



Preparing people to lead extraordinary lives

THE GRADUATE SCHOOL QUARTERLY

Volume 3, Issue 2

November 2010

3rd Annual B.R.I.D.G.E. Symposium

The Graduate Students of Color Alliance (GSCA) hosted its 3rd Annual BRIDGE ("Building Roads to Increase Diversity in Graduate Education") Symposium on Thursday, November 11th in Crown Center Auditorium. This event featured panels of graduate students and faculty discussing topics relevant to undergraduate students interested in pursuing a graduate degree. This type of event is central to GSCA's mission in promoting diversity across all levels of higher education by providing the guidance that many undergraduate students of color and first generation college students may need.

Opening remarks for the BRIDGE Symposium were provided by Dr. David Embrick, faculty advisor to GSCA. Dr. Embrick highlighted the status high school, college, and graduate school completion for students of color, focusing on the need for improvement and the development of programs to address these important issues. Dr. Embrick's opening remarks set the tone for an informative event.

This year, three panels covered topics on "Navigating Graduate Admissions," "Fields with Underrepresentation of Minorities," and "Surviving Graduate School." Panelists included E. Wilson (Social Justice and Community Development), Dr. Leonard McKinnis (Systematic Theology), Jennifer Rose (School Psychology), Rockeya Wilson (School Psychology), Bhoomi Thakore (Sociology), Crystal Jackson (Sociology), and Angie Clawson (Community Counseling).

Panelists discussed important issues to consider prior to applying to graduate school, such as finding the right fit between your needs and your program of interest. Other topics included fields that are currently underrepresented by minorities. Two fields featured

were school psychology and sociology. School psychology is growing as more children are being placed in special education. It is imperative that school psychologists are equipped with the necessary tools to best approach individual needs, such as the English Language Learner. Sociology focuses on the structures and processes within society and on specific issues that may be relevant to individuals of color. These fields can provide career paths for individuals who would like to utilize their unique experiences. The last panel provided survival strategies for enduring graduate school. Some tips included finding a supportive mentor and establishing networks of peers within and across disciplines.



Crystal Jackson and Angie Clawson discuss their strategies on surviving graduate school.

The program concluded with announcements for GSCA's Mentoring program. This program is currently recruiting interested undergraduate and graduate students and matches them together by interest to continue the efforts of the BRIDGE Symposium. Other announcements also included the extended deadline for the "Diversity in Higher Education" Essay Contest for Sunday, December 5th. Loyola undergraduate students are invited to submit a 500-word essay that discusses the state of diversity in higher education. The winning essay will receive an award of \$100. The BRIDGE Symposium ended with a reception where attendees had the opportunity to socialize with the panelists. If you would like to become involved, please contact Sandra Vanegas, svanegas@luc.edu. ✦

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Loyola Doctoral Programs Rank Among the Best in the National Research Council's Study of Student Support and Outcomes.

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



Several Loyola doctoral programs featured prominently in the 2010 National Research Council's (NRC) assessment and ranking of student support and outcomes. The NRC focused specifically on funding for first-year students, time-to-degree completion, graduation rates, and career placement rates. Additionally, the study measured the extent to which universities and colleges provide appropriate oversight mechanisms and professional development opportunities. Fifty percent of Loyola's doctoral programs ranked within a range that extended into the top 10, while eighty percent received above-average rankings and, in several instances, outperformed peer and aspirant institutions. Doctoral programs with rankings extending into the top 10 include: Biochemistry, Chemistry, Developmental Psychology, CBNA, Cell and Molecular Physiology, History, Microbiology and Immunology, Pharmacology and Experimental Therapeutics, and Theology. Four other programs had rankings extending into the top 25: Clinical Psychology, Molecular Biology, Neuroscience, and Nursing. The Philosophy department ranked 10th in average PhD completion. A number of programs achieved high rankings in the placement of students in academic positions including: History (9th), Theology (9th), Sociology (19th), Political Science (23rd), English (46th) and Psychology (49th).

Noteworthy is the fact that the Graduate School has been proactive in responding to national concerns about PhD attrition and completion by actively participating in the Council of Graduate Schools' *PhD Completion Project* since 2006. Being a project partner allows us to share data and best practices with the 36 other participating institutions, including University of California at Berkeley, Northwestern, Princeton, Rutgers, Washington University at St. Louis, and Yale. We continue to work with Graduate Program Directors to implement new initiatives and interventions that revolve around providing summer enrichment initiatives, training faculty mentors, promoting wellness activities, offering career preparation and job placement seminars, organizing research and writing workshops, enhancing student recruitment and selection, and expanding funding opportunities. ✦

GSQ's November FACULTY MENTOR



Terri Pigott
School of Education

Mentoring requires a delicate balance between direct instruction and "letting go." In reflecting on the mentors I have been fortunate to know, they all started with clear expectations for my work, and gradually let me make my own decisions, even if they disagreed with me. Keeping this balance requires understanding your students' needs and their experiences, all the while trying to finish that piece of research or writing or teaching preparation that needed to be completed yesterday. At the beginning of any mentoring relationship, I have to remember to be patient and clear about the tasks I assign – not always easy given the aforementioned missed deadlines. As my School of Education colleagues remind me, effective teachers communicate clearly their learning goals, and then follow through to assess whether students reach these goals. For me, the hardest part of mentoring is being able to give constructive feedback – to point out to students areas that need more attention and work, and suggesting ways to strengthen their skills.

My advisor in graduate school always joked about how hard it is to let the trained graduate students go; you spend all this time training them, and then they go off and get a job! This part of the mentoring process is just as difficult as the beginning – when do you let your students try out their own ideas even if you think they might not come to fruition? (Harder still may be when as their mentor, you were wrong...). Graduate school is the place to try out new ideas before getting to that first academic job or that first research position, and I have to remind myself to give my students that freedom to pursue their own interests (while, of course, helping me finish my work).

When I think back on my mentors, I also realize that there were multiple mentors, and each provided me with a different set of lessons that helped in my development of my career. I still have my more traditional academic mentors who I turn to for advice in my research. My own School of Education colleagues have taught me how to teach, and how to mentor (by using direct instruction on me). I had a mentor in my work at a foundation who taught me how to make my point in 15 seconds or less, a valuable skill in academia. **(cont'd page 3)**

Graduate Student Awarded President's Medallion



When it comes to a combination of scholarship, leadership and service, "Dennis is the Total Package" bragged one nominator. Dennis Watson, advanced doctoral student in Sociology,

has been awarded this year's prestigious President's Medallion. "Dennis is actively involved in the life of the Sociology Department and CURL. He epitomizes the active and engaged scholar who represents Loyola University Chicago in a very positive light to those he works with in the larger community"

Watson is an active volunteer both at Loyola and in community settings. Outside of Loyola, Dennis has dedicated many years of service to several organizations including the Chicago Harm Reduction Housing Outcomes Workgroup, the Chicago College's Outreach Program of the National Alliance for the Mentally Ill, Alternatives, Inc., a program geared toward low income youth, and the community development corporation, Uptown United. At Loyola, Dennis has served as a volunteer coordinator for the Sociology Colloquium Series, sat on the steering committee for CURL, serves as a member on both the Graduate Student Teachers Association and the Graduate Association of Sociologists, and is a current alternate board member for Loyola's Institutional Review Board.

Watson decided to study sociology after dabbling as a mental health and addictions service provider. The level of frustration he felt working in a broken system that limited his effectiveness as a provider steered him toward the field of sociology. He realized that he could have a greater overall impact through research aimed at understanding and fixing problems in the system than he could working with individuals. When asked his thoughts about winning the award, Watson replied, "I did not even know I was nominated, which made me feel all the more honored, and surprised, upon receiving the news that I won."

Watson is a published author with multiple publications to his name including both sole and joint publications discussing various aspects of homelessness. "His scholarship will undoubtedly have impact on shaping housing and harm reduction policies," cites his nomination.

When asked to share secrets of his success and motivation, Watson replied with a piece of advice for other scholars, " Don't be afraid to go after opportunities, there is always a lesson to be learned if they don't pan out." Congratulations, Dennis. ✦

Terri Pigott, cont'd

And, I still miss one of my late mentors who with grace and intelligence always kept her integrity in contentious circumstances. My multiple mentors remind me that I cannot give my graduate students everything they need to succeed – that they must seek out other connections with other researchers and other students to build their experiences and skills. Thus, it is important to me to take my students to conferences so that they can meet other researchers and build relationships with fellow graduate students who will become their colleagues.

Finally, the best part of mentoring may also be its greatest secret. My graduate students energize me with their enthusiasm and their curiosity. As a graduate student, I often wondered where I would ever get enough ideas to carry out a program of research. Now I know one answer – from my interactions and discussions with my graduate students. My graduate students inspire me to become a better researcher and teacher. ✦



The Chicago Loup:

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

I was constantly reminded at the beginning of the semester of the importance of having a life outside of graduate school. But how are we supposed to *have* a social life amidst work and piles and piles of reading assignments, presentations, and essays? I don't propose myself a social expert, so I won't try to provide a guideline to having a social life during grad school. Despite the vast amounts of schoolwork (not that I am complaining, Professors Caughie, Jones, and Shillingsburg), I manage to find time to relax and make new friends. And here's some ways I've done so.

I know all of us have tons of reading assignments. I'm a grad student in English and love to read, but even I think my reading list is a bit of overkill. When I feel like my brain's melting from all the reading, I stop and keep a short distance between me and my books. I leave my apartment and go outdoors to clear my head. I take a walk. I do some personal errands like buy some groceries. On the weekends, when I can spare a little more time, I take occasional trips downtown to go to Millennium Park or check out the Water Tower Campus (thank goodness for the U-Pass, right?). I attended a couple of department-sponsored events, like the recent Center for Textual Studies and Digital Humanities day-conference on October 30th,

(cont'd page 4)

Chicago Loup, cont'd

which gave me a chance to interact with English scholars and learn about what they are currently doing. I've also grown closer to my fellow first-year English MAs.

We have developed a support system based on commiserating and exchanging brilliant intellectual ideas about literature and, most importantly, food. Thanks to them, I now know where to find the best sandwiches and the good cheap wines.

Lastly, the most integral part of my grad school experience so far is my very own invention, Friday movie nights with my sister/roommate. It's fairly self-explanatory. We rent movies and watch them while consuming certain amount of junk food. For a short period of time I forget about tutoring, homework, and school. It's a relaxing experience, and it reminds me that grad school isn't (and shouldn't be) the only thing consuming my time. ✦

Diversity Institute

The Graduate School, in cooperation with the Department of Student Diversity and Multicultural Affairs, held an Institute on Diversity which addressed the Graduate School's initiative to help increase the under-represented graduate student population in graduate programs.

Throughout the summer, Graduate Program Directors (GPDs) developed diversity recruitment strategies for their individual programs. The Institute was a forum for GPDs and others to discuss the diversity plans and best practices for diversity recruitment. Thirty eight Graduate School faculty and staff attended the institute.

Key presenters included Dr. Noni Gaylord-Harden, Assistant Professor of Clinical Psychology and Dr. Badia Sahar Ahad, Assistant Professor of English who spoke about their respective departments' best practices on diversity. Mr. Javier Cervantes, Associate Dean of Student Diversity and Multicultural Affairs provided information about the academic achievement gaps and the specific challenges faced by underrepresented populations.

The second session of the Diversity Institute was held two weeks later and featured guest lecturer Dr. William Sedlacek from the University of Maryland. Dr. Sedlacek is an expert on using non-cognitive variables for assessing qualified, underrepresented students for graduate school admissions. The Graduate School plans to host a workshop for GPDs on how to use his methods to develop standards in their own admissions selection processes. ✦

School of Ed Diversity Committee Meeting Report

On Thursday, November 11 the School of Education (SOE) Diversity Committee held a discussion on graduate school diversity and recruitment plans. Drs. Terry E. Williams, Anita Thomas, and Lynne Golomb of SOE served as panelists. Panelists and attendees—faculty, staff, and students—were given the following questions to consider to guide the discussion: 1) What strategies should SOE engage in to foster recruitment strategies for underrepresented students? 2) What strategies should SOE engage in to foster retention strategies for underrepresented students? 3) What barriers exist in recruitment and retention efforts? How can these barriers be overcome?

Funding emerged as the clearest barrier to recruitment efforts for students of color, particularly for masters programs. Three action areas arose to serve as possible avenues to greater success in the recruitment and retention of a more diverse SOE student population. The actions included systemically evaluating recruitment efforts to assess the scope of our efforts and their effectiveness, finding ways to fund more students through research grants and paid internships with community partners, and facilitating connections between faculty and prospective students. The overarching idea surrounding our discussion was creativity, looking at what we could do with the resources we have to work with. This panel discussion was just the starting point for the discussions we hope to have and actions we plan to complete. ✦

~ Whitney Marks, SOE



ALUMNI CAREER OPTIONS EVENT

The Office of Alumni Relations and The Graduate School hosted a career panel for current graduate students and alumni entitled "Life Beyond the Ivory Tower: Career Options in the Nonprofit Sector". The panelists spoke about how graduate student pursuing advanced degrees and alumni with advanced degrees can and should consider careers with nonprofit organizations.

Panelists included Dr. Darby Scism, Director, Career Development Center at Loyola University Chicago and Ms. Yesenia Sotelo, Executive Co-Chair, Young Nonprofit Professionals Network (YNPN) of Chicago. YNPN engages and supports future nonprofit leaders through professional development, networking, and social opportunities. Each panelist shared their personal story about how they came to work at a nonprofit organization and why they decided to stay and establish careers there.

(cont'd page 6)

Professional Accolades

- ∞ Dr. Robyn Mallett, Assistant Professor of Social Psychology, has had two papers recently noticed by the media. One paper, written with doctoral student Dana Wagner about confronting sexism, was written up on Miller-McCune.com and Fastcompany.com, and she was also interviewed on CBC, the Canadian equivalent of NPR. Additionally, she was recently interviewed by the Montreal Gazette regarding her paper on eco-guilt.
- ∞ Dr. David G. Embrick, Assistant Professor of Sociology has an article, "Corporate Diversity in the Post-Civil Rights Era: Colorblindness and the Diversity Ideology," forthcoming in the next issue of the journal *Critical Sociology*.
- ∞ Congratulations to Dr. John Donoghue, Assistant Professor of History, for his article "'Out of the Land of Bondage': The English Revolution and the Atlantic Origins of Abolition" which was just published in the *American Historical Review* (Oct. 2010), the leading history journal in the United States. As you many of you know, the *AHR* has the most rigorous peer review of any journal in the profession, and very few submissions ever see publication. The article was, in part, a product of the symposium "Slavery Then and Now" held at Loyola in April 2009.
- ∞ Dr. Anne Figert, Associate Professor of Sociology has authored chapters in two recent edited collections, "The Consumer Turn in Medicalization: Future Directions with Historical Foundations" in *The Handbook of the Sociology of Health, Illness and Healing: Blueprint for the 21st Century*, Bernice Pescosolido, Jack Martin, Jane McLeod and Anne Rogers, editors. (Springer Publishing, 2010); and "White Coats: The Shape of Scientific Authority and its Relationship to Religion and Religious Authority" in *Christianity, Gender, and Human Sexuality: An Interdisciplinary Conversation*, P.Jung and A. Vigen, editors (University of Illinois Press, 2010).
- ∞ Dr. Peter Shillingsburg, English endowed chair in Textual Studies, has brought the English Department a \$175,000 grant from the National Endowment for the Humanities for the Woolf Online Project. Pamela Caughie from Loyola and Mark Hussey from Pace University in New York are co-PIs on the project.
- ∞ Dr. J. Talmadge Wright, Associate Professor, Dr. David G. Embrick, Assistant Professor, and Andras Lukacs Doctoral Candidate in Sociology, just published an edited book – *Utopic Dreams and Apocalyptic Fantasies: Critical Approaches to Researching Video Game Play*. (Lexington Books, 2010).
- ∞ Dr. Rhys H. Williams, Professor of Sociology, authored an article in an edited collection, "American National Identity, the Rise of the Modern City, and the Birth of Protestant Fundamentalism," in *The Fundamentalist City*, Nezar Al-Sayyid and Mejjan Massoumi, editors. (Routledge Press, 2010). Williams also gave the Presidential Address to the Association for the Sociology of Religion meetings in August 2010, "Creating an American Islam: Thoughts on Religion, Identity, and Place." The talk will be published in the journal *Sociology of Religion*.
- ∞ Kasey Henricks, Doctoral Student in Sociology, has authored two recent articles. "A Matter of Technicality, Not Racial Contestation: The Coming SB 1070 Challenge." and "Dan Fanelli, Racial Profiling, and Whitewashing Terrorism: How Racial Fictions Become Racial Realities." Both published in *Racism Review*.
- ∞ The following current and recent graduate students from the English participated and presented at the recent Midwest Modern Language Association convention here in Chicago on November 4-7th:
- Cynthia Wallace
 - Sean Labbe
 - Erica Chu
 - Gillian Nelson Bauer
 - Sean O'Brien
- ∞ Andras Lukacs, Doctoral Student in Sociology, has authored or co-authored several recent book chapters. "The Managed Hearthstone: Labor and Emotional Work in the Online Community of World of Warcraft." F. Lehmann-Grube and J. Sablatning (Eds.), "Beyond Sheeping the Moon – Methodological Considerations for Critical Studies of Digital Play." In *Utopic Dreams and Apocalyptic Fantasies: Critical Approaches to Researching Video Game Play*, Wright, Talmadge J., Embrick G. David, and Andras Lukacs (Eds.), and "Capitalism, Contradiction and the Carnavalesque: Alienated Labor vs. Ludic Play." In *Utopic Dreams and Apocalyptic Fantasies: Critical Approaches to Researching Video Game Play*, Wright, Talmadge J., David G. Embrick and Andras Lukacs (Eds.).
- ∞ Stella Ress, PhD candidate in History presented "Gold Diggers & Sugar Daddies: Intergenerational Romance and the Challenge to Age/Gender Norms, 1900-1930" as part of Loyola's Women in Leadership Archives Lecture Series on November 9, 2010.
- ∞ Diana Veloso, Sociology doctoral student, recently published a book entitled, "The Strengthening Assets and Capacities of Communities and Local Governments for Resilience to Disasters, Year 2 (ACCORD-2) Project Public-Private Partnership Case Study: Best Practices and Lessons Learned."

Alumni, cont'd

They provided career options for people with advanced degrees, insights to the needs of nonprofits and the type of employee that nonprofit employers are looking for. Both panelists agreed that a potential candidate should show passion for the mission, be able to multitask and prior volunteer experience. Overall, they stressed how a graduate student's academic experience and skills are transferable outside of academia. The hardest part is trying to get the 20-page curriculum vitae whittled down to a one-page resume. Not a problem! The Career Development Center can help you with that task!

You can view the PowerPoint presentation from Dr. Scism at the Graduate Student Community website <http://www.luc.edu/gradschool/gradstudcmty.shtml>. Select the Professional Development link and click workshops.

Funding Opportunities for CA&S and Graduate School

PRE-DOCTORAL TEACHING SCHOLARS PROGRAM 2011-2012

The Pre-Doctoral Teaching Scholars program is designed to assist advanced graduate students in their preparation as scholar-teachers. The program seeks to do so by providing a series of experiences, activities, and responsibilities appropriate to the scholar-teacher. These include: (1) teaching three courses from the undergraduate curriculum, and (2) participating in the Graduate School's Teaching Effectiveness Seminar. These activities are designed to help students to integrate teaching and research by:

- developing effective and innovative communication skills;
- developing an identity as a scholar;
- learning ways to effectively discover, integrate, disseminate, and apply knowledge.

This program also carries a fellowship support for advanced PhD. Students in participating departments in the College of Arts and Sciences. The award is for August 15, 2011 through May 31, 2012, and provides a stipend of \$14,000 and a tuition scholarship. Application material is available from the Graduate School website. The application deadlines are: p.m.

- December 10, 2010: Department Evaluation Form and supporting material must be received by the department;

(cont'd next column)

- January 6, 2011: All required application material must be complete and received in the Graduate School's office (Granada Centre 400, LSC) by 5:00

See http://www.luc.edu/gradschool/pdfs/Pre-Doctoral_TS_App11_12l.pdf for more information.



Upcoming Deadlines:

November 29 – Watch for Call for Research Mentoring Program (RMP) applications.

December 1 – Last day to apply for May 2011 graduation on LOCUS.

December 21 – End of Fall 2010 Semester

January 18 – Beginning of Spring 2011 Semester

February 1 – Last day to apply for August 2011 graduation on LOCUS.

The Graduate School

Jessica Horowitz, Assistant Dean, presented a poster session on the Research Mentoring Program at the Association of American Colleges and Universities conference, "Creativity, Inquiry and Discovery: Undergraduate Research In and Across the Disciplines." The conference was in Durham, NC from November 11th – 13th, 2010.



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 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 February 15, 2010.
