



Preparing people to lead extraordinary lives

THE GRADUATE SCHOOL QUARTERLY

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

Loyola University Chicago's New Ronald E. McNair Post Baccalaureate Achievement Program



The Graduate School was recently notified by the US Department of Education that it had received a highly competitive grant to establish a Ronald E. McNair Postbaccalaureate Achievement Program. Named after physicist Dr. Ronald E. McNair, this prestigious award provides an excellent opportunity for the Graduate School to partner with the Office of the Provost in offering first-generation and underrepresented minorities an extensive array of academic sup-

port and enrichment activities in order to prepare them for graduate education.

The program is a perfect fit with the University's strategic emphasis on developing the whole person through an integrated curricular and co-curricular program. Related to this strategy are specific tactics that emphasize creating additional programs for talented students to expand their opportunities for more advanced academic work, and set new standards for meeting the advising, academic, and co-curricular needs of our students.

Director and Sociology Alumni, Dr. Eileen Roller-son and Assistant Director Marcela Gallegos have already begun the process of recruiting 30 undergraduate scholars for the program.

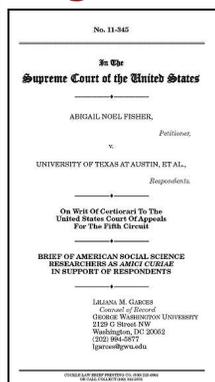
Eligible applicants need to

be have completed at least 60 credit hours of coursework and carry a minimum GPA of 3.0. \

The program provides several benefits including: a paid summer research experience, one-on-one mentoring with a faculty member, visits to graduate schools that support McNair Scholars, peer networking with other McNair scholars at other institutions, opportunities to present and publish research, engagement in workshops and seminars designed to prepare students for graduate school such as: GRE preparation, effective writing and oral communication, and math tutoring.

Students interested in learning more about Loyola's McNair Scholars Program are encouraged to contact Marcela Gallegos, Assistant Director, at Mgalle2@luc.edu. ✦

Higher Education Faculty Listed in Highly Publicized Supreme Court Case



Three faculty members in the Higher Education program are listed in the Supreme Court brief of the highly-publicized case of Abigail Fisher versus the University of Texas at Austin.

Abigail Fisher claims that she was denied admission to the University of Texas at Austin because she is white and that Hispanic and African-American stu-

dents with lesser credentials were allowed admission.

Although Fisher enrolled in Louisiana State University and graduate last spring, she claims that had she graduated from the University of Texas, she would have gotten a better job.

Drs. Bridget Turner Kelly, Mark Engberg and OiYan Poon are all listed as supporting the University

of Texas and their use of a "Holistic Admissions Policy" and its benefits to diversity both on campus and in the classroom.

According to CNN, members of the Supreme Court found the university's admissions policies 'problematic' and are investigating further.

A decision on the case is not expected until this spring. ✦



Pamela Fenning
School
Psychology

“The mentorship of our students evolves overtime from those less advanced in the program taking on a secondary role and more advanced students serving in a leadership capacity.”

Graduate Faculty Mentor

Mentoring is an important professional activity that we undertake as faculty members when working with all students. At the graduate level, students rate mentoring as very important for their development in a profession (Luna & Cullen, 1998). Positive mentoring is associated with academic self-confidence (Simard, 2007). Below, I describe my experiences as a mentor of graduate students in the field of school psychology over the past sixteen years as a faculty member at Loyola University Chicago in the areas of teaching, service and research.

Teaching As a graduate program director for many years, I have had the good fortune of working with a number of wonderful doctoral students whose career goals include teaching at the university level. One of the program requirements in our Doctoral School Psychology Program is the completion of two clerkships. I have supervised a number of students who have clerked for courses that I regularly teach, such as school-based consul-

tation and data-based decision making. I have watched my graduate students grow in their roles as clerks for the course through a scaffolding process. They have progressed from initially observing me in the classroom, followed by supporting instructional efforts in a secondary role and then ultimately, taking the lead on lectures and the delivery of instruction. Through modeling, practice, coaching and feedback, I have seen my graduate students grow in their confidence and comfort level with instructional delivery. Our program faculty requires that our graduate students clerk before teaching on a part-time basis.

Service Within an applied professional program such as the field of school psychology, service to children and families in educational settings and our profession is an important component of our work. The particular focus of our program is the application of social justice principles as part of data-based deci-

sion making. In their first semester, students complete service learning hours and a social justice impact project in a site that is coordinated by one of our faculty members, Dr. David Shriberg. He is a leading scholar on applications of social justice to school psychology. The service learning sites are primarily located in high need urban environments. Our graduate students gain first-hand knowledge of the challenges and inequities that exist in public schools, which disproportionality impact students of color and those who are living in poverty. The mentoring that occurs as students get out of their comfort zones are the opportunities to process these applied experiences. Most of our students apply to the school psychology program because of their passion for social justice. Seeing first-hand the inequities that exist in our schools is a life-altering experience for many of our graduate students. Related to professional service, the faculty are leaders in professional training organizations and associations.

(cont page 5)

Going Green with GSPS



In keeping with Loyola’s mission of sustainability, the Graduate School has opened up the Graduate Student Progress System (GSPS) to students for form submission as of October 22nd.

Forms that students will now submit electronically include: Leave of Absence, Thesis or Dissertation

Committee forms, Thesis or Dissertation Proposal Ballot forms, Travel Award forms, and Professional Activities (job placements, publications, conference presentations, internships, and external awards).

These forms will no longer be available or accepted in paper format.

To access online forms, simply go to <https://gsp.s.luc.edu>, and log in using your LUC ID and password. I

f you have any questions regarding the database and online form submission, please contact Aaron Barker, Graduate School Office Assistant at abarker@luc.edu. ✦

Timothy Hazen, President

Graduate Student Advisory Council



Yet again another semester has flown by as we have already reached the holiday season and only a few weeks remain in the fall semester. GSAC has had a productive semester thus far and welcomes in a new executive board: Caitlin Murray (Clinical Psych) as Vice-President, Stephanie Besser (Criminal Justice) as Treasurer, Jaclyn Lennon (Clinical Pysch) as Secretary and myself as President. In addition we have a tremendous core of representatives that serve in our committees and are working hard on providing great services and events for our students this year.

Since we are approaching the holidays this is a time for giving and GSAC is finalizing plans for a service event that will be held in late-November/early-December with a local organization in order to give back to our community. Even though details are not yet finalized, be on the look-out for announcements from the Graduate School and your department's representative about this event. In addition we are planning on having increased social events for our grad students both on the Lakeshore and Water Tower campus in the upcoming months

Lastly don't forget that the call for abstracts for the Graduate Student Symposium is just around the corner. The Symposium is a fantastic opportunity for you to present your research to your fellow graduate students across the university and it a great day of intellectual discourse and discussion.

If you have questions or desire to serve in GSAC please feel free to e-mail myself at GSAC@luc.edu. We look forward to hearing from you!

~Timothy Hazen, Political Science
GSAC President

LOYOLA UNIVERSITY CHICAGO

2012

International Education Week

Nov. 12-16

The 6th Annual International Education Week (IEW) will be held November 12-16th. IEW is a joint initiative of the U.S. Department of State and U.S. Department of Education providing an opportunity to celebrate the benefits of international education and exchange worldwide. This annual initiative aims to promote international understanding and build support for international educational exchange by encouraging the development of programs that prepare Americans to live and work in a global environment and attract future leaders from abroad to study in the U.S.

Come celebrate the many contributions of our international students and our study abroad travelers.

Tuesday, November 13, 11:30 am—1:00 pm, Bremner Lounge
Language Tables—come for lunch and language conversations! Meet with others who speak your language! Student moderators will host tables in Spanish, French, Chinese, Japanese, Arabic and Italian.

Wednesday, November 14, 5:00—7:00 pm, Bremner Lounge
Photo Contest: Submissions from the International Photo Contest will be on display and students will be able to cast their votes for the winner. The night will conclude with a fashion show featuring international styles.

Thursday, November 15, 8:00 pm, Cudahy Library, Room 318
International Movie Night: *Daughter from Danang*
A heartbreaking documentary illustrating the longing, identity and personal legacy of war. Movie snacks provided!

Friday, November 16, 5:00—9:00 pm, Centennial Forum Lobby
Enjoy international cuisine while watching performances from around the globe! Photo and essay contest winners will be announced.

The first 25 student at each event receive a IEW 2012 T-SHIRT! †



Professional Accolades

PRESENTATIONS

Aaron M. Brunmeier, History, "Paradoxical Patriarchs: Reconstructing Masculinity in Revolutionary Virginia" at The Women & Leadership Archives lecture series, October 2012.

Jennifer Cossyleon, Sociology, "Have you Taken Your Meds today?: A Closer Look at Women Undergoing Mental Health Treatment Soon after Release from Prison", at The Association of Applied and Clinical Sociology conference, October 2012.

Christina Drogalis, Philosophy, "Momentary Choices versus Gradual Progress: the Religion as a Turning Point in Kant's Theory of Moral Development," at The North American Kant Society: Southern Study Group, September 2012.

Mandy Gagle, Digital Humanities, "The Letters of Vernon Lee to H.G. Wells, "Friends and Antagonists" at the 2012 Symposium of Vernon Lee Studies, September 2012 in Italy.

Melissa Howell, Sociology, "Institutionalizing Interdisciplinary Undergraduate Community-based Participatory Research Courses: Critical Questions for Institutional Practice" at the International Association for Research on Service-Learning and Community Engagement conference, September 2012.

Erin Hvizdak, Women and Gender Studies, "Preserving the Family Table: Gender, Class and Legitimacy in Evanston's Community Kitchen, 1919-1951" at the Women's and Gender Historians of the Midwest conference, October 2012.

Rachel Kooistra, Biology, "Characterization of a novel thioredoxin-like protein, at the 23rd Annual Molecular Parasitology meeting, September 2012.

Maggie Labinski, Philosophy, "The Rooster and the Hen: Augustine's Philosophy of Education," at the 30th Annual Joint Meeting of The Society for Ancient Greek Philosophy with The Society for the Study of Islamic Philosophy and Science, October 2012.

Angela Mahaffey, Chemistry, "The Critical Role of the Guanidinium Group for Arginine-32 in the Catalysis of E.coli ADP-Glucose Pyrophosphorylase" at the 39th Annual NoBCChE Conference, September 2012.

Daniele Manni, Philosophy, "Justice through Mimesis: Plato on the Artistic Solution to the Problem of Knowing How to Be Just," at The Iowa Philosophical Society meeting, October 2012.

Jake Nabasny, Philosophy, "The Metaphysics of Racism" at The Iowa Philosophical Society meeting, October 2012.

Justin Nordin, Philosophy, "Playing with Mirrors: The Self-Reflexivity of Plato's Metaphysics and Dialogues," at the 30th Annual Joint Meeting of The Society for Ancient Greek Philosophy with The Society for the Study of Islamic Philosophy and Science, October 2012.

Walter Ohlson, History, "Ambushed at Shiloh: Grant's Army, then Grant Himself" at the Mid-America Conference on History, September 2012.

Daniel Ott, History, "Producing a Past McCormick Harvester and Producer Populists in the 1890s" at the Mid-America Conference on History, September 2012.

Sean Petranovich, Philosophy, "Plato's Symposium and the Meaning of Humor in the Speeches of Eryximachus and Aristophanes" at the 6th Conference of the Lighthearted Philosopher's Society meeting, October 2012.

Nathanael Sumaktoyo, Social Psychology, "Secularism in Indonesian Politics: An Experimental Approach" at the 9th Northeast Conference on Indonesia, October 2012.

AWARDS:

Laura Donahue, Chemistry, was awarded an all-expenses paid trip to the 4th Annual EuCHEMS (European Chemical and Molecular Sciences) Chemistry Congress held in Prague, Czech Republic this past August 2012. She applied to the American Chemical Society (ACS) and was chosen along with 8 other chemistry graduate students from universities across the US. Laura presented a poster on her research involving synthesizing new dyes for photodynamic therapy (PDT).

Dr. J. Derek Halvorson, History alum ('08), was recently inaugurated as the 6th president of Covenant College, a small, liberal arts institution in Lookout Mountain, Georgia.

Kasey Henricks, Sociology, "High Stakes Education Finance: How State-sponsored Policy Reproduces Race and Class Inequality" national Civil Rights and Human Rights conference, 2012 Doctoral paper Competition: 1st Place and North Central Sociology Association Conference, Graduate Student Paper Competition: Finalist, "Who Plays? Who Pays?: How the Illinois Lottery Taxes Race and Class Inequality," Association of Black Sociologists 2012 Graduate Student Paper Competition: Finalist, and with Victoria Brocket, "Counter-Revolution in the Name of Emancipation: The Regressive Character of Racial and Gender Progress," Association for Humanist Sociology, 2012 Frank Lindenfeld Outstanding Graduate Student Paper Competition: Honorable Mention.

Dr. Robert Jenson, Professor of Mathematics, was invited to join the Fellows of the American Mathematical Society as a result of his contributions to his discipline.

Angela Mahaffey, Chemistry, won the BioPhysical Society Poster Award for her poster, "The Critical Role of the Guanidinium Group for Arginine-32 in the Catalysis of E.coli ADP-Glucose Pyrophosphorylase."

Symone Simmons, Higher Education, was named Rising Star by the regional arm of the National Association of Student Personnel Administrators. The award recognizes demonstrated leadership in student affairs and commitment to higher education in the student's institution and region.

Pizza, π and Alumni Applied Statistics Hosts Career Night



Fifty individuals attended this semester's Applied Statistics Career Night and Pizza Party on Thursday October 18th where MS/ Applied Statistics alumni 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, etc. Ms. Kate Anfeldt discussed how her studies at Loyola helped her obtain – and now to function in – her job as Senior Actuarial Analyst at Humana. Mr. Nam Nguyen

emphasized how his MS degree in Applied Statistics at Loyola prepared him for his role as Market Researcher at Blue Cross Blue Shield Association (BCBSA) and as freelance biostatistical consultant. After their presentations, Kate and Nam were joined on a six-person panel by fellow alumni: Ms. Tan Fong Chan and Ms. Florida Levidiotis both at BCBSA/Chicago, Mr. Marty Henson of the Leo Burnett Group, and Mr. George Mavrelis of LJS (Leo J. Shapiro & Associates) Strategic Research. This event was sponsored in part by a grant from the American Statistical Association. ✦

Pamela Fenning, cont'd

Collectively, our program faculty believes that involving our graduate students in this work is very important to their development. Our alumnae have assumed leadership positions at the state and national level. We emphasize this work as a professional obligation and integral to one's identity as a psychologist.

Research As a training program that emphasizes the scientist-practitioner model of training, research is a critical function and activity that we as faculty and our graduate students are engaged in. Immediately upon entering the program, doctoral students in School Psychology are required to join a research team, with many students joining several of them. The responsibility that students assume becomes more complex over time through mentoring. For example, less advanced students may conduct literature searches. Those more advanced in the program might take a more senior role in submitting a paper pres-

entation for a national convention or serving as a primary author a manuscript.

It has been an honor to serve as a mentor for my graduate students over the years. I have gained much more from the experience than I have given. The primary domains of mentoring have aligned with the requirements for being a faculty member. Through mentoring teaching, service and research activities of students, new ideas have emerged and my professional life has been enriched beyond imagination. ✦

References Luna, G. & Cullen, D. (1998). Do graduate students need mentoring? *College Student Journal*, 32(3), 322-330. Simard, C. (2007). Mentoring in academia: Research and resources. Retrieved from Anita Borg Institute for Women and Technology Web Site at <http://anitaborg/files/mentoringacademic.pdf>.

UPCOMING KEY DATES AND DEADLINES



- November 12— Foreign language exam, 3:00-5:00 pm, Granada Center 4th floor.
- November 21-24—Thanksgiving break. No classes.
- December 1— Last day to file an app to Receive a Degree for May 2013 degree conferral
Extension of time requests for Spring 2013 due at The Graduate School, GC400
- December 7— CAS Pre-doctoral teaching fellowship apps due to department chairs
- December 8— Fall semester classes end
- December 5-18— Final Exam week
- January 4— CAS Pre-doctoral teaching fellowship apps due at the Grad School by 5:00 pm
Schmitt dissertation fellowship apps due to department chairs
- January 14— Spring 2013 semester begins
- January 21— Martin Luther King holiday. No classes.
- January 25— Incomplete grades from Summer 2012 due at the Graduate School
- February 1— Last day to apply for August 2013 degree conferral
- February 11— Summer registration begins



Preparing people to lead extraordinary lives



Dean's Message

Dr. Samuel Attoh

Dean of the Graduate School and Associate Provost for Research

THE GRADUATE SCHOOL QUARTERLY

The Graduate School Lake Shore Campus

1032 W. Sheridan Road
Granada Center—400
Chicago, IL 60626
773-508-3396
gradnewsletter@luc.edu

The Graduate School Health Sciences Campus

2160 S. First Avenue
SSOM, Room 400
Maywood, IL 60153
708-216-3531

Managing Editor:

Ruth Ashton

Contributors:

Ruth Ashton, Dr. Samuel
Attoh, Aaron Barker, Dr.
Pamela Fenning, Marcela
Gallegos, Timothy Hazen, Dr.
Bridget Turner Kelly, Dr. Tim
O'Brien

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

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I hope your academic year is off to a great start. I want to share with you a number of accomplishments from last year related to graduate student educational outcomes, fellowship opportunities, and graduate student programming.

Graduate Student Educational Outcomes:

◇ Graduate students secured a total of **\$1,334,312** in external funding to support their dissertation research and graduate training from such agencies as the NIH, NSF, American Heart Association, Council of Graduate Schools (CGS), Alfred Sloan Foundation, U.S. Department of Housing and Urban Development, U.S. Fulbright Scholars Program, and the Arthur J. Schmitt Foundation.

◇ The Graduate School provided approximately **\$60,000** in support of 231 students who presented professional papers and posters at 471 regional, national and international venues including the US, Canada, Chile, Italy, Kenya, and Russia.

◇ The level of graduate student publication activity has improved in recent years thanks to enhanced faculty mentorship and special funding from the Graduate School. In FY2012, 95 graduate students published 156 articles, book chapters, and encyclopedia reviews.

◇ Last year, 134 students were offered a variety of internship opportunities in the Chicago area and as far away as Atlanta, Boston, Los Angeles, Memphis, Mexico, Miami, Minneapolis-St. Paul, New Hampshire, New York, Russia, Spain, and Washington, DC.

◇ In FY2012, 159 students were placed in a variety of positions in academia, non-profits, the private sector and government.

Fellowship Opportunities:

◇ 16 students held *Arthur J. Schmitt Dissertation Fellowships* and engaged in the inaugurated new initiative, the *Schmitt Fellows Community Service Program*. Schmitt Fellows are encouraged to engage in Jesuit-inspired community service in order to deepen Fellows' appreciation for a faith that does justice with empathy for those on the margins of society.

◇ During FY2012, the Graduate School provided 11 *Community and Global Steward Fellowships* to support community-based research on topics including: Kenyan families, the Korean Catholic community, African American World War II veterans, service agencies and community empowerment, and urban environmental

policy.

◇ Since its inception in 2007-2008, the *Advanced Doctoral Fellowship* program has supported 125 students. To date, 90% of those funded in the 1st year have graduated, 73% of those funded in the 2nd year have completed their program, 78% of fellows in the 3rd year have graduated, and another 54 % in the 4th year of the award program have finished.

Academic Programming:

◇ The Graduate School's TA workshops and *Teaching Effectiveness Seminars* continue to train students in syllabus construction, understanding the current generation of students, Ignatian pedagogy, stimulating class discussion, active learning, writing across the curriculum, and teaching portfolios.

◇ The Graduate School's *Summer Dissertation Bootcamp* yielded some successes. Among the summer 2011 participants, 30% have been conferred degrees and another 60% have defended their dissertations and are on track to graduate.

◇ The Graduate School's *Summer Research Mentoring Program* has been successful in linking undergraduate students with graduate students at both lakeside and health science campuses. Undergraduates are able to gain further knowledge and understanding of research methodologies, technical skills, research relevance to coursework, theories and concepts related research projects, critical analysis and reflection, and general problem solving.

◇ The Graduate School launched a pilot mentoring program in partnership with Loyola's Achieving College Excellence (ACE) program. 5 master's students assisted 1st year students with their academic and social transition to the University.

I am also pleased to report that the Graduate School continues to strengthen its strategic alliances and expand its professional networks. During FY 2012, the Graduate School received 2 grants from the Alfred Sloan Foundation/CGS and NSF/CGS to research attrition and completion rates in STEM master's program and the reasons for student success in doctoral programs with underrepresented minorities. The Graduate School was also invited by the CGS to be an affiliate partner on another project, *Modeling Effective Research Ethics Education in Graduate International Collaborations*. ✦

~Samuel Attoh, Ph.D.
Dean of the Graduate School and
Associate Provost for Research