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education

COLLEGE OF EDUCATION 2018

PATHS to the **PIPELINE**

The College of Education is paving the way to address the teacher supply challenge.



marquette education

AN ABUNDANCE OF ACCOMPLISHMENTS

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College of Education

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“... it’s this past decade that has been the most game-changing.”

Welcome to the most recent issue of *Marquette Education*. It’s a genuine pleasure to introduce its contents to you. Collectively, the articles illustrate the breadth, depth and social relevance of the remarkable work being done in our College of Education by faculty, students, staff and administrators, often in concert with our valued alumni, community partners and friends.

Frankly, merely listing the extraordinary variety of topics will take up much of the space I’ve been allotted here. But that’s a great problem to have. Ideally, this assortment of subject matter means that there should be something of interest for nearly all readers.

The range of topics includes articles focusing on new academic programs such as Educational Studies and Rehabilitation Counseling to research on pediatric trauma, justice-oriented education and living-learning communities. It extends to the exceptional achievement of graduate students on national examinations and the recognition of two recent undergraduate students as Fulbright Scholars. Read on, and you’ll learn about an exciting study abroad trip to Peru, a doctoral candidate’s appointment to an important new role in Campus Ministry, professional materials to help reduce immigration stress in schools, intensifying our fundraising efforts to help recruit and support aspiring teachers, and the 25th anniversary of our nationally acclaimed Hartman Literacy and Learning Center. Lastly, we feature a story on the acute challenges of attracting young people to the teaching profession and our efforts to do so.

The credit for generating such productivity belongs to our Counselor Education and Counseling Psychology and Educational Policy and Leadership departments for working with such vision and conviction. And it seems especially fitting that the timing of this abundance of accomplishments coincides with the forthcoming 10th anniversary of the College of Education this summer, a notable milestone for us.

While it’s true that our long history at Marquette began in 1921 as a department and continued that way until the emergence of the School of Education in 1978, it’s this past decade that has been the most game-changing. As the College of Education proudly approaches 100 years of service in 2021, we can only wonder what exemplars of social justice in action await us in the next decade and century.

Sincerely,

Dr. Bill Henk
Dean of the College of Education

FULBRIGHT SCHOLARS MAKE GLOBAL IMPACT

Having back-to-back Fulbright awardees hailing from education — Robert Borowik in 2016 and Morgan Lieske in 2017 — the college is doing its fair share of representing high-achieving scholarship. Here's an update on what these graduates are up to.

AS THE SON OF Polish immigrants who came to the United States to escape communist rule, Robert Borowik, Ed '16, was always fascinated by Eastern Europe. After graduating from Marquette, his goal of doing valuable work while experiencing a different culture is what led Borowik to apply for and be awarded a Fulbright scholarship to teach in Baku, Azerbaijan.

During Borowik's year there at the English Centre Physics, Math and Informatics Lyceum, his students eagerly tackled the challenge of learning conversational English in an after-school club he organized, and he spent his lunch hours being tutored in Azerbaijani by the school's good-natured lunch ladies. He dove into the history and traditions of this mainly Muslim country, spending weekends and breaks traveling throughout the region to visit religious sites that date back centuries. Following his experience in Azerbaijan, he has continued his multicultural explorations as a history teacher at an American school in San José, Costa Rica.

For Morgan Lieske, Ed '17, the first days as a Fulbright Scholar in Quito, Ecuador, were rough. Elevation sickness combined with a nasty sinus infection landed her in urgent care. What stands out, however, was how nice everyone was. The friendliness of others has remained a hallmark of her experience in the country, where she currently lives and teaches English to high school students.

As an undergrad, Lieske spent six months in Madrid with a doting 80-year-old host mom, an experience that proved life-changing. It fed her desire to live and teach abroad and ultimately led to being awarded a prestigious Fulbright scholarship. Prior to heading to Ecuador, Lieske taught at a charter school on Milwaukee's south side, and she hopes to forge a connection between her students in Milwaukee and those in Ecuador. This way, they can each get a taste of the other's culture, and she can spread some of the Quito kindness around. — JENNIFER ANDERSON



Robert Borowik



Morgan Lieske



PASSING THE TEST

ALL 22 GRADUATES of the Clinical Mental Health Counseling program in the Department of Counselor Education and Counseling Psychology passed the National Counselor Examination for Licensure and Certification in 2017.

The NCE assesses knowledge, skills and abilities determined to be imperative to providing effective counseling services. It's a requirement for licensure as a counselor in many states and represents one of two examination options for the National Certified Counselor certification.

Over the years, Marquette CECP graduates consistently obtain scores on this national exam that exceed national averages by a significant margin. In commenting on this impressive record, Dean Bill Henk notes the enormous pride that the College of Education takes in its students' success. "The consistently superior performance achieved by our CECP students on this national examination is an affirmation of the extraordinary caliber of the program, the decided skill of our faculty, and the exceptional capacity of our students," he says.

Based on data from a 2017 survey of graduates who were actively seeking employment, 92 percent of clinical mental health counseling graduates and 100 percent of school counseling graduates obtained positions within 120 days of receiving their degrees.



PREPARING EXPERT EDUCATORS FOR NON-TRADITIONAL CLASSROOMS

THE COLLEGE OF EDUCATION has introduced a new major and minor — educational studies. Available since fall 2017, the new major is designed for students who are interested in working in education, but not as traditional classroom teachers. "It's really designed for students who want to teach in other spaces like nonprofits or community organizations. Unlike the other two majors in the college, it does not lead to licensure," says Tina McNamara, Grad '91, assistant dean for undergraduate advising and student services.

One of the main impetuses for launching the educational studies major and minor came from the nonprofit

sector itself. Many organizations in the community that work with children or youth — Boys & Girls Clubs, Scouts, YWCA, public libraries and theatres — have an educational component. "We held focus group discussions with city and county nonprofit organizations to get their input as to a demand for this major and the knowledge, skills and dispositions they would want graduates to have in order to be best prepared to work in their organizations," says Dr. Sara Burmeister, Grad '97, clinical assistant professor and program coordinator of the Educational Studies program.

This feedback helped formulate the curriculum for the program. In addition

Zoological Society of Milwaukee education intern and Marquette University student Samantha Martinson leads a group of 6- and 7-year-olds through the Milwaukee County Zoo's farm for a summer camp called "Zoo's Clues" in 2010. Martinson, Ed '12, now works for the Zoological Society's education department. Photo by Julie Cheng.

to developing an understanding about learning, curriculum and instruction, students will also be learning about project management, program improvement, communication strategies and other areas identified by the focus group. "One of the things we heard was how many of the focus group members wished they'd had a program like this when they were in college," says Burmeister. "Several had gone through a traditional teacher preparation and licensure program even though they knew they didn't want to be in a traditional classroom setting. They really understood the need for this major."

Through these focus group meetings, the college was able to develop a very robust community advisory board that will guarantee continued success. Members of the board include professionals from the Milwaukee County Parks, Milwaukee Public Library and Milwaukee Public Museum; the Zoological Society of Milwaukee; Betty Brinn Children's Museum; First Stage; and the Boys & Girls Club. "All are willing and eager partners for the program, and they embrace the opportunities to mentor our students in field placements and internships. Many said they couldn't wait for the interns; they wanted them this year already," says Burmeister. — GUY FIORITA

TALENT ACQUISITIONS

The College of Education has welcomed four faculty and one staff member in the past two academic years. Learn more about what these professionals bring to the university.



DR. TERRY BURANT

Dr. Terry Burant's arrival is actually a homecoming. A former faculty member of the Department of Educational Policy and Leadership and native Milwaukeean, she taught as an adjunct for several years. When the opportunity arose for her to return as director of teacher education and clinical assistant professor, Burant was thrilled to come back, as she is "excited to reconnect with alumni and make connections between and among them and our current students. I am driven to strengthen the College of Education's presence in the city. I wholeheartedly believe in *cura personalis* and hope that this will be evident in my daily work."



DR. DERRIA BYRD

In fall 2016 Dr. Derria Byrd joined the Department of Educational Policy and Leadership faculty as an assistant professor. She has previously worked in nonprofit educational organizations around the country and says, "I am foremost excited about the College of Education's work with future counselors, educators, administrators and (higher) education professionals. Through our work with these students, we can have a significant impact on their commitment and preparation to work toward educational justice in a range of contexts." Combining her experience with research interests in higher education, equity, and organizational culture and change, Byrd is in her second academic year with the college.



DR. KARISSE A. CALLENDER

With research interests in trauma, addiction and clinical supervision, Dr. Karisse A. Callender joined the Department of Counselor Education and Counseling Psychology as an assistant professor in fall 2017. Marquette's mission resonates strongly with Callender: "I share the belief that through excellence in my work, faith in myself and others, and compassionate leadership and service, I can inspire and encourage others." Furthermore, she wants to "prepare my students with the foundation to go into their respective communities with knowledge to help them develop behaviors and skills that are holistic and career-sustaining as they work with their clients and colleagues."



DR. LYNNE KNOBLOCH-FEDDERS

As a Wisconsin native and a Marquette alumna, Dr. Lynn Knobloch-Fedders, Arts '96, is returning to her Wisconsin roots as an assistant professor in the Department of Counselor Education and Counseling Psychology. For the past 16 years she worked at The Family Institute at Northwestern University, specializing in family and couples counseling. While bringing her experience back to Marquette, Knobloch-Fedders says she is "looking forward to the opportunity to reconnect. ... I'd also like to build research collaborations across the university and within the greater Milwaukee community."



MICHAEL BOONE

Joining the College of Education as the new director of academic business affairs, Michael Boone brings a wealth of experience related to the financial management of nonprofit organizations and higher education institutions. Boone holds a bachelor's degree in finance from Winston-Salem State University and has worked at the American Red Cross, Johnson C. Smith University, and most recently North Carolina Central University. Bringing a fresh eye to the college, Boone is looking forward to "seeing where I can improve financial management and find areas where resources can be used more efficiently."



NEW SPECIALTY IN COUNSELING PEOPLE WITH DISABILITIES

A REHABILITATION counseling specialization within the Clinical Mental Health Counseling master's degree program was approved by the Board of Graduate Students in November, which likely means the university will be offering the program by fall 2019.

The Counselor Education and Counseling Psychology Department has received wide support for such a program from both campus and community leaders, as recent statistics indicate the need and demand for services for individuals with disabilities will rapidly increase in the coming years due to an aging population and medical advancements.

"The most significant impact of this program is it allows us to meet the growing need for rehabilitation counselors locally and regionally," says Dr. Alan Burkard, department chair and professor. "It represents a new way that our department can engage and provide service to others, clearly aligning with Marquette's mission."

Rehabilitation counselors provide counseling services to individuals with physical, mental, developmental and emotional disabilities. It is a highly specialized area of the counseling profession whose practitioners understand the medical and psychosocial aspects of disabilities; comprehend the assistive technologies, employment laws and regulations that affect disabilities; and evaluate an individual's abilities, strengths and readiness to return to work. Rehabilitation counselors work in a variety of areas such as cognitive rehabilitation in hospitals and agencies, employee assistance programs, independent living services, and veterans' vocational rehabilitation.

CALLING ALL ALUMNI!

THIS PAST SUMMER, the College of Education established the College Alumni Board as an effort to support alumni through social and professional development programming. Membership is open to graduates of any program at either the undergraduate or graduate level from either the Counselor Education and Counseling Psychology or Educational Policy and Leadership departments. Meetings are held every two or three months, and members can either attend in person or call in to participate. Laura Bolger, Grad '08, the College of Education's development director and an alumna of the Clinical Mental Health Counseling program, is heading up this new initiative and described it as "a way to ensure our graduates

feel connected to Marquette and the College of Education well after they cross the stage at graduation."

After initial meetings and surveying members, the board is planning programming to begin in March 2018. The first opportunity will have a focus on the topic of trauma-informed care, presented by Counselor Education and Counseling Psychology doctoral candidate Lauryn Besasie, Grad '15, who has worked closely with Dr. Bob Fox in the Behavior Clinic. Future plans for the group include mentoring of current students or recent alumni, career planning and informal gatherings. Bolger also sees an added benefit: "Being able to bring alumni back to campus to reminisce, volunteer, support each other and donate to the programs that formed their careers and lives is so special," she says.

Interested in joining? Contact Laura Bolger at laura.bolger@marquette.edu or 414.288.5718.



PATHS TO THE PIPELINE

The College of Education is paving the way to address the teacher supply challenge.

By **Paula Wheeler**

Illustrations by **Katie Carey**

IN FALL 2016, following a steady stream of local media reports about school districts around the country struggling to find qualified teachers, the Learning Policy Institute released a research report on teacher supply and demand in the United States. It confirmed a bona fide deficit of skilled teachers in many areas of the country, and made a discouraging prediction that the situation would only get worse.

The study's authors based this forecasting on a number of intersecting factors — growth in student enrollment, efforts to reduce student-to-teacher ratios, ongoing high teacher attrition rates and declines in teacher education enrollment.

Nationwide data revealed a 35 percent drop in enrollment between 2009

and 2014, while Marquette's College of Education only had one slightly off year during that period. But in fall 2016 the college felt the full impact of this trend as its incoming freshman enrollment declined 40 percent from the previous year.

"This is a national phenomenon, and it seems to be particularly acute in the Midwest," says Dr. Bill Henk, the College of Education's dean. "Every teacher preparation program in Wisconsin experienced a significant decline in young people choosing teaching as a career."

Henk, a central voice in Wisconsin's dialogue on the teacher pipeline issue, well understands the challenges today's teachers face both inside and outside of the classroom. The work can be

all-consuming, the compensation is often less competitive than other fields, and the economic, social and emotional problems of students — particularly in underserved areas — are more daunting than ever before. Add what Henk says is a very real devaluing of the profession in modern American society and the results are mid-career teachers exiting in droves and young people at a loss to identify the advantages of a career in K–12 education.

But Henk and Marquette aren't standing by, waiting for a demographic or cultural shift. To address the demand for qualified teachers, the College of Education has gotten creative, systematic and resolute, with strategies designed to attract additional highly qualified applicants and help finance their preparation.

"We want to do our part to get as many Marquette graduates in the classroom as we can because schools report that they are outstanding," Henk says. "We turn out a high-caliber brand of teacher."

STEM PROFESSIONALS WANTED

Along with special education and English language learner programs, the institute's report found the greatest need for teachers in the science, technology, engineering and math (STEM) subjects. In 2015–16, 42 states reported a dearth of qualified math teachers while 40 states said the same for science.

In May 2017 Marquette announced that faculty from the College of Education and the Opus College of Engineering jointly secured a \$1.2 million grant from the National Science Foundation. The program development and education team, which includes Drs. Ellen Eckman, Leigh van den Kieboom and Jill Birren from education, and Dr. Barbara Silver-Thorn from engineering, is leveraging the grant to create a 14-month master's program designed to attract exceptional STEM

professionals and transform them into top-level STEM teachers for middle schools and high schools.

Eckman, associate professor and chair of educational policy and leadership, says the team wanted to develop a streamlined, efficient graduate program for non-education majors who realize they want to become teachers later in their college years or after starting other careers.

"WE WANT TO DO OUR PART TO GET AS MANY MARQUETTE GRADUATES IN THE CLASSROOM AS WE CAN BECAUSE SCHOOLS REPORT THAT THEY ARE OUTSTANDING. WE TURN OUT A HIGH-CALIBER BRAND OF TEACHER."

— DR. BILL HENK

The grant enables Marquette to offer \$23,400 to each of 28 incoming students who will be known as Graduate Noyce Scholars. For working professionals in fields such as engineering, this amount is meaningful, says van den Kieboom, Grad '08, associate professor of educational policy and leadership. "To come back to school for 14 months means leaving their job, losing income and paying for school," she says. "The financial support is essential."

The co-op education model used in the program is a key differentiator, van den

Kieboom says, explaining that it has long been employed in the engineering industry and enables students to get real-world experience while in school.

What this means for Noyce Scholars is that their preparation will include campus course work integrated with on-site, hands-on work at a middle or high school to which their cohort is assigned. They will also participate with educational organizations such as Discovery World, the Urban Ecology Center and school-based summer programs. It's an immersive experience, Eckman says, that tightly integrates content and pedagogy.

The Noyce program is already fielding inquiries and preparing to accept applications, as the first cohort of seven students begins in summer 2018. The scholarship package requires graduates to devote at least two years teaching in a high-needs district, van den Kieboom says.

RECRUITING GETS A PERSONAL TOUCH

The 2016 drop in new freshmen was an impetus for the College of Education to examine recruitment practices and determine how they might, as Henk puts it, "secure more of our qualified applicants than we have in the past."

"Last year we really looked at it and said, 'We need to do something,'" says Calley Hostad, assistant director of communications strategy and enrollment.

She and fellow team members — including Tina McNamara, assistant dean for undergraduate advising and student services, and the Office of Undergraduate Admissions — examined the practices of other Marquette colleges and departments and developed a more systematic approach to recruiting that features a highly personal touch. Elements include personalized letters and cards, notices

encouraging applicants to register for a scholarship competition, an inspirational video about the teaching profession, an increased social media presence and more, as ways of making applicants feel more connected to Marquette. Phone calls, as well as the availability of staff and even the dean to meet with prospects' families, are critical. Outreach to interested candidates from current College of Education students, who can relate to them on more of a peer level, has been a key component as well.

Hostad tracks each touchpoint in a huge spreadsheet, which is how she knows that the office made 567 phone calls in November 2016 and sent 245 holiday cards from the dean that December.

Henk is all too happy to participate in whatever way he can, including meeting with individual prospective students and their families. "We want to send a message of caring from the very beginning, and talking to a dean could help in that regard," Henk says. "Plus, rather than say, 'We are Marquette,' our theme to those who apply is, 'You are Marquette.'"

Hostad says the college's 33 percent increase in enrollment from fall 2016 to fall 2017 "is definitely reflective of the personal touches."

LIFTING THE BURDEN OF STUDENT DEBT

Noting that the pipeline issue has propelled scholarships to the top of the college's fundraising priority list, Henk plans to focus much of his energy on securing new resources specifically to recruit and support Marquette undergraduate education majors. Informally he refers to these efforts within the existing College of Education's Scholars Fund as trying to give aspiring teachers a LIFT, his personal acronym for a Lifetime Investment in the Future of Teaching.



Recognizing that while their preparation is "world-class," the College of Education students pay the same private-school tuition as "those in other Marquette colleges who will graduate with the promise of significantly greater compensation," Henk explains.

Henk is also strategizing with university leaders on potential initiatives that include supporting Catholic school teachers and principals, which would aid undergraduate and graduate students who feel called to Catholic education. The college is also exploring a Back to School concept, which would support re-entry to the workforce for licensed teachers who have left the profession, often to raise families.

Taking a cue from research that says it can be beneficial to "plant the seed early" when it comes to careers in teaching, the college is also working on initiatives to reach middle school and

high school students, including hosting 200 middle school students from Pathways Milwaukee's college- and career-readiness program this academic year. The college is also reaching out to principals about instituting a regional Future Teacher Association to encourage and inform middle school and high school students who show an interest in teaching as a career.

Recruiting even small numbers of students to Marquette's program, Henk says, has a significant ripple effect. "Our students are game-changers," he says. "Each time we prepare so much as one less teacher, it means that thousands of children's lives won't be touched over the course of what would have been that teacher's career."

To contribute to our Scholars Fund or establish a scholarship, visit marquette.edu/giveonline or contact Laura Bolger, director of development, at laura.bolger@marquette.edu.

PERUSING — PEDAGOGY —

College of Education students (l to r) Amy Fangmann, Liz Rivas, Addy Sadowski, Sara Douvalakis, Claire Olson, Carrie Sikich and Amy Krzoska wave their Marquette pride at Machu Picchu, an Incan citadel in the Andes Mountains of Peru.

This past spring, the College of Education offered its first study abroad program. Seven students — accompanied by professors Dr. Melissa Gibson and Rev. Jeff LaBelle, S.J., Ed.D. — packed their bags and teaching ambitions and headed to Peru for four weeks, expecting to earn six credits and a global perspective on their future profession. Starting in Lima, with stops in Cusco and Machu Picchu, the students were asked to reflect on their journeys in blogs. Here is a sampling of their insights.

(Content from student blogs has been edited due to space restrictions.)

First impression

CARRIE SIKICH

As we drove from El Aeropuerto Internacional Jorge Chávez to our home stay in Jesús María, a bustling and lively district of Lima, Peru, I knew my peers and I were in for an adventure. The streets of Jesús María were full of action, even though it had already been dark for several hours. Our home “family” is a group of kind, welcoming people. Our house mother and brother made us quickly feel at home. I expected myself to be on edge, yet I felt perfectly at ease thanks to the hospitality of our host family and the impending feeling of excitement that came with knowing I was out of North America for the first time.

Firsthand lessons of social justice

AMY FANGMANN

In Lima the “Wall of Shame” is situated between the neighborhoods of Santiago de Surco and San Juan Miraflores, and exemplifies the stark socioeconomic contrasts that have developed in Lima. On Santiago de Surco’s side, there are predominately affluent homes while San Juan Miraflores’ side consists of small homes made from “scrap” material. In addition, there is a noticeable variation in accessibility to water; San Juan Miraflores again having the disadvantage in this situation.

The “Wall of Shame” seems to act as a barrier that stops any major reflection within these communities about their stark differences. When the differences are blocked off, they seem to be easier to live with. I think this goes for (residents on) both sides of the wall.

However, learning does not come from the easy. Learning comes from

the reflection on the differences that exist in our world.

ADDY SADOWSKI

We learned that many people in the Andes region, especially those who primarily speak an indigenous language, feel inferior to Spanish-speaking Peruvians who live in bigger cities and possess a higher social status. Those who hold dominant culture capital are able to thrive in ways that others cannot. In Andahuaylillas, the teachers encourage their students to set high goals but also to acquire skills that will help them within their community. They acknowledge and embrace the students’ non-dominant cultural capital and push the students to do the same. As a society, we should aim to appreciate what people from different cultures provide, whether we’re in Peru, the United States or anywhere else in the world.

CARRIE SIKICH

During our visit, we learned that many Fe y Alegría schools in the Andes have students speaking both Quechua (language of the Incas)

and Spanish equally by third grade. We learned the two main goals of Fe y Alegría schools in the Andes region are to promote a bilingual and intercultural education, and protect and teach human rights and gender equality. The director of the school made it clear that the educators at the school wished to “open the students to the world,” while still celebrating their culture.

AMY KRZOSKA

Girls often go to school only through primary, while boys tend to move onto secondary. The girls do not have as much of an opportunity to go to secondary school. It’s often unsafe for them to walk to and from school because the boys tend to bully them. They are also valued more in the household and expected to take care of the house and their siblings. At the Fe y Alegría school in Andahuaylillas, the presenter said that in many rural schools, students have to walk two hours to school and two hours back home. She pointed out that this often presented girls with dangerous situations and prevented them from continuing their educations.



Sara Douvalakis works on her fútbol skills with students from Sociodeportiva MLK.

Fútbol fun

SARA DOUVALAKIS

After a sit-down breakfast of freshly blended jugo de papaya y piña and pan, we were off to la Escuela Sociodeportiva Martin Luther King to play fútbol with local children who live in the district of El Agustino (Lima). MLK is a program founded by ex-gang members who are trying to enrich the community

and provide opportunities for children growing up in this district. Although this is one of the poorer districts, it was my favorite location so far. Right away, I noticed friendly locals welcoming us, and beautifully colored homes lining the streets. Wild dogs and cats joined us on our walks through the neighborhoods, and even on the fútbol field.

The children were so curious about different English words and toys that

we have in America. The boys were fascinated with my light eyes and blonde hair, since many Peruvians have darker hair and eyes. We were split into soccer teams and played short scrimmages against each other. I even scored a goal!

LIZ RIVAS

We got the opportunity to play soccer (at Sociodeportiva MLK) with children ages 5–12, except it wasn't your traditional soccer game. It was called "Fútbol Calle," which is translated to "street soccer." This game concentrated on respect, resolving conflict and good sportsmanship. I noticed that these are values that seem to be forgotten in the United States. It seems to me that here a game is more about who is the winner and who is the loser. MLK not only focuses on those specific values, but also on forming a community that is both positive and engaging.

Treasures of advice

ADDY

I have noticed a number of things that Mr. Riley (the classroom teacher) does that I hope to incorporate into my own classroom someday. One of the first things he showed me is his "Reasons Why" folder, where he keeps everything his students have given him. He explained that anytime he is frustrated throughout the day, he looks in the folder and is reminded of all the reasons he loves being a teacher.

AMY K.

Today, my students gave me advice on how to be a good teacher. They each put a lot of thought into their answers and gave me concrete examples like, "Remember how you thought your teacher should have acted, and act that way," and "Make mistakes, but remember to apologize when you need it." It meant a lot to me to hear it right from the students. Mr. P (the classroom teacher) also gave me great advice, "Be gentle on yourself your first few years. You are learning and teaching is hard." And, "Remember, the teacher you are now is not the teacher you will be in five years."



Students show off their creations to student teacher Addy Sadowski.

"GETTING OUT OF THE WORLD WITH WHICH WE'RE FAMILIAR CAN HELP US TO IMAGINE OTHER POSSIBILITIES FOR SCHOOLING." — DR. MELISSA GIBSON

Cultured

CARRIE

Today, we got to explore (Cusco). In the main plaza, there was the Corpus Christi Festival happening, which has been amazing to witness. The festival used to be an Inca festival during which there was a procession of the Inca kings' mummies. When the Spanish came to Peru, they destroyed anything that was related to the Inca religion. Thus, during this special festival, the Spanish forced the Inca people to carry saints in the procession instead of their mummified kings. Still today, during the procession, one can see 14 saints being carried throughout the city. The Corpus Christi festival is a fascinating example of the old Inca culture peeking through the Spanish, Catholic culture of modern-day Peru.

AMY K.

The people from (Andahuaylillas) welcomed us into their community and showed us one of their rituals in their traditional attire and using traditional music. We got to see how they thank and praise Pachamama, mother earth. They put coca leaves, beans, candy and much more into a paper that they then burned in the fire to thank her for all that she has done for them. Then they showed us how they give the llamas alcohol, and each family gets to mark their llama as their own. They do this by piercing their ear and then putting strings on them to show that they belong to that particular family. After they mark them, they dance to traditional music played by the members of the community.



Colegio Roosevelt student Mateo presents student teacher Liz Rivas with a gift from the school marketplace.

A-ha moments

LIZ

The third graders created a marketplace with inventions of their own. They displayed and sold them and donated any profits. I couldn't help but think that these third graders were super creative and smart. What I really enjoy about Colegio Roosevelt is that they give students opportunities to create things and give them room to be independent. I think this is something that would be very interesting to bring back with me. While making my way through the market, one of my students, Mateo, came up to me with a plant and said, "I bought this plant for you." This made my day and put the biggest smile on my face. Can't wait for it to grow!

SARA

At every school, the students had different hopes and dreams for themselves, and at each school there were students who were so hungry to reach their goals. Teachers told us that sometimes there are students who

walk two hours just to get to school; this perseverance was so inspiring and put a lot of things into perspective for me. In the United States many students see school as a chore or take receiving an education for granted, but to see how many obstacles these students overcome just to get to school was incredible. Every school has students who are "roses that grow from concrete," but there were many schools in Peru in which the entire school was a full garden of roses who grew from concrete. I believe it is the teachers that make this possible. I believe teacher quality has the biggest impact on students and their hopes and dreams.

AMY F.

A broadened view of the world and others can lead to less barriers in our society. By understanding each other, our societies and our histories, we can put together a clearer picture of our world and how to improve it. I definitely left Peru with a broadened view, and hope to carry that with me as I continue my pursuit to become a teacher.

MISSION

in MIND

by MARTINA IBÁÑEZ-BALDOR, Comm '15
photo by Adam Ryan Morris

AS A YOUNG GIRL, Afnan Musaitif had a keen sense of the cultural differences between her home life and social life. Her parents, who had immigrated to Milwaukee when she was just 6 months old, grew up in Palestine. She could note the variations in human behavior between her Muslim and Arab community and her school community. "Those cultural differences I noticed very early on, as early as my earliest memories," Musaitif recalls. "It sparked my interest in multiculturalism and diversity."

In particular, she noticed that mental health issues were not talked about, and people in her community weren't getting the help they needed. "There was a lack of access to care but also a stigma around mental health concerns," she says. "I felt like there was a gap that could be bridged." This, combined with her interest in multiculturalism, her caring personality as the oldest of nine siblings and her inquisitive nature, all lead to an undeniable interest in psychology — one she is still pursuing today as a doctoral candidate in counseling psychology.

In the fourth year of her doctoral program, Musaitif has nearly completed all of her degree requirements. Her final step is finishing a mandatory full-year internship, which she is fulfilling with the Clement J. Zablocki VA Medical Center. There she is training as a psychologist, working primarily with veterans diagnosed with post-traumatic stress disorder. On top of this full-time job, this fall Musaitif was named the campus chaplain for Muslim student support, a position designed to provide spiritual and moral support to Muslim students on campus.

The position has been in the works for more than five years. "In addition to the basic goal of providing on-campus spiritual and religious support to Muslim students in their everyday lives, we saw that Muslim students were experiencing more prejudice on and off campus," says Mary Sue Callan-Farley, director of Campus Ministry. "We saw an immediate and heightened need to support these students with a spiritual adviser and ally who also related to the struggles of living in the present political climate."

The discussion to create a Muslim chaplain position came to a tipping point in 2016, after two incidents in which the Muslim

prayer space in the Alumni Memorial Union was vandalized. The vandalism was widely condemned by campus leadership, campus and affiliated ministers, Marquette University Student Government and the Academic Senate.

Musaitif is making strides to bridge this cultural and political divide on campus by primarily offering support to Muslim students, as well as engaging the rest of the Marquette community in terms of understanding. "How Afnan interacts across the university teaches all of us; her spirit of goodwill raises the spirit of dialogue across campus," says Callan-Farley.

Musaitif has already developed a presence on campus with an adjunct faculty position teaching undergrads last school year and graduate students this past summer. This, combined with her background in psychology and her personal Muslim identity made Musaitif the perfect fit for the position. "When I was asked for my opinion and recommendation, I thought of her right away," recalls Dr. Enaya Othman, Grad '09, assistant professor of Arabic. "She always has a sense of mission in mind. That's what we need."

Starting in October, Musaitif started hosting biweekly discussion groups open to all students with the purpose of providing a space to discuss topics related to being Muslim and being a Muslim student. "I can really see that even from the first one it really impacted a lot of the students, especially the freshmen," says Nadia Malik, a sophomore in the College of Health Sciences. "They finally have a safe space to talk about what they're going through."

In these sessions students have discussed issues common across religion or culture such as balancing student life with personal life. Other topics were more personal: forming identities as young, American Muslims and their sense of belonging on campus and in the greater community.

University-sponsored events like these and Musaitif's role as Muslim chaplain send a message to students that they belong, she explains. "This then propels students to participate, to feel and be included, and therefore, become advocates of social justice issues university-wide, which is at the heart of Marquette's mission."



Bringing it HOME

Dr. Robert Fox meets pediatric mental health needs by delivering in-home trauma-focused treatment.

THE GIRL FROM Milwaukee's north side was only 4, an age when childhood development models say she is just beginning to learn the concepts of counting and sharing with others. This little girl, however, is getting a lesson in something no 4-year-old should learn — terror.

She witnesses her father physically abusing her mother. When her mother decides enough is enough and the family unit severs, the parents engage in a two-way tug-of-war with the girl's hands and feet. For her, the ramifications of this altercation are much deeper than her scratches and bruises.

Fortunately, the child's case lands in the hands of the Behavior Clinic, a nationally recognized partnership of Marquette's College of Education and Milwaukee's Penfield Children's Center. The clinic specializes in serving children ages 5 and under experiencing serious behavior problems — including those resulting from trauma — matching them with the family-based, in-home treatment sessions pioneered by the center's founder and consulting psychologist, Dr. Robert Fox. According to Fox, professor of counselor education and counseling psychology, this child actually showed the "classic symptoms of post-traumatic stress disorder," including nightmares, staring into space and wetting herself when a man was nearby.

After nine months of weekly sessions tailored to her needs, in consultation with family members and caregivers, Fox says the child was symptom-free. Although those months were not setback-free, her story ended encouragingly because of the clinic's groundbreaking treatment — custom-fit to a child of the preschool population once



assumed by counseling and psychology professions to be too young for treatment.

Those perceptions began changing in the 1980s, but research into pediatric behavior issues, including those linked to trauma, didn't really take off until the early 2000s, says Fox, who arrived at Marquette and saw his career path simultaneously trace and accelerate this evolution in the counseling field. A budding child-behavior specialist early in his career, he offered parenting classes to middle-class families before shifting his focus to families on the poverty line. The subsequent decades have been busy, productive and influential for this unassuming scholar, the author of more than 100 peer-reviewed articles and 11 books — a record that earned him the 2016 Lawrence G. Haggerty Faculty Award for Research Excellence, Marquette's highest research honor.

Founded in 2003, the Behavior Clinic continues to grow in impact and influence. In fall 2016 Fox and Penfield secured a five-year \$1.93 million grant from the federal Substance Abuse and Mental Health Services Administration that will enable the clinic to expand its

trauma-focused treatment in serving 400 young children annually in Milwaukee County. It also gives a welcome boost to Early Pathways, the online course Fox launched in 2014 to train mental health professionals in the Behavior Clinic's assessment and treatment methods. The course also addresses the effects of living in poverty, says Fox. A coup for Fox and his team, the grant secures the Behavior Clinic's staying power and green-lights Fox and his graduate students for more research addressing pediatric mental health needs. Fox and one of his doctoral students, Joanna Love, also completed a new randomized controlled study of Early Pathways with young children diagnosed with PTSD. The findings were impressive in reducing the children's trauma symptoms and improving the children's relationship with their caregivers. The results of this study were published in the *Journal of Child & Adolescent Trauma*.

With the Early Pathways model proving to be "the most effective program available for young children in poverty," the next step in Fox's goal fulfillment is for it to be embraced on a regional or national level. To this point, the program's reach has been limited mostly to Wisconsin, says its creator, but recent requests, numbering in the hundreds from around the world, call for adaptations supporting a more "broadly disseminated" program. "That is our next plan," he says. The benchmark Behavior Clinic approach of working in the homes of young children with behavior problems isn't widely practiced. "I heard of one child having 147 play-therapy sessions in a clinic with no change in the mother's original concerns about her child's behavior," says Fox. "This type of ineffective therapy needs to rethink what it's doing."

—ANN CHRISTENSON, CJPA '90



Seeking JUSTICE

How a professor's research aims to make classrooms spaces of equity.

AN ASSISTANT PROFESSOR in the Educational Policy and Leadership Department, Dr. Melissa Gibson studies how diverse schools practice justice-oriented education — "how education can be a force for equity and positive social change," she says.

The discipline includes "teaching in ways that encourage and allow students to explore social issues and the root causes of social issues," Gibson explains. Equally important, teachers are called on to examine how to make their classrooms places of equity and justice, she adds. "How do I make sure students who are normally marginalized in dominant society are not marginalized or feel oppressed in my classroom?"

Funded by a Summer Faculty Fellowship and Regular Research Grant from Marquette, Gibson is conducting case studies of classrooms in Peru, Indonesia and India using a justice-oriented approach to high school civics education. These are "really innovative schools," she says. At the Peruvian school, for example, one team of high schoolers studied "the unintended consequences of the global quinoa market."

A first-generation college student from a working-class suburban Chicago family, Gibson attended a

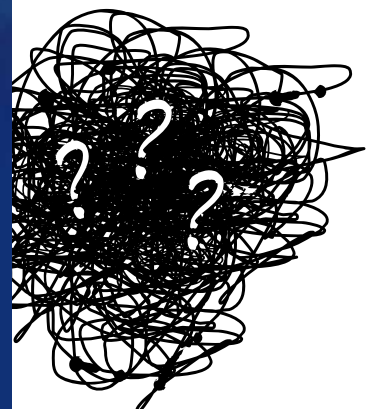
private high school on scholarship. Like many disadvantaged students and students of color who enter elite institutions, she experienced "the way that dominant culture teaches us that where we came from is wrong." But she treasures as well how "we got to sit around and talk about ideas, be philosophers-at-large," at that school. She later taught there after graduating from Harvard with a bachelor's degree in women's studies.

Like her high school, the ones she studies now as exemplars of the justice-oriented approach serve a privileged slice of their nations' populations, Gibson observes.

"One of the greatest educational injustices we don't acknowledge is that when you walk into a school serving students of the wealthy, their teachers talk to them like equals ... like thinkers and leaders and doers," she continues. "But when you walk into a school serving low-income students or marginalized communities of color, their teachers talk to them like they are always on the cusp of doing something wrong."

"If I were to distill down everything I do to a single idea, it's challenging that," says Gibson — and helping to make schools places where "all of our students are thinkers and leaders and doers, and all of our students are powerful." —ERIK GUNN

SUPPORTING STUDENTS Struggling with Immigration Stress



ONE IN FOUR Latino youths have family members without American citizenship — a stunning statistic from the National Research Center on Hispanic Children and Families.

It underscores the anxiety and stress felt by thousands of families after the 2016 election and this past September's announcement by the White House that the Deferred Action for Childhood Arrivals program, also known as DACA, would sunset in 2018.

"Imagine how many people are experiencing this toxic stress," says Dr. Lisa Edwards, professor of counselor education and counseling psychology.

After the election, Edwards contacted Jacqueline Black, Marquette's associate director of Hispanic initiatives, and the pair quickly collaborated on a guide to help K-12 educators help students manage the anxiety and threats they were facing.

The result is the 12-page *Stress Related to Immigration Status in Students: A Brief Guide for Schools*, which quickly found wide use in Milwaukee-area and Wisconsin schools, as well as on a number of national education-related websites.

"We are hoping this guide can help plant seeds of awareness, empathy and compassion," says Black, who has her master's degree in education.

The guide is designed to provide an overview of detention, deportation and other immigration-status-related

stressors and their effects on children and families. It also gives suggestions for how school personnel can support families facing these issues.

Research suggests that children who experience the detention and deportation of a parent suffer many mental health effects, including loss of appetite, changes in sleep, crying, clinginess and feelings of fear. In addition, the children can later exhibit post-traumatic stress disorder-like symptoms, including anxiety, withdrawal, anger/aggression and academic declines at school. Stress can even result for those youth who are not directly affected by deportation.

"This was the best way we had to convey to teachers what was happening to students," Edwards says.

The pair heard numerous stories of Latino students in Milwaukee schools experiencing discrimination by peers within days of the 2016 presidential election.

"We were both grieving and worrying about what was happening to students," Edwards says.

So, they quickly went to work, trading emails daily and getting the document published soon afterward.

"We needed to make it really practical and immediate," Black says. "It needed to be something we could get in people's hands right away."

It's been well-received by educators. The duo presented the guide at an education conference and will continue to update it. Read the guide at marquette.edu/immigration-stress.

— JOE DIGIOVANNI, JOUR '87



Living and Learning UNDER ONE ROOF

THE MODEL OF living-learning communities has long been the bailiwick of Dr. Jody Jessup-Anger, associate professor of educational policy and leadership. Until recently, the author of "Examining How Residential Colleges Inspire the Life of the Mind," published in 2012's *Review of Higher Education*, has focused on studying the theory, practice and organization of those intentional, holistic communities where students live in a specified building alongside peers who share similar curricular and extracurricular activities.

Jessup-Anger's fall 2017 sabbatical, however, offered something unique and particularly consequential. In her role as scholar-in-residence at Milwaukee's Workshop Architects — the firm co-designing Marquette's living-learning community-to-be, the Rev. Robert A. Wild, S.J., Commons — Jessup-Anger delved into the physical, visionary design of these spaces.

Having completed her dissertation on how living-learning communities enhance the proclivity for learning and with a book on that subject in the works, the match could not be better. The focused academic used this time to immerse herself in Workshop's mission of building strong communities. It's "already informing my research," Jessup-Anger says, midway through her sabbatical. "And (seeing how shared communities are built) will affect how I'll teach — the content of what I teach." In studies of these environmental models that seek to nurture student development, students have reported increased satisfaction from their first-semester experiences, and universities have indicated higher retention rates.

Jessup-Anger's hands-on involvement at the architecture firm afforded her one-on-one interaction with the Workshop staff: "One of my first opportunities there was to conduct interviews with each staff member to learn what they do. I got embedded very quickly." Her sabbatical deepens her understanding of the infrastructure level of these communities, which forms a chapter in her co-authored, *Living-Learning Communities that Work: A Research-based Model for Design, Delivery and Assessment*, which is scheduled to be published this spring. — BY ANN CHRISTENSON, CJPA '90

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AND YOU MAKE A DIFFERENCE FOR MANY.

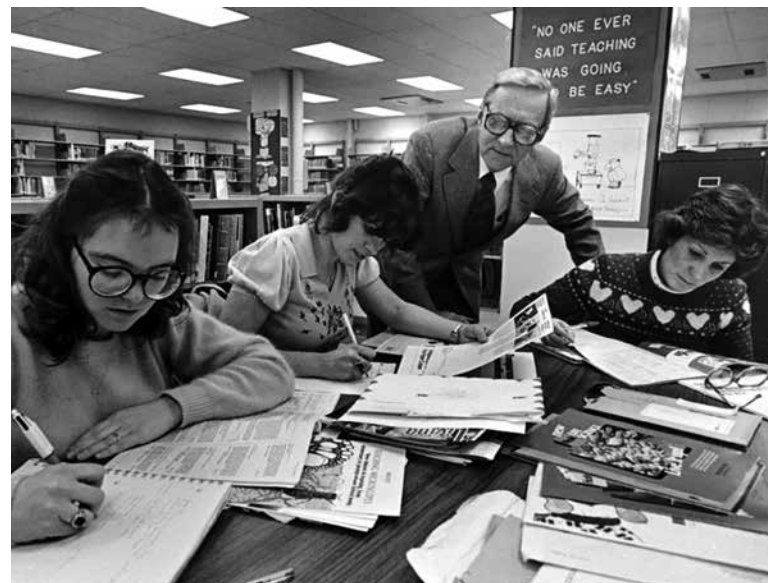
At Marquette University, students learn how to become fearless leaders, agile thinkers and effective doers. Your gift to scholarship aid will help provide a Marquette education for students who desire to Be The Difference for others, ready in the spirit of St. Ignatius to "go forth and set the world on fire."

To make a gift in support of scholarship aid, contact Laura Bolger at 414.288.5718 or laura.bolger@marquette.edu.





The Hartman Literacy and Learning Center has been providing literacy services since 1992. While Marquette offered tutoring services prior to that, it wasn't until that year that **James Hartman** began his endowment of the center in honor of his father, **Ralph C. Hartman**, Arts '28, Law '31. The purpose of the center is threefold: provide literacy services to children who are at risk for school failure; teach pre-service educators how to apply best instructional practices in working with struggling readers and writers; and conduct original research that informs the field of literacy.



TRAINED
MORE THAN
856
undergraduate
education
students through
the center

131

second- and third-grade students who participated in the Dwyane Wade Live to Dream Summer Reading Program in the Hartman Center over the past three summers have either maintained or increased their reading level. The program, made possible by a donation from the three-time NBA champion, 12-time NBA All-Star and Marquette alumnus Wade, has helped close the region's literacy gap among struggling readers, which is one of the priorities of Wade's World Foundation, according to Tragil Wade, Dwyane's sister and executive director of the foundation.

14,960
reading items in
the Hartman library

MORE THAN
1,750
elementary
students served
so far through its
years of service



*Cloudy with a
Chance of Meatballs*
**MOST
CHECKED-OUT
BOOK OF
2017**

17 URBAN
ELEMENTARY
SCHOOLS

have been involved in
the literacy program

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