

Endeavors

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Endeavors

RESEARCH AND KNOWLEDGE IN SERVICE TO HUMANITY

This interactive edition of *Endeavors* contains hyperlinks to additional information. Click on the [underlined, maroon text](#) or many of the pictures/illustrations to learn more.

LOYOLA'S MISSION

We are Chicago's Jesuit, Catholic University—
a diverse community seeking God in all things
and working to expand knowledge in the service
of humanity through learning, justice, and faith.

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DEAR COLLEAGUES AND FRIENDS OF LOYOLA,

Welcome to this issue of *Endeavors*, featuring some of Loyola's esteemed faculty and their work. This year's edition profiles just a few of Loyola's many "teacher-scholars"—faculty who are known for their dedication to excellence in teaching, for engaging students both inside and outside the classroom, and for pursuing high levels of scholarship in their respective fields.

The teacher-scholar model does not define such faculty as scholars who are teachers, or as teachers also engaged in research or other scholarship. Rather, this model is holistic and interactive, with each activity informing the other.

A faculty member who embodies the teacher-scholar model has an advanced and broad expertise in his/her academic field, presents the latest developments and controversies in the field in the classroom, exposes students to multiple domains of academic engagement and scholarship outside the classroom (e.g. professional societies, conferences, internships, research opportunities), and regards teaching as a valued form of scholarship.

The faculty featured in this issue provide excellent examples of quintessential teacher-scholars. Each is passionately committed to their role as an educator, to their research, and to including students in scholarship outside the classroom, particularly by

involving students in their research or other scholarly activity.

Some of them use unconventional and creative methods of engaging students. To name a few, [Professor Michael Kaufman](#) employs an unusual pedagogical model designed for early childhood education in one of his law classes. Fieldwork in Southeast Asia provides MBA students with first-hand, real-world experience in business development in emerging markets in one of [Professor Clifford Shultz's](#) marketing classes. In Professor Anita Thomas's multicultural counseling class, students are assigned to create and participate in an immersion experience within a different culture in the Chicago community. [Dr. Katherine Knight](#) combines the Socratic method of questioning with translational research to heighten student engagement in learning and research. [Professor Ruth Gomberg-Munoz's](#) students conduct ethnographic interviews and volunteer



Raphael (Raffaello Sanzio). [The School of Athens](#) (Detail). Ca. 1510-1512. Fresco. Stanza della Segnatura, [Stanze di Raffaello, Vatican Palace](#)

in service learning in Chicago's Latino/a neighborhoods.

These remarkable learning experiences provide students with unique perspectives on course topics and encourage passion and creativity in students' approaches to the problems studied; they also encompass the five core elements of the Ignatian

Pedagogical Paradigm, i.e., context, learning through experience, reflection, action, and evaluation.

Please join me in celebrating these exemplary educator-scholars and in thanking them for their dedication and inspiration to Loyola students, their work in advancing their respective fields, and their contributions to the community.

Sincerely,



A handwritten signature in black ink that reads 'Sam Attoh'.

SAMUEL A. ATTOH, PHD

Associate Provost for Research and Dean of the Graduate School



JONATHAN BOUGIE, PHD
Associate Professor of Physics,
College of Arts and Sciences

Sand Through the Hourglass: The Physics of Granular Materials

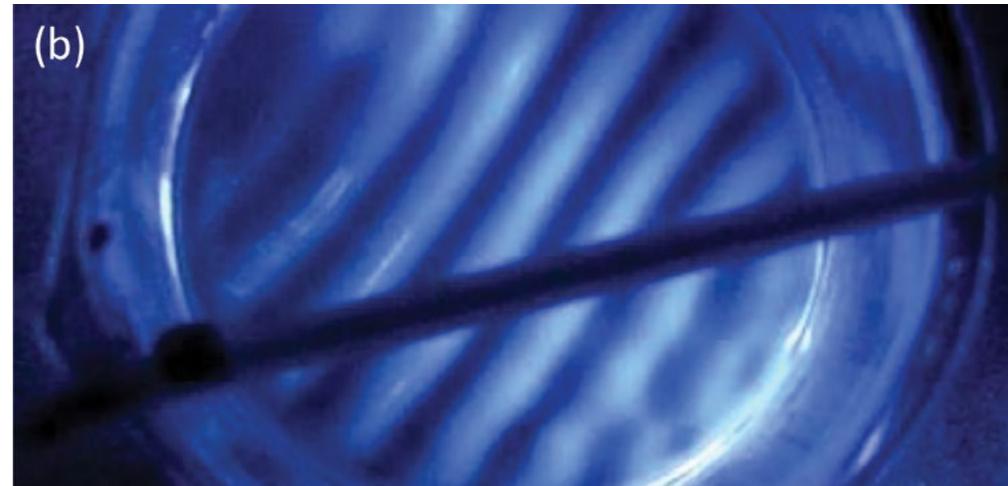
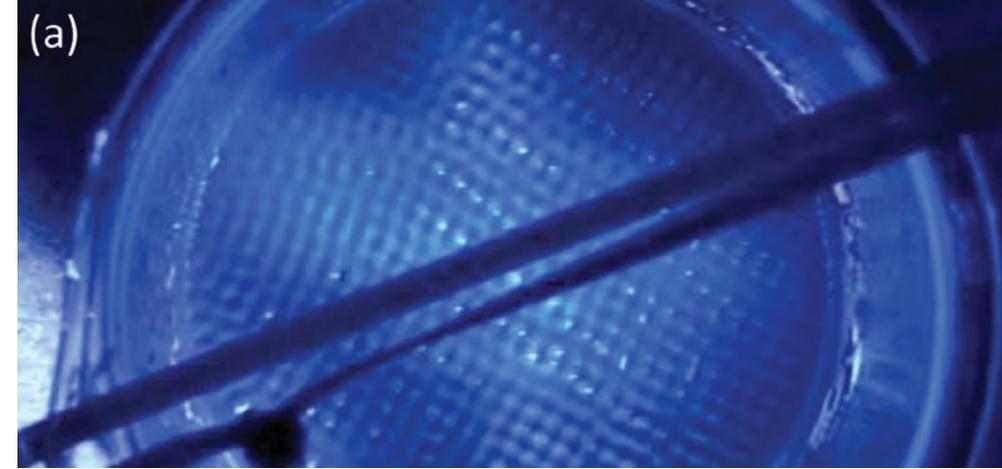
Professor [Jon Bougie](#) studies the physics of granular materials, i.e., materials that are conglomerates of small, relatively uniform particles such as grains, powders, and sand. Models of granular physics are derived from those of fluid dynamics; however, much less is known about the behavior of granular media. Granular materials are ubiquitous in nature and common in agriculture and industry; examples include cultivated grains, coffee, sugar, fertilizer, and gravel. Predicting the movement dynamics of agricultural products allows for increased efficiency in the management and transport of these materials (e.g., in the design of grain hoppers). Initial studies of granular media may be performed by computer simulation, which saves time and money in the development of granular material management strategies, and contributes to basic research in granular media dynamics.

Bougie teaches introductory physics and four other courses, including labs, in which he uses his own research to provide examples of granular media behavior principles. In one case, Bougie was using computational models in the classroom to illustrate patterns of movement in granular media, when students asked if it was possible to create an experiment to test the models in the lab. At the time Bougie was concentrating on computational work, but with the help of Bougie, the students constructed an agitation apparatus for ball bearings to measure the effects of agitation force on bearings behavior. Agitation of the bearings produced oscillating waves of movement in organized patterns that varied with agitation amplitude.

Current work in Bougie's lab is a mixture of computational and experimental work; his students are able to compare what equations predict versus what happens in experiments, and thus connect theoretical models to

actual behavior of the material. Bougie has from two to six undergraduate students working in his lab at any time, who are largely doing work that would usually be done by graduate students, and he is impressed by the high quality of contributions that his students have made to the field. (Loyola's Physics Department does not currently have a graduate program.) Bougie attributes his ability to captivate students into a field that many would find esoteric and intimidating to his own deep love of learning and joy in new discoveries that ranges from "the molecular to the cosmic."

Bougie also encourages students to present their research in professional venues, both for the experience and to help them to see themselves as part of a larger scientific community. His dedication to teaching both in the classroom and in involving students in research has tangible results: Bougie won Loyola's Sujack Award for Teaching



Pictures of square (a), stripe (b), and disordered (c) patterns produced by vertically vibrating a mixture of cornstarch and water (commonly known as oobleck) at different frequencies and amplitudes. These pictures were taken by Bougie's former students, Roxie Able and Yogi Patel.

Excellence in 2012; 10 students have presented their work at professional research conferences; all of these received Mulcahy Scholarships from Loyola based on their research in his lab; four of these also received Loyola's prestigious Provost Fellowship; two students are authors on research papers in refereed physics journals; and one student received two national awards for his

professional conference presentations.

By taking undergraduate education beyond the classroom and immersing students in laboratory research and the larger scientific community, Bougie's educational paradigm provides students with an undergraduate learning experience that is transformative in the Jesuit educational tradition.



JAWED FAREED, PHD

Professor of Pathology and Pharmacology and
Director of the Hemostasis and Thrombosis Research Laboratories,
Stritch School of Medicine

Leading Future Health Sciences Clinicians and Researchers by Example

Professor [Jawed Fareed](#) can empathize with the Loyola health sciences students that he teaches, since he has literally been in their shoes. Fareed completed his graduate training at Loyola's Stritch School of Medicine in Pharmacology and Therapeutics in 1976, and then went on to become a medical school faculty member. Having now been on the faculty for more than 40 years, he has not lost his enthusiasm for inspiring students nor his strong allegiance to Loyola and dedication to its mission and values.

Fareed created the Loyola Medical Center's Hemostasis and Thrombosis Research Unit, now globally known in the field, where he conducts research on thrombotic (blood clotting) and vascular disorders and their management with anticoagulants, some of which are new compounds developed in his laboratory. Fareed is one of the world's foremost experts on thrombotic disorders, having published more than 500 research articles relevant to this issue in top medical journals. He has received numerous research grants, awards, honors, and certifications for his accomplishments (including a medical society's lifetime achievement award), and has served as an advisor to agencies such as the World Health Organization.

Fareed has also influenced health sciences education at Loyola. Traditionally, life sciences PhD students are trained in basic research without regard to potential clinical applications, whereas medical students are trained in clinical practice but get little training in basic research

methods. Although Fareed was trained in basic research in pharmacology, at Loyola he was also exposed to clinical science and practice, which significantly influenced his research interests. Loyola was among the first medical schools to provide students with training in both basic and clinical research, in part due to Fareed's leadership.

While medical instruction has changed considerably since Fareed was a student (now lectures are available on-line), he believes that conducting student discussion groups and spending one-on-one time with students are crucial to the health sciences education process. He takes pride in his accessibility, encouraging students to e-mail him or stop by his office with questions.

Fareed has collaborated in research with hundreds of colleagues, former students, fellows, and residents during his prolific career. He has supervised more than 200 medical and graduate students conducting research in his laboratory, along with numerous fellows and residents, whom he credits for some of his own professional growth. "We not only educate the students, but they also educate us," Fareed says.

Fareed concluded a recent awards ceremony speech as follows: "It is a great privilege to be a part of Loyola and to have the honor of serving its medical center in so many different ways. I am grateful for the opportunity." Loyola is grateful to have such an extraordinary teacher-scholar training our health sciences students.



RUTH GOMBERG-MUÑOZ, PHD

Assistant Professor of Anthropology and Latin American Studies,
College of Arts and Sciences

Living Under the Radar: Challenges of Chicago's Undocumented Latino Immigrants

As the population of undocumented immigrants has grown to an estimated 11.7 million, immigration reform in the U.S. continues to be debated as a political, social, and policy issue. The proposed Dream Act would provide access to citizenship for children brought to the U.S. by undocumented parents.* (Families make up the majority of undocumented U.S. residents.) Family reunification accounts for most of legal immigration to the U.S.; however, low-priority applications can take years to be processed.

[Professor Ruth Gomberg-Muñoz](#) of Loyola's Anthropology Department and Latin American Studies Program has studied Chicago's Mexican undocumented immigrant population from a cultural anthropological perspective. Gomberg-Muñoz, who speaks Spanish, became interested in immigration issues while working at Chicago restaurants, where there were many Mexican undocumented workers. She was interested in how the workers navigated their daily lives while coping with the continual challenges that they and their families face. Her doctoral research focused on 10 young Mexican men working in area restaurants, mostly as busboys. She worked alongside them, interviewed them extensively, and talked to their families in Chicago and Mexico to discover how these workers used various strategies to promote their socio-emotional and financial well-being and to care for their families, in spite of coping with legal, cultural, and economic issues. Aside from deportation fears, their greatest challenge was marginalization in the workforce by working in part-time jobs with unpredictable

hours, no benefits, and risk of termination without warning. Her 2011 book, [Labor and Legality: An Ethnography of a Mexican Immigrant Network](#), describes the results of this in-depth study.

Supported by a prestigious National Science Foundation grant, Gomberg-Muñoz is currently studying Chicago Latino/a immigrants who have recently achieved legal status, and how their lives changed as a consequence. Results indicate that legalization confers significant emotional and psychological benefits; participants particularly express relief at being able to travel safely. However, economic benefits resulting from legalization are disparate among the population: Those most marginalized and impoverished experienced the least amount of post-legalization upward mobility.

Gomberg-Muñoz's students have worked in Chicago's Latino/a neighborhoods conducting ethnographic interviews and volunteering at agencies serving this population. Gomberg-Muñoz also worked with a student to draft language for the recent Illinois bill allowing driver's licenses to be granted to undocumented residents. In this way she applies both her teaching philosophy that students learn best by doing, and the Ignatian values of service learning and community outreach, providing an immersion experience that changes students' perspectives in ways not possible in the classroom. She feels fortunate to be at Loyola, noting: "There is intellectual and institutional support for the research that I do. There is a lot of community work, and the institution supports and respects that kind of work. There is also a lot of support for teaching...I feel really lucky."

*There are 65,000 high school students (potentially college students) in the U.S. who are undocumented residents. Researchers from Santa Clara, Fairfield, and Loyola (Chicago) universities studied obstacles facing undocumented students in higher education in 28 U.S. Jesuit universities, releasing the Immigrant Student National Position Paper with legislators on Capitol Hill in 2013. Loyola's Stritch School of Medicine just became one of the first U.S. medical schools to admit undocumented students.



STEVEN E. JONES, PHD

Professor of English and Co-Director of the Center for Textual Studies and Digital Humanities, College of Arts and Sciences

Literature and Algorithms Converge in the Digital Humanities

While some academic fields by nature advance at a snail's pace (e.g. history), the field of Digital Humanities (DH) is growing by leaps and bounds. [Professor Steven Jones](#), co-director of Loyola's [Center for Textual Studies and Digital Humanities](#), is a leader in advancing DH scholarship and has recently authored one of the foremost books on the subject, *The Emergence of the Digital Humanities* (Routledge, 2013).

What exactly is Digital Humanities? The [Wikipedia entry](#) on the topic (accurate according to Jones) describes DH as “incorporating both digitized and born-digital materials and combines the methodologies of traditional humanities disciplines (history, philosophy, linguistics, literature, art, music, cultural studies) with



tools provided by computing...and digital publishing.” These tools include data mining, computational analysis, data visualization, information retrieval, and statistics. Studies in this interdisciplinary field are spreading across U.S. campuses, although only a handful offer devoted courses. (Interestingly, the first major DH project was created in 1949 by Roberto Busa, S.J., an Italian Jesuit priest, who wanted to create a master index of works by Saint Thomas Aquinas, a project assisted by computing giant IBM.)

Jones’s literary expertise is the Romantic period in British literature (1789-1832), which he has combined with his interest in DH by co-creating (with [Neil Fraistat](#)) [Romantic Circles](#), an award-winning refereed website for the study of Romantic-period literature. Jones is also a key collaborator with University Libraries staff in preserving and [digitizing Loyola’s Thomas J. Michalak](#)

[Collection](#) of more than 1,000 18th- and 19th-century print objects (broadside prints, cartoons, graphic stories, and other illustrated works, mostly depicting political satire) using [special dual-camera scanner](#). Jones and collaborators are also designing an iPhone app for use with the digitized collection. The scanner is also being used to digitize the libraries’ other

special collections to increase access for scholars and the public (see [Loyola’s Digital Special Collections](#)).

In addition to teaching English courses about Romantic-period literature, Jones also teaches courses in digital humanities, media and culture, and graduate courses for the Digital Humanities MA degree (the only MA degree in DH in the U.S., which Jones was highly instrumental in creating). Applying DH as a tool for both the study and teaching of Romantic-period literature, Jones created English 338, “Studies in the Romantic Period: Cartoon Romanticism,” an undergraduate seminar in which students study the literature and political satire of the British Romantic period. As part of the course, students examine the [Michalak Collection](#), and are directly involved in digitizing and transcribing text for the collection’s images (“class sourcing” quips Jones) while studying



(Above) Thomas Tegg. *The SAILORS DEFENCE!* Etching, hand-colored. [Michalak Collection](#), [Loyola Archives and Special Collections](#), Loyola University Chicago. (Below) George Cruikshank. *Old Bumblehead the 18th Trying on the Napoleon Boots* or, *Preparing for the Spanish Campaign*. Etching, hand-colored. [Michalak Collection](#), [Loyola Archives and Special Collections](#), Loyola University Chicago.



image content in historical and cultural context. Thus the students have a “hands-on” experience in digitization, learning these methods and also contributing to advancing digitization of the collection.

This “learning by doing” approach embodies the Jesuit educational tradition, which eschews the rote transfer of content from teacher to student, instead

embracing the complex learning skills of understanding, application, analysis, and evaluation as stages guided and facilitated by teachers. Jones’s integration of his research interests into classroom instruction, and the contributory role of students in his classroom, aptly illustrates the reciprocal relationship between faculty scholarship and teaching.

Though the identities are sometimes disputed by scholars, below is a partial list and corresponding key of probable teacher-scholars in Raphael's celebration of humanism, *The School of Athens*.

Mouse-over many of the characters in the painting below to reveal their probable identity.





MICHAEL J. KAUFMAN, JD, MA

Professor of Law and Associate Dean for Academic Affairs, Director of the Education Law and Policy Institute, and Director of the Institute for Investor Protection, School of Law

A Very Different Approach to Legal Education: The *Reggio Emilia* Method

It might seem unusual for a widely published legal expert on civil procedure, jurisprudence, securities regulation, and education law to be interested in nontraditional methods of early childhood education, but that is one of [Professor Michael Kaufman's](#) passions. Kaufman became interested in this field while writing his law casebook, [Education Law, Policy, and Practice: Cases and Materials](#), (Aspen Law & Business, 2004). (Co-authored with his wife, Shereyn Kaufman, and recently published in its third edition.) Widely used in legal education, it is the only legal casebook to include a section on preschool education. In researching “best practices” for this section, Kaufman became intrigued by the *Reggio Emilia* method.

Reggio Emilia is an early educational methodology that originated in the village of Reggio Emilia, Italy after World War II, founded by educator Loris Malaguzzi. The *Reggio* philosophy holds that early childhood education should capitalize on children's innate curiosity and intrinsic ability to learn through interaction with others and the environment. In



contrast to the American ideal of developing highly accomplished students, research on *Reggio* methods supports the premise that well-being and successful developmental adjustment are related to the ability to form significant interpersonal relationships. In a *Reggio* classroom, children work cooperatively in small groups to complete collaborative projects and problem-solving tasks, usually using everyday objects. Teachers serve as facilitators to help children approach a project from several perspectives and sensory modalities, learning multiple aspects of a concept. This approach contrasts with traditional blackboard and lecture learning typically used with individually-seated, passive children. The *Reggio* approach also eschews standardized testing and grading in favor of daily documentation (children's drawings, completed projects, teacher narratives, etc.).

But can the *Reggio* method be applied outside of preschool education? In a very unconventional endeavor, Kaufman has used *Reggio* methods in teaching his course “Comparative Education Law and Policy: Early Childhood Education” to Loyola law students. Since the method requires the collaboration of two teachers (one to lead and one to document), he has co-taught the course with his wife, Shereyn Kaufman, an early education policy expert and an attorney, who has a MA in Teaching and is Professor of Early Education Administration at the Erikson Institute.



Students in Professor Kaufman's Education Law and Policy class use *Reggio Emilia* methods to analyze educational practice and policy issues.

In the last course (taught at Loyola's Rome campus) students explored many socio-legal aspects of preschool education using *Reggio* methods and recording their own group dynamics during exercises such as deciding how to allocate a resource (breadsticks) among class members. They discovered that the allocation decision process resembled the process by which policy makers distribute scarce educational resources. In both cases, the process moved from ordering, to dividing, to distribution and ultimately to the question of equity and fairness.

The *Reggio Emilia* has been embraced by child development experts worldwide and continues to gain traction in the U.S. (Perhaps the most well-known *Reggio* program in the

U.S. operates in the preschool for employees' children on the Google campus.) The *Reggio* method has much in common with Ignatian educational philosophy: it is by nature highly immersive, and the transformative learning of *Reggio*-educated children is readily observable through classroom observation and the documentation process.

Traditional legal education methods of memorizing case law are effective for fewer than 10 percent of students. In contrast, *Reggio* emphasizes communication and collaboration, valuable skills in a legal career. Regarding the effect on his class, Kaufman exclaims: “I have never seen such an engaged group of law students in my 25 years of teaching.”



KATHERINE KNIGHT, MD

Professor and Chair of Microbiology and Immunology and Co-Director of the Infectious Disease and Immunology Institute, Stritch School of Medicine

Inspiring Future Medical Scientists

Even after 25 years in Loyola's Stritch School of Medicine, [Dr. Katherine Knight](#) exudes excitement, optimism, and commitment in her role as an educator in its Microbiology and Immunology graduate program. Passionate about teaching graduate students both in the classroom and the lab, she finds it "exciting to be doing not just research with these students but also developing their scientific minds."

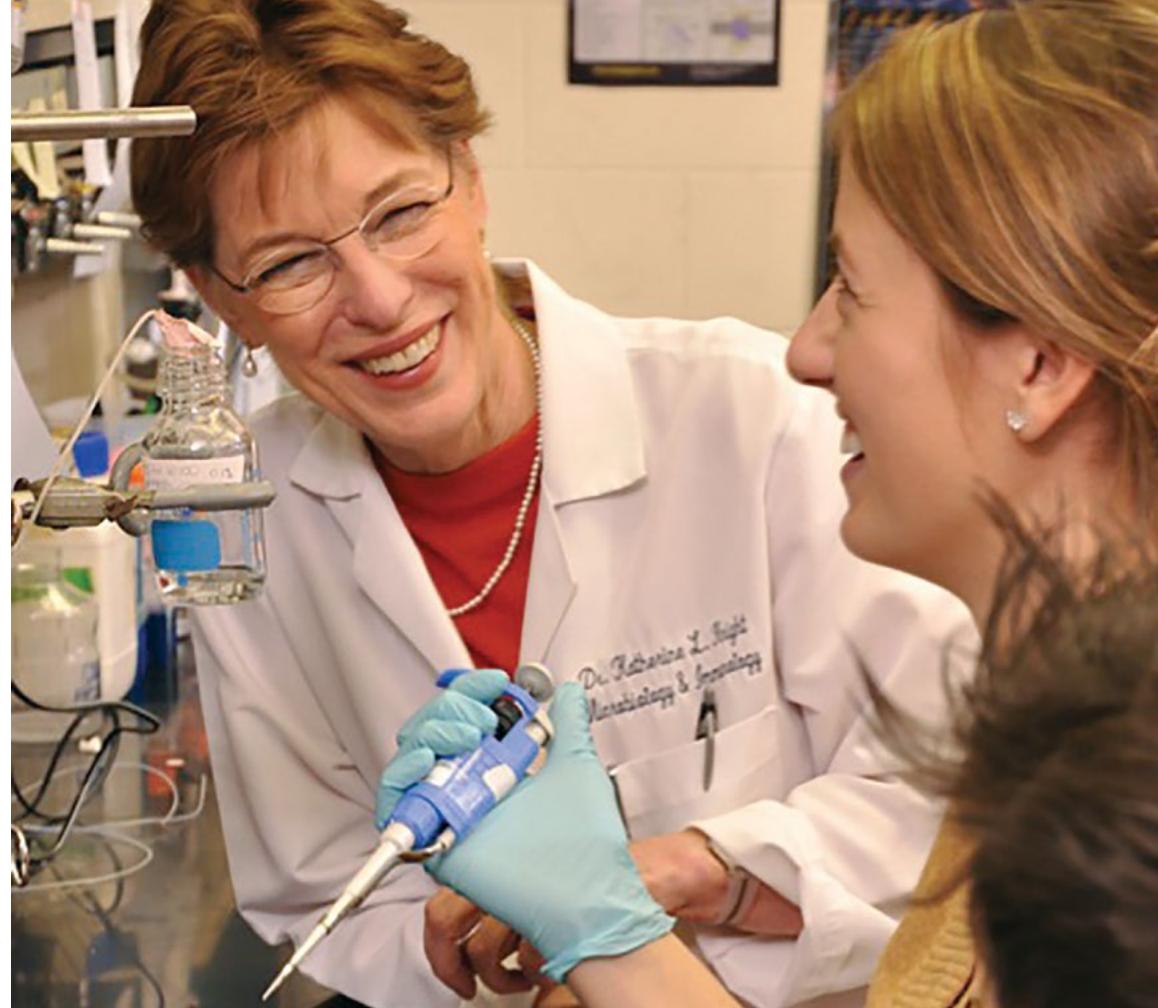
Questions are central to Knight's teaching philosophy and practice. In the classroom, she rarely lectures but rather uses the Socratic method of questioning the class about course material in order to continuously engage her students. She believes that a crucial part of the didactic process is to help students to discover what



they are passionate about, and to give them the tools to pursue their goals. Says Knight: "Telling students what to do is not my idea of teaching... My strategy is to help students find their way by teaching them how to identify important questions and to devise ways to find the answers." Right now there are five graduate students in Knight's lab, with four pursuing PhDs in Immunology and one in the new MS program in Infectious Diseases and Immunology.

What sets Loyola's program apart from others is the emphasis on translational research, i.e., basic research that has clinical applications. All students have both a basic science mentor and a clinical mentor. In addition, students also interact with clinicians through the department's annual

retreat and other events, exposing students to challenging medical issues encountered by the clinicians, and providing almost infinite possibilities for problems that students can research in the lab. This feature is the most frequently cited reason for why students apply to the Loyola program. The program offers an array of educational opportunities outside of the classroom and lab, many established by Knight as enrichments to an already rigorous program. These include the (now required) first-year weekly journal club, in which a student summarizes a published research paper and leads the group discussion. In the "sampler" seminar series, a student invites three scholars from different fields to provide a short summary of their research. Only the organizer knows the identity of the speakers in advance, who may be from any subfield of microbiology, immunology, or infectious disease, piquing attendees' interest and adding a sense of spontaneity. The series is well-



Graduate student Mallory Paynich performs an ELISA assay to measure the amount of purified exopolysaccharides (multi-functional chemical compounds secreted by microorganisms) in bacteria in Knight's lab.

attended by both faculty and students alike.

Every program activity is designed to be an active learning experience and to stimulate students' independent thinking. The content of Knight's Advanced Immunology class is driven by the latest research findings in the field; for each class a recent research paper is chosen to be presented by a student and scrutinized by the group. For the pre-doctoral preliminary exam, students write a formal research proposal as might be submitted to a federal agency, and then present a departmental seminar summarizing the state of the problem leading to the proposal's testable hypotheses and defending the proposal. However, the proposed research must be outside of their own specialty area, in order to further broaden and diversify their expertise. Says Knight, "Our philosophy of training graduate students is to ensure that they

have a broad background in microbiology and immunology and are versed in subfields other than their specialty training area." This diverse and extensive presentation and analytical experience ensures that nearly all of program PhD graduates go into some of the most competitive national and international post-doctoral training programs.

Knight is keenly interested in "best practices" in mentoring, focusing on what motivates and excites a particular student. She is impassioned about her own research and wants her students to feel the same way about theirs. She summarizes her educational philosophy, which is strongly related to Ignatian pedagogy, simply: "I want to help them to be the best scientists that they can be."



JANICE MATHEWS RASHEED, PHD
Professor of Social Work and Director of the
Institute for Innovative Practice, Research and Training,
School of Social Work

Social Work Practice for a Unique Population: Military Families

Most of us are aware that our returning military veterans, even if not physically injured, are at risk for many psychosocial problems in returning to civilian life. For those with spouses and children, one of these is reintegrating into their family, and often adjustment is also difficult for the rest of the family. These families have few readily accessible resources, since existing military social services are primarily dedicated to active-duty personnel and veterans.

[Professor Janice Rasheed](#) wants to change that. She and colleagues in Loyola's School of Social Work are developing a specialty track in the Master of Social Work program to train graduate students in providing clinical social work services specifically for military families. This field of social work is new; the program will be one of only a few in the U.S.

Military families face many adjustments with each deployment and homecoming. During deployment, family roles and dynamics may significantly change, and thus require a major adjustment for the family upon reunion. Many service members return with issues that may affect the entire family (e.g. permanent disability, PTSD, depression). These families often need a variety of social services, which may include couple's therapy, family therapy, and help with housing, financial, and employment issues. Notes Rasheed, "these spouses [of returning service personnel] are in effect serving as caseworkers for their family" in accessing and coordinating multiple services.

Opening in 2015, the new military social work program will provide a curriculum that Rasheed developed to address specific

service needs of military families, and will draw on faculty expertise from other Loyola departments, such as psychology, psychiatry, and nursing. Rasheed aims to make the program a nationally recognized center for research and clinical training in this field, which would sponsor workshops and an annual multi-disciplinary conference. (The inaugural conference occurred in 2013.)

Rasheed is uniquely qualified to direct this program. She has a private practice in family therapy, has authored three family therapy textbooks, and has years of experience in training graduate students in family therapy methods. She is widely published in her sub-specialty of family therapy with minority and multi-racial families, and has conducted research on familial roles in minority families. (More than 25 percent of active military are minorities.) With two married children in the military, Rasheed has seen firsthand the adjustments that families experience with deployment and reunion.

Rasheed's research and clinical experience have influenced her instructional philosophy and practice. In teaching family therapy methods, she encourages students to take a holistic perspective that incorporates the larger identity of family members, including minority status, gender, ethnic and religious culture, and socioeconomic class. Notes Rasheed, "All of these shape who you are and how you navigate the world." This approach reflects the Jesuit ideals of a global and multicultural perspective and an education that serves society, which can only enhance her students' clinical skills and ability to work with diverse clients.



ANN MARIE RYAN, PHD
Associate Professor of Education and Director of the
Teaching and Learning Program,
School of Education

Educating the Educators: A Revised Model of K-12 Teacher Training

Few parents would argue with the fact that their children's teachers are the most significant school factor influencing student achievement, and as such their training is very important, since a single teacher may potentially influence hundreds of children. [Professor Ann Marie Ryan](#) and colleagues in Loyola's School of Education are significantly re-designing the way that K-12 teacher candidates are trained at Loyola.

Armed with a \$100,000 pilot grant from the [Chicago Community Trust's Searle Funds](#), Ryan and colleagues have implemented the [Teaching, Learning, and Leading with Schools and Communities](#) (TLLSC) project, in partnership with 34 Chicago-area schools, district programs, and community agencies. In contrast to the traditional model of teacher training that emphasizes learning theory, credit hours, and certification levels, TLLSC is currently preparing over 200 future educators to be effective, evidence-based practitioners who also have significant leadership skills, and a dedication to the Jesuit ideal of advancing social justice through education.

The cornerstone of TLLSC is a major change in the students' experience of hands-on education in real K-12 classrooms. In the past, only graduate students were allowed to observe and assist experienced teachers in the classroom. In the TLLSC, undergraduate teacher candidates (including freshmen) observe and assist teachers in Chicago-area schools, giving them significantly more classroom experience than the traditional training

model. Another change is more training in qualitative assessment of children's learning and academic achievement. While Ryan acknowledges that standardized tests are not going away, she wants to help teacher candidates be "educated consumers" of assessment methods to assess their students responsibly. "There is no one way to assess a child," states Ryan with conviction.

Ryan's research interest is the history of U.S. teacher training, educational reform, and education policy, particularly as it applies to private, religious, education, and it is here that her research and teaching intersect. Thus, TLLSC incorporates instruction in understanding government-mandated educational policies. (Traditionally, knowledge of educational mandates is the purview of educational administrators.) Ryan believes that educating teachers in policy issues provides an important context for their teaching practice that will help them in dealing with dilemmas such as conflicts between the goals of religious education and mandates, and cases where a mandate may not be in a child's best interest.

Her passion about policy notwithstanding, Ryan states "I am a teacher first and foremost." (She taught high school history before pursuing her PhD in Curriculum and Instruction.) In 2012 she was awarded the School of Education's Distinguished Faculty Award for Excellence in Teaching. Under her leadership, graduating teacher candidates will no doubt have a lasting positive impact on their students well into the future.



CLIFFORD SHULTZ, PHD

Professor of Business and Charles H. Kellstadt Chair of Marketing, Quinlan School of Business

Emerging Markets in Developing Countries: A Global Perspective on Business Education

Emerging markets have become increasingly important to the global economy. A unique course, Marketing 561, taught by [Professor Clifford Shultz](#), Charles H. Kellstadt Chair in Loyola's Quinlan School of Business, provides MBA students with the opportunity to learn about emerging markets through direct engagement. Professor Shultz began teaching this course in 1994 while at Columbia University. He continued to develop it while serving as a Harvard-Vietnam-Fulbright Fellow, and now offers it at least once a year; January 2014 marks the fifth iteration at Loyola.

A prime example of the importance and value of a professor integrating research into teaching, Marketing 561 draws on Shultz's extensive research and professional network in emerging markets.



Shultz is an advocate of teaching by immersion and through real-world, problem-solving experience as a means to achieve the Ignatian ideal of a transformative

education. "The course is an opportunity for students to see and learn on-site and in real time, to meet leading experts and to have actual experiences in some of the world's most compelling emerging markets," Shultz says. Students travel to various countries in Southeast Asia for at least 10 days. During the course, students typically design a business project for a potential "client" company. They choose an industry, identify the client business and its development needs, and prepare a proposal to present to the client. The students often serve as actual consultants to the businesses, providing students with an immersive, problem-solving learning experience, while helping the clients directly and contributing to the country's economic development.

Shultz is an advocate of teaching by immersion and through real-world, problem-solving experience as a means to achieve the Ignatian ideal of a transformative education: "It's not so much the way I teach that is important, it's how and what the students learn through immersion, engagement, discernment and reflection... how they are transformed", Shultz says. This approach puts the didactic emphasis on the student learning process itself rather than on a particular content or teaching technique. Now in his fifth year on the Quinlan faculty, Shultz describes his experience at Loyola: "I've really enjoyed the Jesuit model of education. Our mission and history position us especially well to meet the world's challenges through our research, teaching, and service. There are so many good things about the people here and in what we can accomplish."

Regarding the program's long-term potential in countries such as Vietnam,



Professor Clifford Shultz engages students at the famed temple of Angkor Wat in Cambodia (left), in front of the Ho Chi Minh City, Vietnam, Opera House (above), and in a market in Vung Tau, Vietnam (below).

Shultz notes that "lots of foreign universities have come and gone in Vietnam...but the Vietnamese know we (Loyola) are committed to a number of long-term initiatives in general higher education, business, law, nursing, medicine, and university administration. We're having a positive impact in many sectors and for so many people, not only in Vietnam, but in the U.S. and other countries as well. I think everyone who participates in these initiatives finds them to be exhilarating, edifying, rewarding, and indeed transformative."

For one of Shultz's students, MBA alumna [Kerry Slattery](#), the experience



proved to be life-changing. Slattery now teaches international marketing in Cambodia and loves her experience there. She embodies the Ignatian spirit of transformative education and is now passing it on.



ANITA JONES THOMAS, PHD

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Enhancing Multicultural and Social Justice Awareness: Critical Consciousness

Promotion of social justice is highly valued in Jesuit education, but how do people become sensitive to social justice issues? Professor Anita Thomas is studying the process by which people's social consciousness proceeds from awareness of injustice and oppression to taking alleviative action, an end state termed "critical consciousness" (CC), which is the basis of virtually all social reform movements. Development of CC generally follows a progression: 1) recognizing that societal injustice and oppression exist; 2) identifying the oppressor and means by which the oppression is perpetuated; 3) developing strategies to mitigate effects of oppression; and 4) acting against the oppression via civic engagement. While research shows that people who have developed CC have increased sensitivity to identifying oppression, little research has been done on the developmental process by which people achieve CC and factors that affect it.

In recent research by Thomas, Loyola undergraduates were surveyed weekly for 10 weeks about experienced or witnessed oppression, associated feelings, if they or others took action, and if they would take action in similar future circumstances. For most students, this proved to be a transformative educational experience: As the study progressed, all students showed increased sensitivity to behavior they considered oppressive or socially unjust. For example, participating dorm residents noticed the nonfunctional handicapped toilet on their floor and requested a repair (and reported that this would not have occurred to them before the study).

These results led Thomas to wonder if a curriculum could be created to move students rapidly from social justice awareness to CC. She and her graduate students created a curriculum for high school students designed to advance CC, which is being tested in Chicago schools. To assess curriculum effects, she developed a scale to measure progress toward CC. A comparison group of students receives vocational counseling. An example of one curriculum exercise is identification of racism and sexism in Disney cartoons.

Instruction for the purpose of creating CC has been termed "critical pedagogy," which Thomas actively incorporates into her courses. In her graduate course, "Multicultural Counseling," students devise and participate in three immersion experiences in a different cultural milieu, e.g. religious, racial, ethnic, etc. Students write a reflection paper for each about how the experience affected their perceptions of cultural influences on their own values. One Muslim student spent a weekend participating in community activities in a Catholic church. He learned about the contrasts between the two faiths, but also identified some common values. The experience provided another perspective on his own religious values, since he had never talked about his faith outside the Muslim community.

Thomas's research on critical consciousness is specifically integrated into her counseling courses. Critical consciousness is consistent with the Jesuit model of an education that engenders multicultural awareness and a commitment to social justice, values that intersect in Thomas's teaching and research.

Loyola's Resources for Teaching and Scholarship:

FACULTY CENTER FOR IGNATIUS PEDAGOGY

Cuneo Hall, 4th Floor
1032 W. Sheridan Road
Chicago, IL 60660
773.508.7390
LUC.edu/FCIP

OFFICE OF RESEARCH SERVICES

Granada Center, Suite 400
1032 W. Sheridan Road
Chicago, IL 60660
773.508.2471
LUC.edu/ORS

LOYOLA'S UNDERGRADUATE RESEARCH OPPORTUNITIES PROGRAM (LUROP)

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