



Preparing people to lead extraordinary lives

THE GRADUATE SCHOOL QUARTERLY

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3rd Annual Graduate School Interdisciplinary Research Symposium

The Graduate School hosted its 3rd Annual Interdisciplinary Research Symposium on Saturday, April 10. This year's theme was *"Calls to Action: New Approaches to Old Challenges."* Graduate students from various disciplines interpreted the theme in the following sessions: "New Approaches: Women and Ethics", "Social Justice and/in Media", "Old Challenges of Inequality", "New Approaches to the Self and Other", "Revisiting the Old Challenges of Violence and Abuse", "Meeting the Challenge of Borders and Boundaries", "New Approaches to Addressing Patient Needs", "Call to Action: Evaluating Domestic Issues", and "New Approaches to Technology." The symposium also included a poster session with nine presenters representing the medical sciences, social sciences and education.



*Research Symposium Award winners
(left to right):*

*Amanda O'Dell, Sophia Rodriguez, Cynthia Wallace,
Kelly Haas, Diana Therese Veloso, Jilana Ordman*

The event closed with an awards ceremony honoring the top five paper presenters and one poster presenter. The awards for paper presentations were given to: Sonya Crabtree-Nelson, Social Work; Amanda O'Dell, Developmental Psychology; Jilana Ordman,

History; Julie Longua, Applied Social Psychology; Mark Stoltenberg and Nathan Kittle, School of Medicine and Bioethics and Health Policy; and Amanda Furiasse, Biblical Languages and Literature. The winners for the poster award were Kelly Haas and Valerie Flores, Developmental Psychology.

The Graduate School Advisory Council (GSAC) and the Graduate Students of Color Alliance (GSCA) also presented awards at the symposium. The GSAC's essay competition asked graduate students to discuss the relationship between their research and interdisciplinarity at Loyola. Students were asked to address how graduate student peers and colleagues are integrating multiple disciplines, outside-the-classroom experiences, and professional activities like conferences, colloquia, and symposia into the methods and aims of their research with focus on the symposium theme "New Solutions to Old Problems." The GSAC Academic Award winners were: Sophia Rodriguez, Cultural and Educational Policy Studies; Cynthia Wallace, English; and Gregory Wolcott, Philosophy.

The Graduate Students of Color Alliance (GSCA) gives an annual award to any graduate student whose paper or poster presentation provided an innovative approach to addressing issues relevant to diverse populations. This year, the GSCA Diversity Award winner was Diana Therese Veloso, Sociology.

The Graduate School would like to thank all of the graduate students who participated in this year's symposium, the members of the GSAC and GSCA, and our alumni representatives, Dr. Kathleen Rurorde and Dr. Pamela Kibbons, for the time and energy that they devoted to planning and participating in another successful symposium. ✦

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The Future of Graduate Education



Dr. Samuel A. Attoh

*Dean of The Graduate School and
Associate Provost for Research and
Centers*

The Council of Graduate Schools' Commission on the Future of Graduate Education just released a landmark report, *The Path Forward: The Future of Graduate Education in the United States*. The Commission was established last year to focus its attention on the role of graduate education in meeting the challenges of the 21st century. The report explores several "areas of vulnerability" in the U.S. graduate education system, including:

- Changing U.S. demographics and socioeconomic trends and their impact on graduate student pathways.
- Factors that encourage or discourage participation of domestic and international students in graduate education.
- Challenges presented by high PhD attrition rates and lengthy time-to-degree completion rates.
- Changes needed in graduate programs to meet the challenges of the 21st century.
- Current funding mechanisms to support graduate students and the relationship of these mechanisms to meeting current and future needs.

The report concludes with a set of recommendations for universities, employers and policymakers to enhance graduate education. Universities are encouraged to support more training and mentoring programs aimed at preparing students for careers outside academia; provide more comprehensive programs that preparing future faculty for emerging learning technologies; and incorporate professional development opportunities into doctoral education. Employers are encouraged to develop purposeful partnerships with universities that result in enhanced fellowship and internship opportunities for students and improved communications regarding the educational needs for the 21st Century. The role of the Federal Government is critical not only in its support for existing and continuing programs, but also for new initiatives that support doctoral training in areas of national need and innovative master's degree programming.

A copy of the report is available at:
<http://www.fgereport.org/>. ↗

Nathaniel Hopkins, Philosophy, wins Midwestern Association of Graduate Schools Thesis of the Year Award

Nathan Hopkins's MA Thesis, "The Ethics of Citizenship after Secularism: Habermas, Religion, and the Public Sphere," attempts (in Nathan's own words) "to understand how religious believers may be fully incorporated into the liberal democratic politics of modern pluralistic societies" by critically examining Jürgen Habermas's recent work on the problem of religion in the public sphere. The work is significant in its survey of the social scientific literature on secularization as well as its placement of Habermas within a North American philosophical discussion that includes such notable political philosophers as John Rawls.

Hopkin's primary concern is that even "post-secular" visions of pluralist democracy of the sort defended by Habermas that affirm the necessary inclusion of religious voices within civic debates still end up favoring a secular style of argumentation in which believers are required to translate their reasons into secular terms that can be acceptable to non-believers. At the same time, Hopkins accepts Habermas's insistence on the illegitimacy of any group imposing its own vision of the good on the rest of society without publicly justifying that vision with reasons that could, in principle, be acceptable by all reasonable citizens, regardless of ideological persuasion. Ultimately, this requires that the threshold of what constitutes reasonable civic engagement not be decided by a tacit prior default position favoring secular language – even at the institutional level of parliamentary debate – and instead requires robust public dialog regarding the limits of both secular and religious language in the public sphere, so that various combinations of contrasting reasons can be envisaged. Needless to say, this thesis has a lot to contribute to contemporary debates on abortion, gay marriage, stem cell research, and any number of hot-button issues involving family and reproductive rights.

David Ingram, Hopkin's MA thesis advisor in the Philosophy Department, describes Hopkins as a quietly intense and brilliant student who was emotionally invested in this project given his brother's matriculation in a seminary with strongly fundamentalist bearings. "When I read the complete draft of Nathan's thesis I was overwhelmed with its scholarly breadth and sophistication. I immediately pushed Loyola to offer Nathan a full scholarship to
(Article continued on page 3)



FACULTY MENTOR, CRIMINAL JUSTICE



Dr. Gad Bensinger

In 1994, after a rather long and complex bureaucratic process, I was instrumental in establishing the Criminal Justice Department's MA program. I am delighted to share some of my ideas and practices as GPD in this venue.

The GPD's responsibilities are varied and complex. They span a continuum that begins with student recruitment and ends with seeing students graduate. The GPD is an enforcer, advocate and help agent. He/she is cast in a role of a trouble-shooter and a problem solver. The GPD must see to it that the Graduate School policies and regulations are adhered to. At the same time, it is imperative for the GPD to assist students to overcome certain difficulties by trying to understand their particular circumstances and, at times, even urge faculty and administrators to show a certain degree of flexibility. It is the GPD who is in the trenches, and it is he/she who ought to be able to exercise the necessary discretion by balancing some Graduate School policies with the needs of students, many of whom may be pursuing an advanced degree while working full-time and supporting families. Such students may be experiencing financial and emotional stress that needs to be recognized and dealt with in a compassionate manner. Yes, there may be circumstances that override set deadlines!

Based on my experience, I believe that the work of the GPD is not well understood by the larger university community. As already mentioned, the GPD's responsibilities begin with student recruitment. In my particular case, starting with the commencement of our graduate program in 1994, I have reached out to local police and probation departments as well as some ancillary agencies advertising and explaining our unique program. That effort, at one time, culminated in the creation of a special Chicago Police Cohort Program, which our department offered at the Chicago Police Training Academy. We, of course, are also recruiting undergraduates for our MA program and have been especially successful with our BS/MA program. At the present time, we all recognize the importance of the Web as an excellent tool for recruiting and so must make sure that our programs

are easily accessible and attractive to potential graduate students. I am a firm believer that the GPD must respond promptly to potential applicants' inquiries, when possible, within 24 hours or sooner. It has been my practice to respond in a timely manner to any inquiry and extend an invitation to potential applicants to use me as their liaison in future communications. This elemental approach often leads to an early relationship of personal trust between the applicant and the GPD, which can be buttressed through an on-campus visit and interview. I know that such a person-to-person early relationship is one very important factor in an applicant's decision to seek admittance to the Graduate School.

The relationship between the GPD and new graduate students is best cultivated during their first year of studies. Among other things, good mentoring leads to good retention rates. Because of the small size of our department, I was teaching required graduate courses in both the fall and spring semesters, allowing me to have weekly contact with all our new students—an important factor in mentoring. At the same time, I found it necessary to function as a broker by referring students to faculty members who were experts in topics of interest to particular students. Such referrals become especially important in the second year of study, when students approach the time for writing their thesis or related requirements.

I enjoyed my administrative responsibilities helping students and have experienced tremendous satisfaction attending graduations and seeing more than 150 of our students walk. To boot, some of the notes of appreciation I have received over the years have convinced me that my role as GPD was an ideal job. ✦



Hopkins, continued

attend our PhD program but despite the success of my efforts, I underestimated Nathan's idealism. Nathan decided to enter AmeriCorps instead to help largely Latino students attending a Chicago charter high school prepare for college entrance requirements. He has since been accepted into Northwestern Law School with a yearly \$20,000 stipend. His aim, I am happy to say, is to pursue a job in public service advocating on behalf of the most vulnerable segments of our society. His background in mock trial and public speaking as an undergraduate will serve him well in this capacity, as was amply demonstrated by his presentation at the MAGS Award ceremony, in which he discussed his thesis with humor while presenting a clear Power Point illustration of some very abstract philosophical concepts." ✦

End-of-the-Year Awards

Graduate Faculty of the Year:

Sue M. Penckofer, RN, PhD, School of Nursing

Dissertations of the Year: Humanities

Angela Fritz, History

Title: "Ten Cents a Dance": Taxi Dancers, A Living Wage, and the Sexual Politics of Women's Work, 1912-1952

Natural and Biomedical Sciences

Kari M. Severson, Microbiology and Immunology

Title: Bacterial Stimulation of GALT Development

Professional Program

Maria Stimpson, Educational Psychology

Title: The Intersection of Positive Psychology and Teachers' Dispositional Fitness: A Delphi Study

Social Sciences

Jennifer Eddin, Clinical Psychology

Title: Psychological Development, Well-Being, and Internalizing Symptoms During Emerging Adulthood: An Examination of Mediating and Moderating Factors

Commencement Student Speaker

Leonard Cornell McKinnis, II, MTS,
Doctoral Candidate, Theology

Schmitt Awards

Alberto Bertozzi, Philosophy

Melissa Browning, Theology

Laurie Cooper Stoll, Sociology

Nathan Crawford, Theology

Bonnie Essner, Clinical Psychology

Doug Guerra, English

Deanna Guthrie, Social Work

Vidhya Hariharan, Microbiology

Erin Holliday-Karre, English

Lauren Kelly, Clinical Psychology

Kimberly Langrehr, Counseling Psychology

Mary Frances Lebamoff, Political Science

Elizabeth Matelski, History

Edin Randall, Clinical Psychology

Adam Shprintzen, History

Ana Shulla, Microbiology

Community and Global Stewards Fellowship

Kasey Henricks, Master's Student, Sociology

Reuben Miller, Doctoral Student, Sociology/CURL

Angela Muccino, Master's Student, Public Policy

Sixth Annual Diversity Banquet Awards

The Office of Student Diversity's Sixth Annual Diversity Banquet was held on April 16, 2010. Many undergraduate and graduate students, faculty and staff were recognized for their exemplary "academic, spiritual, cultural, and professional contributions to diversity at Loyola." Those affiliated with graduate education are recognized here.

Outstanding Faculty Award

Dr. Anita Thomas, School of Education

Outstanding Graduate Assistant Award

Troy Talkington, MEd Student, Higher Education

Outstanding Professional Staff Award

Dr. Samuel Attoh, Dean of the Graduate School and Associate Provost for Research and Centers



Professional Accolades

- ∞ Thomas Greene, History, was awarded the 2010 McCluggage Award for his essay, "*De filii irae facit filios Dei*": Emotional Transformation in the Carolingian Baptismal Ritual.
- ∞ Sara House, Social Psychology, was awarded the 2010 Student Research Award by the Association for Psychological Science for her work, *On the News Stand: A Meta-Analysis on the Effect of Pretrial Publicity on Guilt*.
- ∞ Alec Lucas, Theology doctoral candidate, has been awarded a Fulbright award. Alec will be working with Professor Peter Lampe at the University of Heidelberg during the 2010-2011 academic year.
- ∞ Edin Randall, Clinical Psychology, has been selected to attend the prestigious 2010 Summer School of the European Association for Research on Adolescence and the Society for Research on Adolescence. Only 24 doctoral students across the world are invited to the summer school which is sponsored by the Jacobs Foundation.



Summer Deadlines:

- June 1: Last day to submit theses or dissertations for format check for August degree conferral
- June 4: Incomplete grades from Fall 2009 due in Graduate School
- July 1: Last day to submit final approved copies of theses and dissertations for August degree conferral
- August 1: Last day to file an Application to Receive a Degree for December 2010 degree conferral.

Upcoming Events:

May, 12: Graduate School Reception for New Degree Candidates
6:00 – 8:00 pm
Simpson Multipurpose Room

May 13: Graduate School Commencement Ceremony
12:00 noon
Gentile Center

May 17 – Dissertation Boot Camp Session #1
May 21

June 14 – Dissertation Boot Camp Session #2
June 18



The Graduate School Quarterly

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GRADUATE SCHOOL PROFESSIONAL DEVELOPMENT

☼ The following Graduate Program Directors and Graduate School staff attended a session of the 2010 National Association of Student Personnel Administrators (NASPA) Conference in March: Dr. Grayson Holmbeck, Clinical Psychology; Dr. Anne Figert, Sociology; Dr. Prudence Moylan, Women and Gender Studies; Dr. Lena Hatchett, Preventive Medicine and Epidemiology; Dr. Fred Wezeman, Associate Dean, Graduate School LUMC; Dr. Jessica Horowitz, Assistant Dean, Graduate School, Marcela Gallegos, Student Life Outreach Coordinator and Javier Cervantes, Associate Dean of Students/Director MASD

The session, *Institutional Efforts to Retain Graduate Students of Color*, was presented by Marcela Muniz of Stanford University, Lorelle Espinosa of the Institute for Higher Education Policy, and Kimberly Griffin of The Pennsylvania State University. The presenters addressed the need to increase the number of underrepresented minority students graduating with doctoral degrees, shared findings and engaged participants in discussion about challenges facing those charged with the retention of underrepresented graduate students. Participants were encouraged to reflect on their own institution's work in this area and brainstorm ideas to more effectively retain diverse populations.

The group of Loyola participants met directly after the session to discuss Loyola's efforts regarding diversity in both recruitment and retention. As part of the Graduate School's strategic planning effort, follow-up discussions with the Division of Multicultural Affairs and Student Diversity will continue throughout the summer.

☼ Assistant Dean Dr. Jessica Horowitz and Associate Dean Dr. Pat Mooney-Melvin presented at the Midwest Association of Graduate Schools (MAGS) yearly conference in Cincinnati, OH on April 22nd. Their talk, "Balancing Graduate Education and Undergraduate Education in the University Setting" focused on two specific strategies already underway at Loyola: reworking and expanding accelerated degree offerings (BA/MA programs) and the Research Mentoring Program that pairs undergraduates with graduate students working on their dissertation research.



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 August 15, 2010.
