



Preparing people to lead extraordinary lives

THE GRADUATE SCHOOL QUARTERLY

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Dr. Samuel Attoh

*Dean of the Graduate School
and Associate Provost for
Research*

I hope your semester is off to a great start. I thought it would be a good idea to share with you some highlights from the Graduate School's annual report for AY2010-2011 which was just completed.

- The Graduate School provided a total of \$51,947 in support of 162 graduate students from who presented professional papers and posters at 277 regional, national and international venues including the United States, Canada, London, Dublin, and Istanbul.
- Graduate students secured a total of **\$975,397** in external funding to support their dissertation research and graduate training. Funding agencies included: the National Institutes of Health, National Science Foundation, American Heart Association, American Association Immunology, U.S. Agency for International Development, U.S. Department of Education, Illinois State Education Board, Illinois Board of Higher Education, Fulbright Scholars Program, and the Arthur J. Schmitt Foundation.
- 65 graduate students published 91 articles, book chapters, and encyclopedia reviews.
- The Graduate School funded thirteen community and global steward fellows (\$39,000) to support community-based research that explored educational achievement, provision of medical care to underserved populations, service agencies and community empowerment, racism and diversity, and HIV/AIDS prevention.
- Since its inception in 2007-2008, the Advanced Doctoral Fellowship program has supported 111 students. To date, 85% of those funded in the first year have graduated and 63% of those funded in the second year have completed their program.
- More than 80 graduate students participated in a range of internship opportunities within the Chicago area and as far away as Albuquerque, Boston, Lebanon-New Hampshire, Miami, New York, and Florence-Italy.

- The combined effect of comprehensive academic training and professional development has resulted in numerous job placements for graduate students in academic and nonacademic sectors.
- The Graduate School piloted a dissertation writing retreat at Loyola University Chicago's Retreat and Ecology Campus in Woodstock, IL to provide students with opportunities to discuss their progress, share research and writing tips, and reflect on the nature of the dissertation process at Loyola.
- 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.
- The Graduate School Advisory Council raised \$1,500 at a fundraiser dance to benefit the Loyola Community Literacy Center which supports the Rogers Park, Edgewater, and Uptown communities by providing reading, writing, literacy, ESL, and GED instruction free of charge.
- The Graduate School and GSAC co-hosted the 4th Annual Interdisciplinary Research Symposium during the University's Weekend of Excellence. The theme for the symposium was "Breaking Boundaries: Bold Approaches to Global Questions."
- The Graduate Students of Color Alliance (GSCA) hosted its 3rd Annual BRIDGE (Building Roads to Increase Diversity in Graduate Education) Symposium.

I'd like to thank the Graduate School staff, graduate program directors and our graduate student organizations for contributing immensely to the success of last year's academic initiatives.

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

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Graduate Faculty Mentor

Bruce Cuevas
Pharmacology



I was very surprised to receive a request from the Graduate School Quarterly to prepare an essay wherein I would describe my approach to mentoring. Being a junior faculty member, my actual experience mentoring students within my own lab is not copious, and indeed my philosophy about the formal mentoring of graduate students is still a “work in progress”. To add to my concern, I viewed the archive of past issues and observed that the previous contributors to this column have been part of the Loyola family far longer than myself with ample opportunities to fill a well of experiences from which to draw when writing their essays. What is a “new guy” to do without this reservoir? And then there is the term- “mentoring”- that is used so frequently in this academic setting to describe a great many activities. Which definition is appropriate for this task? Given these challenges, I decided to do what might have been suggested by one of my mentors where he in the room. Dive in, describe the current approach to this important process and then trust in the forbearance of the readers of this feature.

My own working definition of a mentor is a person who is a guide and a role model who helps you to find the correct path as you progress toward your career goals. If I were to extend this metaphor, I would suggest that such a guide must know two important points on the internal “map” that each student has with them. The point of origin is a good place to start, and gaining a clear picture of the student’s employment history provides clues for designing a plan to help them move forward. For example, prior to my own graduate research, I had compiled years of experience in a career that is devoid of mentorship. This experience forced me to develop survival skills that proved useful in research. My graduate advisor correctly concluded that my mentoring needs would be different than someone without this preparation, and used a less intensive approach with me than some of my classmates. We do not all begin our graduate journey from the same place, and sometimes the path can vary from student to student. I learned from this experience that being flexible in designing the advisory role is important for the success of the student, and thus I have retained that approach in advising the people in my own lab.

Understanding the professional goals of each student, i.e. determining where student “wants to go” professionally, is as important as assessing the student’s background. Does the student envision an academic career, or is another path more appealing? During my postdoctoral years, I noticed that my supervisor was very adept at providing the advice that was appropriate for the diverse career goals of his personnel. If I required any proof of the utility of his approach, I need only look that the current statuses of everyone on his very impressive list of successful former students to understand just effective a mentor he was and is. As I continue to develop my own advisory approach, I try to incorporate the best of what I observed from my own experience in that laboratory as well.

My approach to mentoring continues to evolve, and I firmly believe that there is always room for improvement. Fortunately for me, each mentee represents a wealth of opportunities to continue to learn and improve my own mentoring skills. Mentoring is therefore a two-way street, and I look forward to the lessons that students and other lab personnel provide on a daily basis. Being mentored by a mentee is just another fringe benefit of a great job. †

International Education Week



**“Transforming Education:
Preparing for our Global
Future”**

The Graduate School and the Office of International Programs are hosting the 5th Annual International Education Week from November 15 – 19. Activities celebrating the contributions of our international students and international travelers are planned for the entire week and include an intercultural dialogue, international movie night, and a Kalapriya Indian dance group performance.

International and American undergraduate, graduate and ESL students, and students who have studied abroad are encouraged to submit entries for poster, essay and video competitions. The deadline for submission is November 4th. Cash prizes range from \$250 to \$500. Winners will be announced at the International Education Week celebration on Friday, November 18 at 4:30 PM at the LSC. Visit the International Education Week website for program and contest details at <http://www.luc.edu/gradschool/IEW.shtml>.

International Education Week is co-sponsored with Modern Languages and Literatures, Comparative and International Education Graduate Student Association, International Club, Fulbright Association, International Institute for Education and the Student Activities Fund. †

Biology Students Head North to Alaska



Visitors to Cordova can't reach the town by road. Despite being on the Alaska's mainland, the coastal town is only accessible by air and by sea. Cordova is a commercial fishing town of just under 2500 residents, a population that balloons slightly during the prime summer fishing months. Cordova can be said to be town by and of the water. Along with visiting fishermen, the summer months bring air taxis carrying cadres of researchers looking to study the region's rich ecosystem. This summer, two of these researchers were Nicole Furlan and Chantel Caldwell, graduate students in the Martin Berg lab in the Biology department. Nicole and Chantel spent last May 7 to August 22 in the Chugach National Forest, where Cordova is located, doing field work in Copper River Delta. Each of their projects are part of the ongoing research the Berg lab has been conducting on the aquatic ecosystems of the region. The goal of this project is to assess the effects of two major consequences of climate change, increased temperatures and increased glacial melt, on ecosystem structure and function of coastal wetland ponds on the Copper River Delta of Alaska. Climate change is predicted to increase temperature and alter precipitation patterns, soil moisture, and sea levels, all of which could have serious, but unknown, impacts on coastal wetlands. The Copper River Delta is an ideal location to conduct this study because the effects of climate change are projected to be most apparent in more northerly, unmanaged areas.

Nicole's research focuses on the temperature gradient's possible effects on odonates -damselflies and dragonflies. In particular, she is interested in their size while they are still immature. "My project is going to look to see what sort of effect temperature would have on secondary production, how big they get before they emerge, and when they emerge," says Nicole, "This is very important to birds and other things that eat them." Chantel's work focuses on the community structure of the organisms within the ponds being studied, which are dominated by five different types of vegetation. "What I'm looking at is how the insect community differs between these vegetation types," she says, "how the community changes in composition and also secondary production, due to either temperature of a different habitat."

Working at sixteen pond sites – eight from the east delta and eight from the west – the two took samples from all the different forms of dominant vegetation that constituted 5% or more of the vegetation within the pond. They returned to Chicago with over 1000 samples, each having to be picked through to extract the vegetation and insects within. When asked, given the sheer amount of samples collected while in Alaska, how long they expected the data analysis to take, "You have to laugh or you might cry," Nicole says of the work ahead.

Nicole Furlan and Chantel Caldwell collecting a portion of the over-1000 samples gathered during their recent trip to Alaska.



Given how productive the trip was, one might think that the trip was one grueling slog, but Nicole and Chantel found ways to enjoy their time in the region. In between long stretches of scientific exploits, the two shared fried fish and moose chili in potlucks hosted by locals and other researchers, took hikes to Crater Lake, and even backpacked to Denali National Park. And the work itself, despite its labor intensity, wasn't without its charms. "Sometimes you're head would be down in the ponds, and your arms would be hurting," Chantel says of the sample collecting, "but then you'd look up and be surrounded by mountains in the beautiful wilderness and think, 'I really can't complain that much.'"

Dr. Berg was granted funding for this three-year project, "Climate Change and Ecology of the Copper River Delta, Alaska," by the U.S. Forest Service, Pacific Northwest Research Station. ✦

~ contributed by Brian Norton and Pamela Bradley

Annual Diversity Institute

The Graduate School hosted its annual Diversity Institute on Friday, October 14, 2011. Dr. Sonel Y. Shropshire, President of The Academic Network, Inc., guided the audience of Graduate Program Directors, Graduate Faculty, Admission Selection Committee members and Graduate Professional and Enrollment staff through effective minority recruitment strategies, developing external partnerships and establishing an effective selection committee.

Topics included creating "Feeder" programs with Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSI) and Tribal Colleges; implementing relationships with minority professional and academic associations; and securing grants for minority initiatives. ✦

Professional Accolades

Presentations

Jaime Beran, Political Science, "Looking to the Future: The Arab Maghreb Union and the Evolution of Tunisia" at The Arab Spring Conference, October 2011.

Victoria Bolf, English, "Mestizos Abroad: Cherrie Moraga, Mixture, and Postpositivist Realism" at the 4th Crossing Over Symposium, October 2011.

Thomas Bretz, Philosophy, "French Animals" at The Political Animal Conference, October 2011.

Nalette Brodnax, MUAPP, "Mexican Migration, Acculturation, the Decision to Remit" at New Debates on Belonging, October 2011.

LaChanda Davis, Philosophy, "Purification and Legislation" at the 29th Annual Meeting of the Society for Ancient Greek Philosophy, October 2011.

Valerie Flores, Developmental Psychology, "Individual Differences in Executive Functions Explain Longitudinal Development Trends in Analogical Reasoning" at the Cognitive Development Society meeting, October 2011.

Philip Hoffman and Erin Wilkerson, Developmental Psychology, "Parent Child Conversations and object Manipulation in a Museum Exhibit: Impacts on Learning Outcomes" at the Cognitive Development Society meeting, October 2011.

Nathan Jung, English, "Maps for Mobile Audiences" at the Media Morphosis: Print Culture and Transatlantic Spheres meeting, October 2011.

Kim Langreher, Community Counseling, "IKAA (International Korean Adoptee Association) Survey Results" at the Asian Adoptees Meeting, September 2011.

Sean O'Brien, English, "'i don't want to ramble, i want to talk with you": Form, Readers, and Politics in the Novels of Ana Castillo" at the Crossing Over Symposium, October 2011.

Michael O'Connell, English, "Resisting Malaise, Embracing Everydayness: The Influence of *The Moviegoer* on Tim Gautreaux's *The Next Step in the Dance*" at the Moviegoer at Fifty Conference, October 2011.

Kathryn O'Toole and Nancy Wyss, Developmental Psychology, "Distractibility During the Preschool Years" at the Cognitive Development Society meeting, October 2011.

Leslie Parraguez, Sociology, "The Reconstruction of Collective Identities in Critical Neighborhoods in Santiago De Chile" at the Violence in Latin American Neighborhoods meeting, October 2011.

Presentations cont'd

Vanessa Raschke, Development Psychology, "An Impact Evaluation of the Sit Stay Read Intervention Program" at the Cognitive Development Society meeting, October 2011.

Erzgi Sertler, Philosophy, "The Role of Identity Politics" at the Feminist Ethics meeting, September 2011.

Dana Wagner, Psychology, "Understanding a Model for Housing Active Substance Users: Creation a First Fidelity Tool" at the Addiction Health Services Research Conference, October 2011.

Devon Wallace, English, "Material Emotions: Humoral Theory and the Construction of Identity" at the Massachusetts Center for Renaissance Studies Graduate Conference, October 2011.

Awards

Pauline Viviano, Associate Professor in Theology, was awarded "Honorable Mention" for best essay in a scholarly journal by the 2011 Catholic Press Awards for her article, "I Am My Beloved's (Song of Songs 7:10): The Glory of Being Human in the Old Testament" (Chicago Studies, 49:3, Fall/Winter 2010: 243-252).

Service

Graduate student John Crowley-Buck (Department of Theology) is assistant to Dr. Michael J. Schuck, Director of the Joan and Bill Hank Center for the Catholic Intellectual Heritage (CCIH) and helping coordinate CCIH's three-year 'Democracy, Culture, and Catholicism International Research Project' (DCCIRP). In that capacity, John is facilitating collaboration between 31 research scholars in four countries (Indonesia, Lithuania, Peru, and the United States) and this summer helped conduct the five-day DCCIRP Regional Colloquium held at Sanata Dharma University in Yogyakarta, Indonesia.

Grants Awarded

Julie Hilvers and Reuben Miller, doctoral students in Sociology, each received a Doctoral Dissertation Research Grant from the Federal government's Department of Housing and Urban Development. These grants are worth up to \$25,000. Julie and Reuben applied for the grant through the Center for Urban Research and Learning. Julie's work in particular comes out of CURL-sponsored research evaluating Chicago's Plan to End Homelessness project.

Upcoming Graduate School Workshops

Marketing Yourself Outside the Academy

Friday, November 4th, 2:00 – 3:30 pm

Granada Center #291

Presenter: Camille Helkowski, Associate Director, Career Development Center.

This workshop will help you identify the skill sets you've developed through your academic career and determine how these skills can be used in areas outside of academia.

Conducting Human Subject Research

Friday, November 11th, 1:00 – 2:00 pm

Granada Center #291 videoconference to

Corboy Law Cent4er #727

Presenter: Andy Ellis, Assistant Director for Research Compliance

This session provides an introduction to the requirements of Loyola University Student research involving human subjects.

Catholic Minds, Catholic Matters Lecture Series

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



Holy Fathers, Abusive Fathers and the Missing Father: How Catholic Schools Cure Urban Poverty

Thursday, December 1st, 3:30 – 5:00 pm

Klarcheck Information Commons 4th floor

Lecture by Patrick J. McCloskey, MS, School of Education, Loyola University Chicago

Women & Leadership Archives Lecture Series



The Most Important Person in the World: Changing Political and Cultural Meanings of American Housewifery in the Second Half of the Twentieth Century

Friday, November 18th, 3:00 – 4:00 pm

Piper Hall #201

Speaker: Anna Flaming, Doctoral Candidate, Univ. of Iowa

Women's Archival Spaces and Trans Voices? A (Re)Search and Proposal

Friday, December 2nd, 3:00 – 4:00 pm

Piper Hall #201

Speaker: Curtis Main, MA, Women & Gender Studies, LUC

Upcoming Deadlines:

November 7 Foreign Language Exam, 3:00 – 5:00 pm

November 23-26 Thanksgiving Break; No classes

December 1 Last day to apply for May conferral

December 9 Pre-Doctoral Teaching Scholarship apps due to Dept Chairs

December 10 Fall semester classes end

January 6 Pre-Doctoral Teaching Scholarship apps due in Grad School

January 9 Schmitt Dissertation Fellowship apps due to Department Chairs

January 17 Spring 2012 Semester begins

The Graduate School

☞ Dean Samuel Attoh has been invited to join the International Advisory Committee for a new grant to the Council of Graduate Schools funded by the US National Science Foundation through the Ethics Education in Science and Engineering (EESSE) program.

☞ Associate Dean Mooney-Melvin and Assistant Dean Horowitz presented information about the CGS Grant that was recently awarded to the Graduate School. Their talk, *Master's Education: Challenges and Opportunities*, was presented during a session of the Illinois Association of Graduate Schools annual meeting titled, "Illinois Graduate Schools on the Path Forward: Projects and Progress."

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 January 18, 2012.