola faculty member. In mentoring students, I want to model a passion for learning, generosity in teaching and scholarship, and a genuine investment in the success of others. And the payoff is, I love what I do. Hours spent discussing and editing a student’s essay are, for me, not hours lost from my own work, but pleasure gained from an exchange of ideas with others who share my interests and passions. I feel fortunate every day that I am able to do what I love to do, and that enjoyment in my work is what I hope to pass onto my students. Mentoring means modeling the generosity of spirit that enables liberal education to work.

My students took to heart my request that they “pay it forward” when they nominated me for graduate faculty member of the year—more than once. When I didn’t get it the first time, they pulled out all the stops, soliciting letters from my colleagues, assuming faculty would be taken more seriously than students in judging who deserves recognition. They’re probably right given that we have only recently allowed students to nominate faculty for this award. And it’s a good thing we do since so few faculty take the time to nominate their colleagues. Of course, we’re very busy with our teaching, research, administrative duties, conferences, committees, and professional service. Sometimes too, let’s face it, the competitive nature of our work may act as a disincentive to promote our colleagues. Effective mentoring can change that culture. Whether or not it was my colleagues’ support that made the difference, my students’ persistence came from their desire to give back to someone who had given so much of herself to them. And for me, there is no better sign that the academic culture is changing, and that the university will be a better place in the next generation. ✦

2009 B.R.I.D.G.E. SYMPOSIUM

Building Roads to Increase Diversity in Graduate Education

The Graduate Students of Color Alliance (GSAC) hosted its second annual BRIDGE Symposium on Thursday, October 22, 2009. The purpose of the symposium is to inform and encourage traditionally



underrepresented college students to attend graduate school. During the symposium, undergraduate students hear from current graduate students, staff and faculty about how to navigate the graduate admissions

process, survival tips for graduate school, identify their own research interests, and explore possible careers both in and out of academia that are available with a graduate degree.

As part of the Symposium, the GSAC holds an annual essay contest for undergraduate students.

Participants are asked to describe why they wanted to pursue an advanced degree and how their underrepresented status would positively contribute to graduate education. Purvi Patel, Junior in the business program, was selected as this year's essay winner and received \$100 award for her submission.



Purvi Patel, winner of the 2nd annual GSAC Undergraduate Essay Contest

Dr. Samuel Attoh, Graduate School Dean was awarded the 2nd annual Social Justice award by the GSAC for his continued



Dr. Samuel Attoh, Dean of the Graduate School accepts the 2nd annual Social Justice Award from Bhoomi Thakore.

encouragement and financial support of the graduate careers of underrepresented student populations.

Part of the mission of the GSAC is to offer support to first-generation undergraduate students and students of color.

If you know of such an undergraduate student who

may be interested in pursuing an advanced degree, and would like to find a mentor to assist him or her explore their options, please contact Amber Hewitt, GSAC President at ahewitt@luc.edu. Also, if you are a graduate student and would like to serve as a mentor for an undergraduate student, contact GSAC to volunteer! ✦

International Week at Loyola



Loyola will again celebrate International Education Week, a joint initiative of the U.S. Department of State and the U.S. Department of Education. For three years, the Graduate School and the Office of International Programs have hosted this celebration in honor of the contributions made by our international undergraduate and graduate students at Loyola. The event offers students a great opportunity to meet others from around the world and share their experiences with one another.

This year, International Education Week will be held from November 16th to the 20th. This year's theme is *"Celebrating Transformative Experiences: Living & Learning in a New Culture"*. Several events have been planned for the week, including brown bag language immersions and screenings of international films, "Mataharis" and "Destiny." The closing extravaganza, held on Friday, November 20 from 3:00 -5:30 p.m. in the Information Commons at the Lake Shore Campus, will feature international cuisine and global entertainment including African drumming, belly dancing, and performances by Loyola students.

In addition to these events, the International Education Week committee is hosting an essay contest for all undergraduate and graduate international students. Students are encouraged to write their personal essay on their college experience while living in the United States. The committee will select winners in two student groups - international graduate students and international undergraduate students. There will be two prize winners in each category. The prize for graduate students is \$500 and \$200 for undergraduate winners. All winners will be announced at Loyola's International Education Week celebration on Friday, November 20. Applicants must be present to win. You may submit your essays by e-mail to Mary Theis in the Office for International Programs (mtheis@luc.edu). Please contact Mary if you have any questions about this contest. The essay contest deadline is November 5, 2009.

For more information about International Education Week events and the essay contest, visit the Graduate School's News and Events website at <http://www.luc.edu/gradschool/quarterly.shtml>. International Education Week at Loyola is sponsored by The Graduate School, Office of International Programs, College of Arts and Sciences, Department of Modern Languages and Literatures, School of Education, and the International Club. ✦

Life Outside of the Ivory Tower – One Alum's Story of Success

Interview by Dr. Olympia Gonzalez

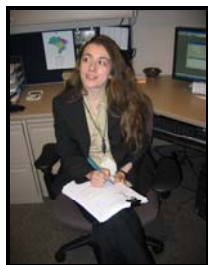
Valerie Pereira is a graduate of the Spanish M.A. program. In the following article, she speaks about her work and how her graduate language studies at Loyola opened new vistas for her in the global arena.

"A graduate degree in languages can open doors to so many paths. By studying languages, one can have an easier time communicating with locals in a particular country and understand better their culture. By speaking another language well, one has a higher chance of getting a job with an International company or organization.

I work for Rotary International as a coordinator in the Humanitarian Programs department where I work finding grants in Brazil, Ecuador and the Dominican Republic. Recently, I also was assigned to Italy, Albania, San Marino, Spain and Portugal as part of the Latin American Department merged with Europe and Africa.

Some of the most memorable experiences I have from working at Rotary International come from my visits to countries I work with - especially when I am able to visit the sites where projects were created that benefit needy communities. I have visited Brazil twice and Ecuador three times.

On my first trip to Brazil in 2003 I went to Rio de Janeiro for Stewardship training. On my second trip to Brazil in 2004, I stopped at the small city of Tanabi in the state of Minas Gerais, where I visited a school for low-income students. Then I went to Santarém in the state of Pará where I was invited to a clinic that provides medical and



Loyola Alumna,
Valerie Pereira

dental assistance for a low-income community. I visited Ecuador in 2003, 2007 and 2008 to participate in project fairs and serve as a recourse person and do presentations about grants. In addition I was part of the resource staff at the convention in Los Angeles in 2008 where I was able to meet Rotarians from all over the world and interact with them. The trips to Brazil and Ecuador left a huge impression on me because I was able to witness first-hand the ongoing humanitarian work that Rotarians do that really benefit profoundly poor communities.

Because of my graduate degree in Spanish, I have found a career in languages that is interesting, rewarding and beneficial to others – and one that has helped me to broaden my own personal horizons." ✦

INTERESTED?

Summer Research Mentoring Program

A Call for applications for the 2010 Summer Research Mentoring Program, pairing advanced doctoral students with undergraduates interested in working as their research assistant will be announced in early December (see August 2009 Newsletter for information about last summer's pilot program).

If you have any questions, please contact Dr. Jessica Horowitz at jhorow@luc.edu.



Home for the Holidays!

(then again, maybe not)

– an anecdote by Kristy Grob

I don't go home for Thanksgiving any more. There's just not much point.

If I want delicious roast Turkey, creamy mashed potatoes, silky pumpkin pie or any of the rest, I'd really rather make it all myself, since my family is guaranteed to feed me an unseasoned bird, lumpy, grainy potatoes and thin, Piggly-Wiggly pie.

Nor am I allowed to take over since one couldn't possibly improve upon "tradition".

As a doctoral student in philosophy, family gatherings would be a scream if only there were someone else to laugh with me ...

Grammy keeps forgetting what it is, exactly, I am doing.

"So, now, you're in a psychology program?"

"No, Grammy. Both do begin with "P". But the psychologist has a much better chance of finding gainful employment"

"Could you maybe be a paralegal when you're done with school?"

"Well, maybe, after I get my Ph.D, if I tried really hard - and took some more classes, sure!"

There's always the confused looks of my well-meaning aunts who wonder things like:

- If I'm so good at school, why am I not finished?
 - Why am I not married?
 - Is all this school hurting my chances of landing a husband?
- and, the ever popular "When are you going to finish that paper of yours?"

The uncles have to get their say in too:

- So how come you're wearing a dress if you're a feminist?
- No wonder you can't keep a boyfriend with that woman study degree
- Wait? You drink beer?

Unfortunately, when you're the only one laughing, you look crazy - or mean. So I skip the family Thanksgiving now.



PROFESSIONAL ACCOLADES

GRADUATE STUDENTS

❖ Dennis Watson, a doctoral student in Sociology, has been awarded a grant from the National Institute for Drug Abuse, part of the National Institutes for Health (NIH) for a study on serving homeless individuals with dual diagnoses of substance use disorder and serious mental illness. This award is for \$108,000 over a two year period and is in partnership with Loyola's Center for Urban Research and Learning (CURL).



❖ Daniela DeFrino, PhD student in Nursing, has had her article, "A Theory of the Relational Work for Nurses," accepted for publication in Research and Theory for Nursing Practice, An International Journal.

❖ Regina Conway-Phillips, PhD Candidate in Nursing, has had her article, "Breast Cancer Screening Behaviors of African American Women: A Comprehensive Review, Analysis, and Critique of Nursing Research," accepted for publication in the ABNF Journal, The Official Journal of the Association of Black Nursing Faculty, Inc.



❖ Counseling Psychology doctoral students, Kyle Telander, Kristen Lamp, Jason Hacker, and Matt Abrams, and M.Ed. student Michelle Johnson, together presented two papers at the American Psychological Association annual meeting in Toronto. Both papers, "Personality and Work Performance: Extending Social Cognitive Career Theory" and "Supports, Barriers, and Social Cognitive Career Theory: A Meta-Analytic Investigation," were presented in a symposium entitled: Testing Social Cognitive Career Theory: Three Meta-Analytic Investigations.

❖ Lisa Davis, Public History-American History, PhD student, was named director of the Mitchell Museum of the American Indian.

❖ Theology doctoral candidate Alec J. Lucas has an article forthcoming in the journal *Dead Sea Discoveries*. The title of his article is "Scripture Citations as an Internal Redactional Control: 1QS 5:1-20a and Its 4Q Parallels."

GRADUATE ALUMNI

❖ Dr. Bruce R. Norquist, a May 2009 Loyola Ph.D. graduate, was awarded the Outstanding Dissertation of the Year Award by Loyola's Chapter of Phi Delta Kappa in April 2009 for his dissertation titled, "An Exploration of the Role of Student Engagement with 'Otherness' to Faith Development in Evangelical Higher Education." His dissertation was chaired by Dr. Terry E. Williams.

❖ Katherine Lapham, Public History, M.A. 2009, was appointed Archivist for the Pritzker Military Library.

❖ Ryan Rutowski, Public History, M.A. 2008, was appointed archivist for the Archdiocese Archives of Wheeling, West Virginia.

❖ Lisa Callahan, Public History, M.A. 2008, was appointed archivist for the Black Metropolis Research Consortium.

❖ Laura McDonald, Public History, M.A. 2009, is program assistant at the Edgewater Historical Society and winner of a 2009 National Council on Public History Student Travel Award.

GRADUATE FACULTY



Dr. Suzanne Bost, a new associate professor in American Literature, will publish *Encarnación: Illness and Body Politics in Chicana Feminist Literature* (with Fordham UP), in December.



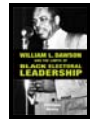
Pamela Caughie published collection of essays, *Disciplining Modernism*, by Palgrave/Macmillan will be available December 2009 (see page 2).



Elizabeth Fraterrigo, *Playboy and the Making of the Good Life* (New York: Cambridge University Press, 2009).



Theodore J. Karamanski, *North Woods River: The St. Croix Valley in Upper Midwest History* (University of Wisconsin Press, 2009) with Eileen M. McMahon.



Christopher Manning, *William L. Dawson and the Limits of Black Electoral Leadership in Chicago* (DeKalb, Ill.: Northern Illinois, 2009).

❖ Dr. Steven Brown, Professor in the Counseling Psychology Program, delivered invited addresses in Stockholm, Copenhagen, and Reykjavik this fall. The topic of his addresses was on the international application of Social Cognitive Career Theory, a theory Dr. Brown developed in 1994 in collaboration with Drs. Robert W. Lent (University of Maryland) and Gail Hackett (Arizona State University).

GRADUATE SCHOOL ADMINISTRATORS

❖ Associate Dean, Patricia Mooney-Melvin and Assistant Dean Jessica Horowitz, Secretary/Treasurer of IAGS, attended the annual Illinois Associate of Graduate Schools annual meeting on October 25-26th in Urbana-Champaign where they discussed the impact of the economy on graduate programs throughout Illinois.

❖ On October 21st, Samuel Attoh, Jessica Horowitz, Marcela Gallegos, Camille O'Brien and Ruth Ashton of the Graduate School; and Javier Cervantez and Gaby Ortiz of the Department of Student Diversity and Multicultural Affairs attended an audio conference "How Undergraduate Institutions Can Diversify the Graduate Student Body". The conference highlighted diversity programs currently in use by the University of Texas and discussed how they can be utilized at other institutions like Loyola.



Research Network for Religious Scholars

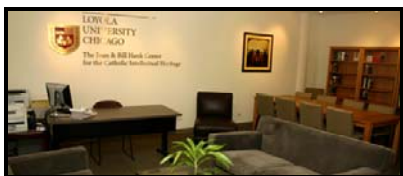
The Theology Department announces its participation in the **Global Network of Research Centers for Theology, Religious Studies, and Christian Studies**. The network is extensive and growing; thus far, it includes scholars at 27 universities from five continents. Through this program, any student enrolled in Loyola's graduate program in Theology, Religious Studies or Christian Studies—especially the PhD program—may spend a period of time doing supervised research at any university in the network. The student must apply to engage in research under the guidance of a scholar at a participating university. During the time of the exchange, the student will be responsible for regular tuition at Loyola and for travel and lodging expenses, but will be exempt from tuition expenses at the hosting institution. For travel within the network during Academic Year 2010-11, students may apply for travel funds through Loyola's Graduate School of Arts and Sciences. There are plans in future years to offer competitive fellowships, independently funded, to defray the costs of one semester of residence abroad.

Please take a look at the network's website and consider how this exciting new opportunity can help expand research horizons:

<http://www.globalnetresearch.org/>

UPCOMING COLLOQUIA

Sponsored by the Joan and Bill Hank Center for the Catholic Intellectual Heritage



November 12, 2009, 9:00 a.m. to 4:00 p.m.

'Women of the word: A Colloquium of Catholic Women Poets' will feature poetry readings, presentations and discussions with poets Carolyn Alessio, Linda Nemecek Foster, Angela Alaimo O'Donnell, and Stella Ann Nesanovich.

Important Dates to Remember:

December 1 – Last day to file an Application to Receive a Degree in LOCUS for **May 2010 AND August 2010** degree conferral.

January 19 - Spring semester begins



Launched at Loyola

GradShare is an online community exclusively for graduate students. This site allows graduate students to ask questions, get answers, get expert advice, share experiences, and access Loyola's resources at anytime, 24/7. All related to your graduate education!

Log on and get connected! www.gradshare.com

GRADUATE SCHOOL STAFF CHANGES

- ❖ The Graduate School is pleased to announce the appointment of Ms. Camille O'Brien, as its administrative assistant for student awards. Camille received her M.A. degree in Urban and Regional Planning from Florida Atlantic University and her B.A. degree in Business Administration from Kendall College. After working as a research associate at Florida Atlantic's Center for Urban and Environmental Solutions, Camille came to Loyola in March of 2008 to serve as part-time program coordinator for the masters in program in Urban Affairs and Public Policy.

Camille has replaced Gihane Jeremie Brink who has moved on to pursue her graduate studies full time. We'd like to thank her for her years of service and hard work. She will be missed.

- ❖ Aaron Barker has replaced Ruth Ashton as the part-time Office Assistant at the Graduate School. Aaron received his B.A. degree in English from William Jewell College. During the past three years, Aaron has served as a registrar specialist at St. Francis College and a registration and records assistant at Rockhurst University. As our office assistant, Aaron will be tasked with developing a comprehensive database for the Graduate School, processing student records, fielding students' requests and questions, and assisting with routine office-related activities.

Welcome and good luck to both Camille & Aaron.

The Graduate School Quarterly

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