



Preparing people to lead extraordinary lives

THE GRADUATE SCHOOL QUARTERLY

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Research Experience for Master's Programs (REM)

As part of its commitment to graduate level research, the Graduate School piloted a mentored research experience at the Master's level during the spring of 2013. Under the guidance of a faculty member, students had the opportunity to enhance their ability to articulate research objectives, design experiments, collect data, and present results in oral and written formats. The Graduate School selected Jessica Hagen (Public History), Matthew Jagger (Applied Statistics), and Jonathan Reinhardt (English) as its inaugural REM fellows.

Working with Dr. Kyle Roberts on the late nineteenth century Chicago book trade, Jessica learned how to design a research methodology and to apply bibliographical and digital strategies to library and book history. Jessica's analysis

took her through the theology section of Loyola's earliest surviving library catalog (c.1878). She utilized BatchGeo to create maps of the catalog to provide an interactive way to explore publication information. According to Jessica, the "maps will provide a vital visual component for the 2014 exhibition and conference, *Crossings and Dwellings: Restored Jesuits, Women Religious, American Experience, 1814-2014.*"

Matt Jagger worked with Professors Tim O'Brien and Changwon Lim on research to develop an optimal design for multicategory response data. The process combined code development, tests, and modeling. Ultimately, the collaborators hope to submit this work to an appropriate journal. Matt presented their early findings at the Interdisciplinary Graduate

Research Symposium, which he described as a "great experience." Matt, one of the symposium award winners, found that the "symposium allowed [him] to discuss what we had worked on throughout the semester with other people".

Jonathan Reinhardt worked with Dr. Pamela Caughie on *Man Into Woman* (1932), the first transsexual memoir. Jonathan focused his energies on the book's first publisher in Germany, the Carl Reissner Verlag located in Dresden, and on references to the publication in German newspapers and magazines. Along with Pamela Caughie, Niamh McGuigan, and Anthony Bertori, Jonathan presented "Recreating Lili Elbe: The Search for the First Transsexual" at the Society for Textual Studies conference in March 2013.

Upcoming Deadlines

- November 27-30 — Thanksgiving Break – No Classes
- December 1 — Last day to apply for May 2014 degree conferral
- December 7 — Fall Semester classes end
- December 9-17 — Final Exams
- January 13 — Spring Semester 2014 begins
- January 20 — Martin Luther King Holiday – No classes
- January 24 — Incomplete grades from Summer 2013 due at The Grad School

Please visit the Graduate School website's Key Dates and Deadlines for a complete list: http://www.luc.edu/gradschool/key_dates.shtml

From the Classroom to National Register Status: The Waukegan Carnegie Library

Hector Escobar (History, MA) nominated the Waukegan Carnegie Library for the National Register of Historic Places. The building was completed in 1903 and was in use until 1966, when the current Waukegan Public Library was built to offer a larger library space for the community. The nomination started as a class project but quickly became much more than that as Hector researched the history of the building and, ultimately, his own local history. Over the summer, he revised his nomination with the help of the staff at the Illinois Historic Preservation Agency to have it ready to be considered for the next council meeting. On October 25th, he presented his nomination before the Illinois Historic Sites Advisory Council, where the nomination was carried forward unanimously.



Psychology Student Awarded National Research Service Award



The Department of Psychology would like to congratulate Caitlin Murray, a third-year graduate student in the Clinical Psychology program, on her Ruth L. Kirschstein National Research Service Award (NRSA) for Individual Predoctoral Fellows. This award, funded by the National Institute of Child

Health and Development, is intended to ensure that a diverse pool of highly trained scientists is available in appropriate scientific disciplines to address the Nation's biomedical, behavioral, and clinical research needs.

The title of Caitlin's study is, "Sleep-wake Disturbances and Physical and Psychological Health in Adolescents with Spina Bifida". There is a paucity of research that has investigated sleep as a modifi-

able mechanism that may improve medical rehabilitation and mental health treatments in adolescents with chronic physical disabilities. Caitlin's study aims to comprehensively examine sleep-wake patterns in adolescents using subjective and objective measures of sleep, and identify the relationship between sleep-wake disturbances and physical (e.g., pain) and psychological functioning in adolescents with SB.



**Michelle
Nickerson**
History

“When you see students making it, when they rally...that's the best.”

Michelle Nickerson is Associate Professor of History at Loyola University Chicago. She teaches courses on the history of women and gender, U.S. politics, social movements, cities, and suburbs. She is a member of the Organization of American Historians' Distinguished Lecturer Program and co-convenor of the Newberry Library's monthly Women and Gender Seminar.

Nickerson developed an interest in the history of American social and political movements as an undergraduate at Rutgers University, where her work at the Women's Center immersed her in feminist activism and the history department introduced new worlds to her. After graduating from Yale with her Ph.D. and completing a fellowship at the Huntington Library, Nickerson taught for five years at University of Texas at Dallas before joining the faculty at Loyola in 2011.

In spring 2013, Nickerson began working with History major Pedro Regalado as his research mentor in Loyola's McNair Scholars Program. Part of the require-

ment of the McNair Program is that all students have a research mentor whose responsibility is partly to guide the student in the research project, assist in writing a research paper, help find a graduate program that best fits her/his needs, and provide guidance through the undergraduate career.

We asked Nickerson some general questions about her own experiences in graduate school, as well as her time mentoring Pedro.

Why did you decide to pursue a doctorate? In college, I loved American history and admired my professors. I never wanted to leave the university. It was good fortune that my state university, Rutgers, had such outstanding research faculty who could lead me in the right direction.

What were the biggest obstacles to obtaining your Ph.D.? My perfectionism, insecurities about my work, and the negotiation of family versus professional decisions. I am sure I don't need to point out to your readers that these

issues are endemic to graduate student life. I just wish I could find a way to help my students feel assured that it gets easier and better.

How did you get involved with McNair Scholars Program? Pedro Regalado, a student in my upper-level writing-intensive history class, "Rebels and Reformers in American History", told me about the program and asked if I would be his advisor. It sounded like a perfect idea, since I knew that Pedro wanted to go to graduate school.

What is the most rewarding aspect of your job? This is a hard one...the most "rewarding" changes all of the time. I think seeing progress and improvement. When you see students making it, when they rally...that's the best. This is the main reason it's been so great to work with Pedro; working with him has been one of the most rewarding experiences of my career. It is wonderful to see an undergraduate take full advantage of a generous program. I certainly made myself available as an advisor, but the best part was watching Pedro mature intellectually into an independent research scholar.

WHAT'S SO FUNNY ABOUT MONEY?

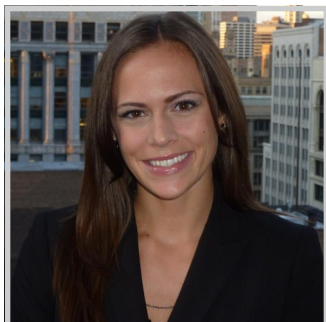
Don't think finances are hilarious? Let us change your mind! Comedy Improv and 45 Kings meets Financial Aid in this entertaining and enlightening look into financial literacy for undergraduate and graduate students. Join us in the Damen Student Center for some laughs about loans. Free pizza while it lasts!

Wednesday, November 20th, 2013 – 4:00-6:00pm
Damen Multipurpose Room (2nd Floor)



**Jackie Lennon,
President

Graduate
Student
Advisory Council**



It may be hard to believe, but we have passed the half-way mark of the fall semester! The Graduate Student Advisory Council (GSAC) has had a productive semester thus far, with new representatives and a new executive board: Nate Jung (English) as Vice President, Conor Desmond (Urban Affairs/Public Policy) as Secretary, and myself as President. GSAC acts as the voice of the graduate student body and serves to address the unique needs of graduate students; we meet on a monthly basis to discuss ideas, issues, activities, and events that will enrich the experience of Loyola graduate students.

In September, GSAC collaborated with Water Tower Campus Life to host a graduate student evening boat cruise on Lake Michigan. The event was a huge success, with 200 students enjoying dinner, drinks, dancing, and beautiful views of the Chicago Skyline!

As we near the holidays, mark your calendars for the Annual Festival of Lights Holiday Party (11/23/13, 5-8pm, Loyola University Museum of Art), which GSAC is co-sponsoring with Water Tower Campus Life. Enjoy free food, beverages, and a holiday gift with a great view of Chicago's Festival of Lights Parade route down Michigan Avenue! Also, be on the watch for news about GSAC's upcoming service event: a workshop on resume-building for the Rogers Park Community. Lastly, don't forget about the Annual Graduate Student Interdisciplinary Research Symposium held in April; the call for abstracts will go out early spring 2014 semester.

If you have questions, concerns, or would like to get involved with GSAC, please feel free to e-mail me at GSAC@luc.edu. We look forward to hearing from you!

~ Jackie Lennon, Clinical Psychology
GSAC President

New Student Orientation 2013

The Graduate School hosted almost 200 new master's and Ph.D. graduate students at its annual new student orientation. Graduate students were introduced to the many support services provided by the Graduate School deans and staff. Graduate Faculty mingled with our new students during lunch and joined them for the Graduate Faculty and Graduate Student Panel: Keys to Success in Graduate School. Panelists included Dr. Victoria S. Wike, Professor of Philosophy and Director of Graduate Studies; Dr. Noni Gaylord-Harden, Associate Professor of Counseling Psychology; Timothy Hazen, Ph.D. student, Political Science; and Daisy Gomez, M.A. student, Community Counseling. They offered words of advice for a successful start and finish to graduate school. Our day ended with a performance by Theater Delta: Interactive Theater for Social Change. The performance used Interactive Theater – scripted and improvisational audience participatory theater – to promote dialogue and solutions around topics surrounding faculty and graduate student mentorship at Loyola.

GSOS

Graduate School Outreach Services

"Teach us to give and not to count the cost."
~ St. Ignatius of Loyola

The Graduate School Outreach Services (GSOS) is a program designed to foster and encourage community outreach along with service learning and engagement opportunities for graduate faculty, staff, students, and alumni. GSOS also works with organizations and shelters that are diligently serving and meeting the needs of the families in their communities, making a difference one step at a time.

The Graduate School Outreach Services program was launched in May 2012 and since that time has become a beacon of light to this community and abroad. Through the outpouring of generosity and strong desire to give back to our community shown by Loyola University Chicago faculty, staff, students, and alumni from May 2012 through the present, we were able to lend a helping hand to over 600 families, providing life sustaining necessities and contributing more than 900 community service learning hours.

For more information, please visit: <http://www.luc.edu/gradschool/graduateschooloutreachservices/>

Professional Accolades

PUBLICATIONS (since July 2013)

- Arola, N.** (Clinical Psychology), with Bohnert, A., & Fredricks, J. Regrouping: Organized activity involvement and social adjustment across the transition to high school. *New Directions for Child and Adolescent Development*, (pp. 57-75, vol. Summer:140), July 2013.
- Barefield, D.** (Cell and Molecular Physiology), with Verma, S.K., Krishnamurthy, P., Singh, N., Gupta, R., Lambers, E., Thal, M., Mackie, A., Hoxha, E., Ramirez, V., Qin, G., Sadayappan, S., Ghosh, A.K., & Kishore, R. Interleukin-10 treatment attenuates pressure overload-induced hypertrophic remodeling and improves heart function via signal transducers and activators of transcription 3-dependent inhibition of nuclear factor- κ B. *Circulation*, July 2013.
- Blackwell, D.** (Cell and Molecular Physiology), with Hou, Z., Hu, Z., Blackwell, D.J., Miller, T.D., Thomas, D.D., & Robia, S.L. 2-Color calcium pump reveals closure of the cytoplasmic headpiece with calcium binding. *PLoS One*, July 2013.
- Bolf, V.** (English). *Mestizaje revisited: Cherrie Moraga, mixture, and postpositivist pealists*. Cambridge Scholars Publishing, August 2013.
- Burrage, A.** (Microbiology and Immunology), with Martinez, R., Wiethoff, C.M., & Wodrich, H. High temporal resolution imaging reveals endosomal membrane penetration and escape of adenoviruses in real time. *Methods in Molecular Biology*, September 2013.
- Carey, D.** (Clinical Psychology), with Conley, C.S. *Academic Mothers on Leave (but on the Clock), on the Line (and off the Record): Toward Improving Parental-Leave Policies and Practices*. New York: Columbia University Press, August 2013.
- Carr, A.** (Counseling Psychology), with Abrams, M. D., Ómarsdóttir, A. Ó. Björnsdóttir M. D., Einarssdóttir, S., Martin C., Brown, S. D., & Rector, C. Measurement invariance of the career indecision profile: United States and Iceland. *Journal of Career Assessment*, (pp. 469-482, vol. 21:3), August 2013.
- Chen, M.** (Cell Bio, Neurobiology & Anatomy), with Palmer, J.L., Deburghgraeve, C.R., Bird, M.D., Hauer-Jensen, M., Yong, S., & Kovacs, E.J. Combined radiation and burn injury results in exaggerated early pulmonary inflammation. *Radiation Research*, July 2013.
- Chen, M.** (Cell Bio, Neurobiology & Anatomy), with Yuanyuan, Q., Hamilton, J., Bird, M., Ramirez, L., Zahs, A., Kovacs, E.J., & Makowski, L. Adipose inflammation and macrophage infiltration after binge ethanol and burn injury. *Alcoholism: Clinical and Experimental Research*, August 2013.
- Clawson, A.** (Counseling Psychology), with Jeremie Brink, G., Barrie, R., & Bruner, J.P. Assessing critical consciousness in youth and young adults. *Journal for Research on Adolescence*, September 2013.
- Desai, P.** (School Psychology), with Wynne, E. & Ausikaitis, A. Addressing the educational needs of homeless students: What every school psychologist should know. *Communique*, (pp. 4-6, vol. 42:2), October 2013.
- Dickson, D.** (Clinical Psychology), with Conley, C.S., & Durlak, J.A. An evaluative review of outcome research on universal mental health promotion and prevention programs for higher education students. *Journal of American College Health*, (pp. 286-301, vol. 61:5), August 2013.
- Etingen, B.** (Social Psychology), with LaVela, S.L., & Pape, T.L. Caregiving experiences and health conditions of women veteran and non-veteran caregivers. *Women's Health Issues*, (pp. e225-232, vol. 23:4), July 2013.
- Evenson, A.** (Child Development), with Moran, T.E. Investigating the family bed. *Zero To Three*, (pp. 32-37, vol. 33:4), July 2013.
- Evenson, A.** (Child Development), with Moran, T.E., Larriue, J.A., Zeanah, P., & Valliere, J. "Depressia" in post-Katrina New Orleans: Cultural and contextual adaptations to group interpersonal psychotherapy. *Zero To Three*, (pp. 23, vol. 33:6), July 2013.
- Evenson, A.** (Child Development), with Moran, T.E., Larriue, J.A., Zeanah, P., & Valliere, J. "Depressia" in post-Katrina New Orleans: Cultural and contextual adaptations to group interpersonal psychotherapy. *Zero To Three*, 33(6), (pp. 32-37, vol. 33:8), August 2013.
- Gillis, C.** (Sociology), with Alkon, A.H., Block, D., Moore, K., DiNuccio, N., & Chavez, N. Foodways of the urban poor. *Geoforum*, (pp. 126, vol. 48:1), August 2013.
- Hoffman, P.** (Developmental Psychology), with Haden, C. Cracking the code: Using personal narratives in research. *Journal of Cognition and Development*, September 2013.
- Hu, L.** (Microbiology and Immunology), with Chi, B.K., Kuhn, M.L., Filippova, E.V., Walker-Peddakotla, A.J., Bäsell, K., Becher, D., Anderson, W.F., Antelmann, H., & Wolfe, A.J. Acetylation of the response regulator RcsB controls transcription from a small RNA promoter. *Journal of Bacteriology*, (pp. 4174-4186, vol. 195:18), July 2013.
- Irby, C.** (Sociology). "We didn't call it dating": The disrupted landscape of relationship advice for evangelical protestant youth. *Critical Research on Religion*, (pp. 177-194, vol. 1:2), August 2013.
- Irby, C.** (Sociology), with Fuist, T.N., Rumpf, C., Jackson, C., Polasek, P., & Altena, A. Teaching each other to teach. *Contexts*, (pp. 84-87, vol. 12:3), August 2013.
- Karras, A.** (Women's Studies & Gender Studies). His Story Repeats Itself. *Gawker.com*, August 24, 2013.
- Lennon, J.** (Clinical Psychology), with Li-Grining, C. P., Marcus, M., Flores, V., & Haas, K. *The Development of Self-regulatory Skills and School Readiness*. New York, NY: Guilford, October 2013.
- Mazurek, S.** (Cell and Molecular Physiology), with Bovo, E., Dvornikov, A.V., de Tombe, P.P., & Zima, A.V. Mechanisms of Ca²⁺ handling in zebrafish ventricular myocytes. *Pflügers Arch*, July 2013.
- Psihogios, A.** (Clinical Psychology), with Holmbeck, G.N. Discrepancies in mother and child perceptions of spina bifida medical responsibilities during the transition to adolescence: Associations with family conflict and medical adherence. *Journal of Pediatric Psychology*, (pp. 859-870, vol. 38:8), September 2013.
- Rao, Y.** (Molecular and Cellular Biochemistry), with Mott, N.N., Wang, Y., Chung, W.C.J., & Pak, T.R. MicroRNAs in the aging female brain: A putative mechanism for age-specific estrogen effects. *Endocrinology*, (pp. 2795, vol. 154:8), August 2013.
- Stockdale, L.** (Developmental Psychology), with Tackett, S. L., Coyne, S. M., Archer, J., & Graham-Kevan, N. Sex-differences in verbal aggression use in romantic relationships: A meta-analytic study and review. *Journal of Aggression, Conflict, and Peace Research*, (pp. 167-178, vol. 5:3), September 2013.
- Stockdale, L.** (Developmental Psychology), with Coyne, S. M., Nelson, D. A., & Padilla-Walker, L. M. Read anything mean lately? Associations between reading aggression in books and aggressive behavior. *Aggressive Behavior*, (pp. 493-502, vol. 39:6), October 2013.
- Torres, S.** (Clinical Psychology), with Polo, A. Language conflicts, perceived discrimination, and cultural conflicts across generations of Latino youth. *DePaul Discoveries*, (pp. 268-271), July 2013.
- Tripp, J.** (Theology). Measuring arguments from order for Q: Regression analysis and a new metric for assessing dependence. *Neotestamentica*, (pp. 123-148, vol. 47:1), September 2013.
- Walker-Peddakotla, A.** (Microbiology and Immunology), with Hu, L.I., Chi, B.K., Kuhn, M.L., Filippova, E.V., Bäsell, K., Becher, D., Anderson, W.F., Antelmann, H., & Wolfe, A.J. Acetylation of the response regulator RcsB controls transcription from a small RNA promoter. *Journal of Bacteriology*, (pp. 4174-4186, vol. 195:18), July 2013.
- Wasserman, R.** (Clinical Psychology). Ethical issues and guidelines for conducting data analysis in psychological research. *Ethics & Behavior*, (pp. 3-15, vol. 23:1), July 2013.
- Wood, D.** (Theology). *Roma Locuta Est, Causa Finita Est Power, Disursivity, and the Roman Catholic Hierarchy*. The Scarecrow Press, Inc., October 2013.

AWARDS (since July 2013)

- Baldauf-Miller, S.** (Spanish). The National Spanish Examination (NSE), a division of the American Association of Teachers of Spanish and Portuguese (AATSP), July 1, 2013.
- Blackwell, D.** (Physiology). Calcium ATPase regulation as a mechanistic target for novel heart failure treatment, *American Heart Association*, \$52000, July 1, 2013.
- Hayes, K.** (Sociology). Whirlwind Women and Girls via Mary Ann Johnson, *Institute of Food Technology* Chicago, IL. July 10-16, 2013, \$250, July 12, 2013.
- Ippolito, J.** (Integrative Cell Biology). Ethanol, Lung Mesenchymal Stem Cells and Pulmonary Inflammation After Burn Injury, *NRSA F31 Pre-doctoral Fellowship*, \$22032, July 5, 2013.
- Kotowski, P.** (History) Essay Award for "'Like So Many Head of Cattle': Becoming Chattel in Colonial Pennsylvania", *Colonial Society of Pennsylvania*, \$1000, September 6, 2013.
- O'Toole, K.** (Developmental Psychology). An electronic world: Effects of print and e-books on word learning in preschoolers, *American Psychological Foundation/Council of Graduate Departments of Psychology (APF/COGDOP)*, \$1000, September 23, 2013.
- Prins, S.** (Integrative Cell Biology). NIH Training grant, T32, \$22032, August 1, 2013.
- Rivera, M.** (History). DFI Fellowship, *Diversifying Higher Education Faculty in Illinois*, \$15000, July 31, 2013.
- Scott, R.** (Philosophy) Rebecca was accepted to and attended a summer school seminar on Levinas led by Simon Critchley, *Tilburg University, The Netherlands*, July 30, 2013.
- Squire, D.** (Higher Education). ASHE Graduate Student Travel Scholarship, *ASHE*, \$500, October 8, 2013.



Dr. William Germano: From Dissertation to Book

The Graduate School, in partnership with the University Libraries, hosted a talk with Dr. William Germano, Professor of English Literature and Dean of Humanities and Social Sciences at the Cooper Union Institute on October 25th as part of 'Open Access Week'. Dr. Germano discussed his book, *From Dissertation to Book*, 2nd Edition, and highlighted both the importance of a

dissertation but more so the need to view it as just the beginning in one's academic career. He believes that the future of academic writing is in the hands of young scholars who must create work that meets the broader expectations of readers, rather than the narrow requirements of academic committees.

The University of Chicago Press hosted a book signing directly following the talk.

2013-2014

Professional and Academic Workshops

The Graduate School holds workshops to support the academic and professional endeavors of graduate students.

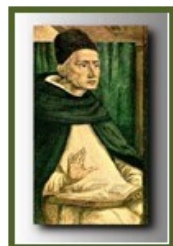
Workshop topics for this past fall 2013 included:

- ◇ "Life Beyond the Ivory Tower"
- ◇ "Conducting Human Subject Research"
- ◇ "External Funding Opportunities"
- ◇ "Graduate Student Writing"
- ◇ "What's So Funny About Money?"

Workshops for spring 2014 will include:

- ◇ "Marketing Your Skills Outside the Academy" with Career Services
- ◇ "Working with the Institutional Review Board" with Office of Research Services
- ◇ "Graduate Student Writing: Part II" with English instructor, Michael Meinhardt
- ◇ Additional Financial Literacy Events

Dates and times for future workshops will be announced through the Graduate School listserv and updated on the workshops website at <http://www.luc.edu/gradschool/workshops.shtml>. We are always looking for new ideas for topics. If you would like to suggest a topic related to professional development, personal development, or academic success, drop us an email at gradschool@luc.edu.



St. Albert's Day of Research

The 34th annual St. Albert's Day celebration of research was held at HSC on October 24-25, 2013. It was the largest celebration yet with more than 300 posters submitted from The Graduate School, Stritch School of Medicine, Marcella Niehoff School of Nursing, Loyola University Chicago's Lake Shore Campus, and Loyola University Medical Center residents and fellows.

Congratulations to all participants and the St. Albert's Committee for making this important event such a great success. Plans are already starting for next year, so be sure to save the dates: Oct. 30-31, 2014.



Applied Statistics Career Night and Pizza Party

Approximately forty people attended this semester's Applied Statistics Career Night and Pizza Party on Monday, October 21, 2013. As an aid to our current M.S. students, recent graduates of Loyola's M.S. program in Applied Statistics discussed their current jobs, the job-search process, the transition from graduate school to full-time employment, important courses to take to prepare oneself for a career in applied statistics, internship opportunities, and other practical tips.

Ms. Magdalena Bielaski discussed how her studies at Loyola helped her obtain, and to excel in, her job as Statistician at Pepsico in downtown Chicago. Mr.

Nam Nguyen emphasized how his M.S. degree in Applied Statistics at Loyola prepared him for his role as Senior Statistical Analyst of Panel Sciences at comScore Inc. and as a freelance biostatistical consultant. After their presentations, Magdalena and Nam were joined on a five-person panel by fellow alumni: Ms. Tan Fong Chan, Advanced Statistical Modeler at Blue Cross Blue Shield; Mr. George Mavrelis, Associate Strategist at Leo J. Shapiro & Associates Strategic Research; and Ms. Sara Ring, Product Intelligence Consultant at Allstate Insurance Company.

This event was sponsored in part by a grant from the American Statistical Association.



Preparing people to lead extraordinary lives



Dean's Message

Dr. Samuel Attoh, PhD

Dean of the Graduate School and Associate Provost for Research

THE GRADUATE SCHOOL QUARTERLY

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We invite you to send us information that you think should be shared – an outstanding student, faculty mentor, research initiative, 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 **January 31, 2014.**

**Stay connected with the
Graduate School**

Visit the Graduate School blog at:
<http://blogs.luc.edu/gradschool/>

'Like' us on Facebook here:
[http://www.facebook.com/
LoyolaGradSchool](http://www.facebook.com/LoyolaGradSchool)

Welcome back, everyone! I hope your academic year is off to a great start. This past year was quite a remarkable one for the Graduate School. We were presented with the 2013 Award for Excellence and Innovation in Graduate Education by the Midwest Association of Graduate Schools and received an honorable mention award from the Council of Graduate Schools (CGS). The Graduate School also received the largest amount of extramural funding in its history to support several projects, including the Doctoral Initiative for Minority Attrition and Completion (DIMAC), Diversifying Faculty in Illinois, the McNair Scholars Baccalaureate Achievement Program, and Doctoral Dissertation Fellowships. Moving forward, we will focus our energies on these and other academic projects.

However, one project I wish to mention is a grant we received from the Council of Graduate Schools (CGS) to develop a financial education program for graduate and undergraduate students at Loyola. The grant was awarded as part of the groundbreaking CGS best practice program, *Enhancing Student Financial Education*, co-sponsored by TIAA-CREF. We will work collaboratively with the Office of Financial Services to use passive, active, and interactive modes of delivery to maximize student participation throughout the year. Several innovative, interactive, and digital approaches,

including peer-to-peer workshops with finance-based board games, extensive online tools and games, a new Comprehensive Financial Education website, interactive improvisational theater presentations, and comic improvisation events will be utilized. Students will use the financial education game, "MindBlown Life", an immersive and social career simulation mobile game that provides students with an interactive and engaging financial experience. In the game, players create a fully-customizable avatar, role-play working professionals, and earn resources through physics-based mini-games. They make numerous decisions throughout the course of gameplay and experientially learn everything from basic budgeting and financing college to managing their credit score and effectively dealing with debt. The Graduate School is working together with MindBlown Labs, the creators of this game, for beta-testing and full-scale implementation. Graduate students will also be receiving a survey from the Council of Graduate Schools to share their perspectives on their exposure to financial education resources. I encourage students to complete the survey; the more responses we can gather, the better informed we become in addressing your financial needs.

Have a great semester everyone!
Samuel A. Attoh

Commencement 2014 Schedule

The President's Cabinet recently approved the calendar of Commencement ceremonies for May 2014. The new calendar was developed to better accommodate the numerous ceremonies, liturgies, and associated events that take place on campus throughout Loyola's Commencement season, as well as provide greater hospitality to the 20,000+ guests who visit the Lake Shore Campus during this time.

Graduate students whose degrees were conferred in December 2013 and those who submit an application to receive a degree for May and August 2014 are invited to participate in the Graduate School Commencement Ceremony on Wednesday, May 7, 2014. You will receive an email to your LUC email account from "Loyola University Chicago" <commencement@luc.edu> about registering for the ceremony. (Note: This is different than applying for graduation.)

As plans develop, everything you need to know about Loyola Commencement and the Graduate School Ceremony will be available at <http://www.luc.edu/commencement/> and <http://www.luc.edu/commencement/schedule/2014commencementceremonies/>.

Sunday, May 4

School of Continuing and Professional Studies
1:00 p.m. – Mundelein Auditorium

Wednesday, May 7

School of Education
10:00 a.m. – Gentile Arena

Graduate School* & IPS

3:00 p.m. – Gentile Arena
*(Including PhD, DBE, MA, MS, MPP, and MPH)

Thursday, May 8

Marcella Niehoff School of Nursing
10:00 a.m. – Gentile Arena

School of Social Work
3:00 p.m. – Gentile Arena

Friday, May 9

Arts & Sciences (ARTS) (undergraduates)
9:30 a.m. – Gentile Arena

Baccalaureate Mass
12:30 p.m. – Gentile Arena

Arts & Sciences (SCIENCES) (undergraduates) & IES
3:30 p.m. – Gentile Arena

Saturday, May 10

School of Communication
10:00 a.m. – Gentile Arena

Quinlan School of Business
3:00 p.m. – Gentile Arena

Saturday, May 17

Law Baccalaureate Mass
9:00 a.m. – Madonna della Strada

School of Law
11:00 a.m. – Gentile Arena

Stritch School of Medicine
4:00 p.m. – Gentile Arena