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Celebrating Scholarly Achievement

Above: Mindee Juve, M.A., a Ph.D. candidate in the University of Detroit Mercy’s (UDM) Clinical Psychology Program, explains a research project poster to Professor Michael Barry of the English Department at UDM’s Spring Research Fair, Celebration of Scholarly Achievement. Read more about the research fair in this issue. (Photo from UDM)

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AJCU CONFERENCES

AJCU Board of Directors Meeting
 Georgetown Law School
 January 27-28, 2012

Conference on Intl. Education
 Quito, Ecuador
 February 15-17, 2012

Honors Programs
 Fordham University
 Feb 17-19, 2012

Deans of Education
 Hyatt Regency Chicago (AACTE Mtg.)
 February 18, 2012

Denver Worldwide Conference on the
 Future of the Jesuit Commons: Higher
 Education at the Margins
 Regis University
 March 5-8, 2012

THIS ISSUE'S SUGGESTED READINGS

The following publications are the winners of the 2011 Alpha Sigma Nu Book Awards:

■ Mayer, Robert. *Quick Cash: The Story of the Loan Shark*. Chicago, IL: Northern Illinois University, 2011.

■ Moser, Paul K. *The Elusive God: Reorienting Religious Epistemology*. United Kingdom: Cambridge University Press, 2008.

■ Richardson, Alan. *The Neural Sublime: Cognitive Theories and Romantic Texts*. Baltimore, MD: The Johns Hopkins University Press, 2010.

■ Rosario Rodríguez, Rubén. *Racism and God-Talk: A Latino/a Perspective*. New York, NY: New York University Press, 2008.

LETTER FROM THE EDITOR

Research Abounds on Jesuit Campuses

Jesuit campuses are brimming with excitement this new calendar year as several institutions gear up for another busy semester. Part of that excitement can be felt in classrooms across campus where the synergistic relationship between professors and students provides for a rich learning environment and opportunities for high-level engagement.

One of the well-known hallmarks of Jesuit education is its commitment to academic excellence, which encompasses all areas of research. Pick up any alumni/ae magazine or campus newsletter and articles about groundbreaking research abound. Whether it is examining timely issues like the downturned economy and its impact, or the politics surrounding a presidential campaign, or looking at more remote issues like the effects of the scent of jasmine on sleep and greater mental performance, faculty are making substantial contributions to their already expansive body of knowledge, thus benefitting their students in the process.

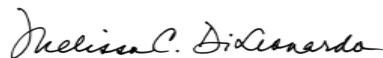
An interesting facet to the research faculty are doing is their involvement of students in their work. Last October, Dr. Bryan Raudenbush, psychology professor and director of undergraduate research at Wheeling Jesuit University, was featured on the cover of *The Neuron* magazine for his research work with undergraduates. Dr. Stephen Stahl, Wheeling Jesuit's vice president for academic affairs, said at the time, "Bryan is well-respected on campus for his commitment to involving his undergraduate students in meaningful original research. His research interests are varied and intriguing, and frequently of significant public importance."

Jesuit institutions like Boston College encourage undergraduates to gain research experience by providing grants for assistance for a faculty member's research project. Articles about undergraduates' research work are featured in *Elements*, a journal that serves as "a forum for the exchange of original ideas within and across disciplines at the university." It is the hope of the university that the students' research experience will inspire them to participate in future projects, perhaps even considering the idea of a career in academia.

In support and recognition of the good work being done by the faculty on Jesuit campuses, we highlight examples of faculty research in this issue of *Connections*. The University of Detroit Mercy (UDM) has found a special way to show their appreciation for both faculty and student research by sponsoring a research fair, which, over the course of its six-year existence, has changed from a books-only format to one that features peer-reviewed books, articles, posters, electronic presentations, non-print projects and student awards. The 2011 Fair, showcased an impressive 115 publications, 83 poster presentations and slideshows, 10 electronic presentations and non-print projects and 10 student awards.

Further support and appreciation for faculty research is provided by Alpha Sigma Nu (ASN), the honor society of the Jesuit Colleges and Universities. Each year ASN sponsors their annual Book Awards, which recognize the scholarly achievements of faculty members at Jesuit institutions. We feature the 2011 book award winners in the "Suggested Readings" section of this issue.

Wishing you a happy and blessed new year,



Melissa Collins Di Leonardo

In support and recognition of the good work being done by the faculty on Jesuit campuses, we highlight examples of faculty research in this issue of *Connections*.

FEDERAL RELATIONS

By: Cyndy Littlefield, AJCU Director of Federal Relations

The 2012 Challenge

2012 promises to be an invigorating political year. Thus far, in the national Republican primary debates, higher education has been rarely mentioned, and remains to be seen if it will be an issue in the general election. Some would argue that is a good thing. President Obama has certainly made federal student aid a critical investment during his tenure, while promoting Pell grant increases, keeping SEOG, proposing Perkins Loan alternatives, and creating one federal Direct Loan program.

What will be critical for higher education this year will be the upcoming FY13 budget to be released by President Obama in February. The budget will be critical because if one student aid program is proposed for elimination or cuts, then some appropriators on the Hill will use that as an excuse not to fund the program. The hope is that the Budget for FY13 will keep Pell grants at the \$5,550 maximum award level, and preserve SEOG and FWS, similar to the FY12 Omnibus bill.

The Omnibus bill for FY12, which passed in December, saved Pell grants at the \$5,550 level, but with offsets used to fund the Pell grant \$1.3 billion shortfall. The following provisions were created in order to save money that could be put towards the Pell shortfall: 1) Changing Pell grant 18-month semester eligibility to 12 months; 2) Pell grant students with zero Estimated Family Contributions (EFC) income levels were changed from \$30,000 to \$23,000; 3) Elimination of a student loan interest subsidy grace period from July 1, 2012 until July 1, 2014; 4) Students without a high school diploma or GED will not be eligible for Pell grants through the Ability to Benefit test; and 5) Banks can use LIBOR (London Inter-Bank Offered Rate) for special allowances for bankers to use in lieu of commercial paper on student loans.

SEOG, Federal Work Study and GearUP were level-funded with FY11 levels, while TRIO was the only program that received an increase of \$15 million. International programs received a total of \$73.4 million. AJCU lead the SEOG effort, with Representative Tierney (D-MA), in producing a letter signed by 62 Members of Congress, which assisted the advocacy effort.

Last fall, the Student Aid Alliance initiated a national petition in support of federal student aid, which was sent to the entire Congress for consideration during the Supercommittee negotiations and appropriations. Jesuit institutions responded to the call with great energy by producing one half of the top twenty-five producing institutions, with Loyola University Chicago in the number one spot, followed by Fordham and Gonzaga. Thus far, 138,600 signatures have been acquired and the plan is to keep the petition growing throughout 2012 to use for the FY13 budget and appropriations.

The impending issue of extending the payroll tax credit will have to be decided near the end of February, which could conceivably become very political once again.

Because it is a national election year, it is often difficult for Congress to reach agreement on appropriations before Election Day. Thus, many are anticipating Continuing Resolutions for FY13 appropriations, with the full expectation that there will be a Lame Duck session in November and December of this year. It is also expected that during this Lame Duck session, Congress would have the final opportunity to come up with budget savings up to \$1.2 trillion to avoid Sequestration on January 1, 2013. Sequestration will make automatic cuts to all programs for ten years, cutting programs estimated as high as nine percent.

2012 will also mark the year in preparation for tax reform in 2013. There are numerous higher education provisions, totaling over \$28 billion, which will expire the end of this year. The Charitable IRA Rollover and Tuition deduction already expired December 31, 2011. It is unknown how these expirations will be dealt with as of this writing.

Negotiated Rulemaking Starts at the Department of Education

Two Negotiated Rulemaking sessions are in process at the Department of Education. The Student Loan panel has already begun and will focus on technical changes from the FFELP loan program to accommodate Direct Loan regulatory language and Perkins loan death and disability issues.

AJCU alternate nominee, Jeffrey Gall, Associate Dean of Financial Aid at Georgetown University, was approved at the first session to serve as alternate negotiator. Jeffrey replaces another AJCU nominee from Loyola Chicago who no longer could serve. It is still too early to determine what controversial issues might arise in the loan sessions, which will run once a month for a week until the end of March.

The second Negotiated Rulemaking session of Title II Teacher Education and Teach grants may prove to be more interesting. AJCU nominee, Dr. David Prasse, Dean of the School of Education at Loyola University Chicago, was chosen as the primary negotiator for the four-year private non-profit institutions.

Issues to be discussed have focused on data collections by colleges and universities on the performance of students and the institutions, in addition to focusing on Teach grants. There are a number of diverse interests at the table represented by students, teacher unions and for-profit institutions,

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“Growing Research at Fordham!”

By: James Wilson, Director of Faculty Development, Fordham University

One of the great privileges of serving as Fordham’s Director of Faculty Development has been fostering faculty scholarship and awareness of their achievements across disciplines. For the past three years, these dual efforts have been part of a strategic program through the University’s Office of Research called “Growing Research at Fordham!”

“What a great pleasure...these events [are] a knock-out!” Professor Rosemary Wakeman, Director of Fordham’s Urban Studies Program and most recently the author of *The Heroic City: Paris 1945-48*, e-mailed her colleagues after one of my office’s popular panels.

A few minutes later former Mellon, Fulbright, and John Paul Getty Fellow Kirsten Swinth—an Associate Professor of History at Fordham who is currently writing *Bringing Home the Bacon and Frying it Up Too: A Cultural History of the Working Mother in the United States*—hit ‘reply all’ to e-mail back:

“I’ll add to the chorus of thanks for bringing us together...I loved the diversity of what we covered and the sparks of creativity that flowed when we began juxtaposing our ideas and knowledge.”

These professors’ praise demonstrates that the name “Growing Research at Fordham!” serves as both a description of and an imperative for my office’s efforts.

However, at one of the first *Growing Research* events, a panel of Fordham scientists—all active researchers with grants from NASA, the National Science Foundation and National Park Service among them—confessed that prior to this program their perception of the University had been markedly different. They were, in fact, surprised to discover that Fordham’s mission statement contained a commitment “to research and education that assist in the alleviation of poverty, the promotion of justice,

the protection of human rights and respect for the environment.” Happily, none of the presenting faculty members were embarrassed by their confession. Rather, both they and their audience—comprised of nearly 150 faculty, staff and students representing 27 different departments and disciplines—proved eager to hold Fordham to that commitment. Now each year over 40% of Fordham’s full time faculty members participate in some facet of the Office of Research’s opportunities for “Growing Research at Fordham!”

Conceived in three tiers, *Growing Research* begins with its competitive programs to provide Fordham funding to faculty scholars through grants and fellowships. These programs pre-existed *Growing Research*, but their incorporation into an overarching strategy for the development of faculty scholarship has resulted in what can only be described as a virtuous cycle. First, through the promotion of its opportunities and results, the number of annual applications to these funding programs have skyrocketed, which has had the effect of increased competition. Second, increased competition for these awards has resulted in more faculty seeking assistance from their peers and the Office of Research to prepare their applications. Third, better prepared applications have consequently raised expectations among reviewers, who are themselves past recipients of these awards. Finally, peers’ ever higher expectations have caused even more faculty to seek assistance when preparing their projects and proposals—and thus the cycle continues along an ever upward spiral.

This “virtuous cycle” has proven critical to “Growing Research at Fordham!” For example, prior to 2008, faculty members who received a Fordham funded fellowship were 35% more likely to subsequently publish or obtain external funding than those

who had not received such support; however, at the same time, only about 60% of such former faculty fellows were actually contributing to this collective achievement. Three years into *Growing Research*’s virtuous cycle this has improved dramatically. Now 85% of our most recent faculty fellows have already achieved publication or external funding, and they have done so within a significantly shorter period of time since the end of their fellowship period.

Thus the second tier of *Growing Research* has been to highlight these faculty members’ achievements with the support they received from the Office of Research. At the center of these efforts has been an annual series of interdisciplinary panels, luncheons and receptions that have brought together a cross-section of the University community, helped faculty find collaborators from across schools and disciplines, and contributed to the overall perception of a culture of research at Fordham.

One of the great success stories associated with these events has been the explosion of “Digital Humanities at Fordham” (just Google that phrase to see them in action!). Comprised of scholars from an ever growing list of departments—including Art History & Music, English, History, Sociology & Anthropology, and Theology, as well as further partnership with the Graduate School of Business’ *Center for Digital Transformation* and the University’s *Center for Teaching Excellence*—these faculty members’ various projects are on the cutting edge of research in the humanities. *Growing Research* has funded and promoted many of these “DH” projects, both individually and collectively, and their combined efforts are producing tools that will advance scholarship far beyond Fordham. Recognizing this, the National Endowment of the Humanities funded Fordham DH scholar and Assistant Professor of Sociology Micki

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UDM's Spring Research Fair: Celebration of Scholarly Achievement

By: Cate Caldwell, Director of Sponsored Research and Sally Young, Administrative Assistant to the Dean of Libraries, University of Detroit Mercy

The University of Detroit Mercy's *Celebration of Scholarly Achievement* showcases the scholarship generated by UDM's 300+ faculty and 5,000+ students. Over its six-year existence, *Celebration* has evolved from a books-only format to its current array of peer-reviewed books, book chapters, articles, and posters together with campus refereed posters, electronic presentations, non-print projects and student awards.

"The multidisciplinary nature of the event is remarkable," states Matt Mio, Associate Professor of Chemistry and former chair of the faculty development team. "You see a Chemist's poster across from an Architect's electronic presentation or a Nurse's poster right next to a student's award-winning poem. It's a wonderful cacophony."

Former AVP Barbara Schirmer initiated the tradition in 2006 when UDM librarians compiled a list of 113 faculty books written dating to the 1970s. They acquired copies not already part of the collection and displayed all faculty titles at a reception. Book Chapters, Journal Articles and Conference Proceedings were added in 2008. In 2010, the faculty development team, in coordination with AVP Pamela Zarkowski, combined *Faculty Authors* with the *Faculty & Student Research Symposium and Poster Fair* and re-named the event *Celebration of Scholarly Achievement*, while adding 3D elements to the roster. Student awards were added in 2011.

"UDM is a big enough school to have an event like this," observes Mio, "and small enough so that scholars interact across departments and colleges." In 2011, *Celebration* moved to the university ballroom (for more space) and showcased 115 publications, 83 poster presentations and slideshows, 10 electronic presentations and non-print projects, and 10 student

awards. More than 20 percent of publications included students as authors or co-authors, and 49 of the 83 poster presentations included students as presenters or co-presenters. Nearly every UDM college and department was represented. A brochure citing titles has grown from 16 pages in 2006 to 44 pages in 2011. Publications are displayed in the main campus library immediately after the event.

Student-Faculty Research: Three Stories

Dental Hygiene, the only undergraduate program in the Dental School, has integrated *Celebration* into its curriculum. "We are strong believers that part of being a professional is contributing to the body of knowledge," says Associate Professor Judy Kwapis-Jaeger. Students in the two-year program take two research-focused courses. "Scientific Literature" familiarizes them with research methods. The capstone course, "Scientific Presentation," requires students to conduct a research project from inception to presentation.

At the beginning of the term, students self-select into groups of three or four based on research interests—everything from Bruxism (tooth grinding/teeth clenching) to vaccines or green dentistry. Kwapis-Jaeger assigns a faculty mentor to each group. "Students go through the same process that faculty do: an extensive literature review, decisions on research methods, and submission to the Institutional Review Board." Near term's end, students present draft posters to their peers for feedback before pre-print final revision.

Students present at *Celebration*; they also enter their posters into the UDM School of Dentistry's internal competition. Winners receive an expense-paid trip to present at the annual meeting of the American Dental Hygienists Association

(ADHA). In 2011, four groups presented there.

Others present at the annual meeting of the Michigan Dental Hygienists Association. "Students seem surprised when people ask a lot of questions," says Kwapis-Jaeger, "but they really have become the content experts in their areas. Students have told me they've gotten jobs because of these presentations."

Participation in *Celebration* became a course requirement in last year's "Introduction to Digital Media." First-year students created short documentaries about local nonprofits. "The project was started as a vehicle for engaging students with the community while helping them gain useful digital media skills," says Allegra Pitera, Associate Professor and Director of the Digital Media Studies program.

Students spent six weeks creating the videos, interviewing officials from an array of Detroit organizations (e.g., Heidelberg Project, Alternatives for Girls, Recovery Park (SHAR Foundation), WARM, National Council Against Domestic Abuse, and the Downriver Council for the Arts). Besides presenting at *Celebration*, these freshmen came away with a finished piece for their portfolios. "The students learned a lot," says Pitera. "People who saw the videos were impressed too, particularly since they were made by freshmen."

Nihad Dukhan, Associate Professor of Mechanical Engineering, does not require presentation at *Celebration* in any of his courses. However, several of Dukhan's students have co-published journal articles, co-presented at conference proceedings, and/or presented posters at *Celebration*. "Students are inspired to participate when they find out that their research actually pushes the edge of knowledge," states Dukhan, "[and] that other people will read their work and benefit from it."

(Continued on page 9)

Creighton Gets \$2.58 Million to Explore Novel Cardiovascular Treatment

By: N. Kathryn Clark, Communications Coordinator, Health Sciences Marketing/Public Relations, Creighton University



Recent research that angioplasty and stenting – commonly used to open narrowed coronary arteries – are not as effective as once thought. In fact, a study involving more than 15,000 patients and published Nov. 28 online by the Archives of Internal Medicine, shows that it can even do more harm than good in some patients.

According to the study, nearly one in 10 patients coronary angioplasty was re-admitted to a hospital within 30 days, and these patients were at higher risk of death within one year.

Now, Creighton University researcher Devendra K. Agrawal, Ph.D., (pictured above left) has received a \$2.58 million, four-year grant from the National Institutes of Health to explore a potential new treatment to reduce a major complication of coronary angioplasty – a re-narrowing of the coronary arteries after angioplasty and the implantation of stents.

The research ultimately could eliminate the need for stents in cardiovascular care.

With angioplasty, a catheter-guided balloon is inserted to open a narrowed coronary artery. A wire mesh stent is typically implanted during the procedure to keep the artery open. While both are commonly used procedures in heart patients, re-narrowing of the coronary arteries is a serious and well-documented risk, said Agrawal, holder of The Peekie Nash Carpenter Endowed Chair in Medicine.

“Eleven to 18 percent of all patients experience restenosis or a re-narrowing of the artery within three-four years,” noted Agrawal, professor of biomedical sciences, internal medicine, and medical microbiology and immunology.

“This is primarily due to uncontrolled growth of smooth muscle cells at the site of injury due to angioplasty or the placement of stents.”

Following angioplasty and intravascular stenting, Agrawal and his research team will deliver a novel gene involved in the regulation of inflammation at the site of interventional procedure in coronary arteries in a pig model. The goal is to determine whether the administration of this gene can reduce or eliminate the occurrence of restenosis.

Creighton University researcher Devendra K. Agrawal, Ph.D., has received a \$2.58 million, four-year grant from the National Institutes of Health to explore a potential new treatment to reduce a major complication of coronary angioplasty.

“We hope to develop a superior treatment for patients that will eliminate the need for stents and significantly improve outcomes for in the treatment coronary artery disease,” Agrawal said.

Study co-investigators are Michael G. Del Core, M.D., chief of interventional cardiology and William J. Hunter III, M.D., professor of pathology, at Creighton University.

Syed Mohiuddin, M.D., cardiologist and chair of Creighton’s Department of

Medicine, said Agrawal’s research is important.

“Dr. Agrawal and his colleagues are conducting critically important research that, in time, could become an important preventive cardiovascular treatment,” he said.

Charles Feldman, D.Sc., lecturer of medicine at Brigham and Women’s Hospital, the teaching hospital for Harvard School of Medicine, said the work of Agrawal and his research team demonstrates the importance of basic research to improved patient care.

“So often, we take a clinical approach to resolving a medical problem...an artery is too small, so we insert a balloon without understanding the fundamental mechanism causing the problem. Dr. Agrawal’s research is about discovering the underlying mechanism and bringing that discovery to the clinical setting.”

Rowen Zetterman, M.D., dean of Creighton University School of Medicine, said the study is noteworthy for its potential impact on cardiac care as well as the interdisciplinary collaboration.

“Too often, there is a lack of collaboration between basic scientists in the laboratory and clinician researchers who actually treat patients. This collaboration is critical to the Creighton School of Medicine’s goal to translate cutting-edge, scientific medical discovery into clinical applications that benefit real patients.”

CAMPUS NEWS CLIPS

By: Deanna I. Howes, AJCU Manager of Information Services

Boston College Partners with Irish Business Leaders on Entrepreneurship Initiative

Last month, Boston College (BC) hosted a week-long executive educational exchange program, sponsored by the U.S. Department of State, for Irish economic development experts to learn how to stimulate their economies and create jobs for young entrepreneurs.

The university's Irish Institute arranged for the Irish delegation to meet and attend seminars with Boston-area business executives and educational leaders from BC, Harvard University and the University of Massachusetts-Boston.

Irish Institute Director Robert Mauro said, "This exchange gives Massachusetts a chance to contribute, once again, to the Northern Irish peace-process and to enhance Massachusetts' entrepreneurial activities through international collaboration, which is foundational to the regional economy."

Canisius College Commemorates 40th Anniversary of Intercollegiate Athletics

2012 marks the 40th anniversary of Congress' passing of Title IX, a landmark bill that prohibited sexual discrimination at educational institutions. One significant outcome of Title IX was the rise of female student-athletes at colleges across the nation.

In a recent feature article, Canisius College's alumni magazine profiled the effect of Title IX on its female student-athletes, past and present. After the bill's passing in 1972, Canisius began years of budgeting and fundraising to pay for scholarships, uniforms, travel and coaches for their female student-athletes, who have enjoyed considerable success in the Metro Atlantic Athletic Conference (MAAC).

Highlights of their success include 12 tournament titles and 11 NCAA tournament appearances for the softball team; 5 MAAC

championship titles for the women's cross country team; and 8 MAAC tournament appearances for the women's volleyball team. To learn more about the history of women student-athletes at Canisius, [please click here](#).

New Book Profiles Historic Racial Progression at College of the Holy Cross

A new book on College of the Holy Cross' racial progression in the late 1960s is receiving considerable buzz, from the [Boston Globe](#) to [Vanity Fair](#). Diane Brady's *Fraternity* chronicles the experiences of a group of African-American students at Holy Cross, all of whom were recruited by former president Rev. John E. Brooks, SJ.

After Martin Luther King, Jr. was assassinated, Fr. Brooks was inspired to help African-American students obtain a quality education at the college; the group of students he recruited in 1968 included Supreme Court Justice Clarence Thomas '71; Pulitzer Prize-winner Edward P. Jones '72; and New York City deputy mayor Stanley Grayson '72.

Brady's book describes the effect that Fr. Brooks and Holy Cross had on the students' lives, and how the students applied what they learned to their future careers. To order the book on Amazon, [please click here](#).

Loyola Marymount to Host International Education Consortium

Loyola Marymount University has recently announced that this May, it will host the International Institute for SoTL Scholars and Mentors (IISSAM). Two other Jesuit institutions (Canisius College and Creighton University) serve as members of a consortium that sponsors IISSAM.

SoTL (Scholarship of Teaching and Learning) is an initiative supported by the

Carnegie Foundation, which, according to Loyola, "invites faculty to view their classrooms as sites for inquiry by addressing questions of teaching and student learning in a scholarly way within their fields thereby enhancing teaching excellence and furthering reflective teaching."

This year's Institute will take place from May 31st to June 3rd, and will focus on the topic, The Ecology of Teaching and Learning. To learn more about IISSAM, [please click here](#).

Loyola Chicago Professor Chronicles Destruction of LA Coastline in New Documentary

A Loyola University Chicago professor has recently filmed a documentary on the destruction of the Louisiana Gulf Coastline. Elizabeth Coffman, Ph.D. said that the film, *Veins in the Gulf*, is intended to educate audiences on the importance of protecting the Coast.

She said, "Protecting the coastal area and starting to restore it are vital...This is the first coastal area to go under, but it won't be the last." After Hurricane Katrina in 2005 and the oil spill of 2010, this film is particularly timely.

Coffman interviewed local residents, water specialists and engineers for the film, which she has shared with political leaders, including LA Governor Bobby Jindal. To learn more about *Veins in the Gulf*, [please click here](#).

(Federal Relations, from page 4)

which may or may not agree with the position of private institutions. The Teacher Education negotiated rulemaking panel begins on January 18, running for three days, and will meet in February and April.

AJCU will be there every step of the way during these negotiated rulemaking sessions. The purpose of these sessions is for the negotiators to agree, by consensus, on regulatory language that colleges and universities must comply by, in order to be eligible for Title IV student aid. Failure by all negotiators to reach 100 percent consensus will result in the Department writing regulations in a way they believe is appropriate, and may or may not take into account language that negotiators discussed. Regulatory language cannot be used as a means to bypass legislative language and intent, as one of the many goals of negotiators is to prevent that from happening.

AJCU has nominated numerous negotiators, and I have served as negotiator on numerous occasions through the years. We are proud that two of our campus professionals will be helping the cause for all private institutions.

(Fordham, from page 5)

McGee to spearhead a multi-institutional effort to create standards for interoperable data in order to foster collaborative archival research. Reflecting on her award's intent, Dr. McGee points out that "DH is often less hierarchical than traditional scholarly contexts...open[ing] up new avenues of scholarship."

Which brings us to the third tier of *Growing Research*: recognizing the impact Fordham faculty scholarship has on the world around us. This past spring, faculty, students, staff and alumnae/i submitted over 400 nominations for the first annual "Fordham Funded-Research Scholar" award, established to recognize those faculty with externally funded research agendas that have had a profound effect on our com-

munity and Fordham's culture of research. Many of those submitting nominations took considerable time to write about why they wanted to see that faculty member so honored at our March 2011 Lincoln Center award ceremony, which was part of a full day of scholarly events. They didn't talk about book sales, dollar amounts or the prestige of granting institutions. Rather, they wrote comments like the following about our award recipient in the category of *Social Sciences & Professions*, Assistant Professor of Social Work Tina Maschi, whose research includes studying the unique challenges of being elderly and in prison:

It is due to her contagious passion for learning and her demonstration of what is possible through research that I have been able to push myself to my limits. The world is a better place because of people like Dr. Maschi. She exemplifies all that Fordham aims to represent. She is a true scholar.

A true scholar. That's why we do research, and how research informs what we teach. That's why we're "Growing Research at Fordham!"

(UDM, from page 5)

Dukhan is convinced that students who are not exposed to research as undergraduates will be at a disadvantage in graduate school (c.f., Dukhan and Jenkins 2007[i]). Participation in undergraduate research also builds soft skills such as communication, teamwork, lifelong learning, and professionalism.

Student Awards

Celebration's inclusion of student awards has broadened participation even further. Students in creative writing and the arts do not typically focus on hypothesis-driven research, but build creative portfolios to demonstrate their talent. Last spring for the first time, *Celebration* hosted

the winners of UDM's 40-year old Dudley Randall Student Poetry Competition. Legendary Detroit poet and publisher Dudley Randall launched the contest 40 years ago and served as prize judge for many years.

Today the first round is judged by UDM faculty and the final round by Detroit published poets. Winners have long been honored with a cash prize and a reading at the UDM Honors Convocation. *Celebration* gives them added recognition in a university-wide context.

This relatively recent tradition has evolved into a single comprehensive exposition where faculty, faculty-student teams, and students offer the entire university community a place to walk about in UDM's world of research and award winning achievement. The 2012 event will coincide with the Council on Undergraduate Research's designated research week in April. For additional information, [please click here](#).

[i] Dukhan, Nihad and Michael Jenkins. "Undergraduate Research as a Motivation for Attending Graduate School." *American Society for Engineering Education, Proceedings*. Honolulu, Hawaii. June 24-27, 2007.