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COLLEGE OF EDUCATION 2019



Principled principals leading with trust and integrity.

marquette education

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College of Education

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St. Thomas More High School
boasts a social sciences/history
department composed entirely
of Marquette alumni.



PRINCIPLED PRINCIPALS

Educational administration grads seek
to lead with trust and integrity.



Although it's been a
genuine pleasure watching
this decade-long journey
unfold, much more
gratification awaits
as we approach our
100th year at Marquette.

It's my special honor to welcome you to the 2019 issue of *Marquette Education*. Why special? Because this edition marks the fulfillment of a decade of our official designation as the College of Education.

Our 10-year anniversary followed a rich history dating back to 1921 when our academic unit first existed as a department in the Klingler College of Arts and Sciences. Then a half century later, we became the School of Education, which gave us greater purview over our flourishing graduate programs. It wasn't until 2008, though, that we became, as a college, the academic home for undergraduates who aspired to be teachers, with the ability to admit them, provide our own academic core and grant their baccalaureate degrees.

But much more changed. In the best Marquette tradition, college status became THE DIFFERENCE for our students, faculty, staff, alumni, community partners, donors and friends. Since then, our trajectory in teaching, research and service to others qualifies as extraordinary. The caliber and rigor of our academic programs, our diversity, the national reach of our scholarship, the securing of major grants and contracts, and our extensive community engagement have all ascended significantly as a result.

To grasp the nature of these accomplishments, readers need only explore the contents of this magazine. Come learn about our Educational Administration program and some distinguished graduates, the intriguing research of three CECP faculty members and the story of an exceptional doctoral student, and the imaginative work of EDPL faculty in STEM and autism education. Note also the upswing in undergraduate student recruitment and the inventive curriculum redesign that will shape their formation, as well as our unique contribution to social studies instruction in one local Catholic high school.

Although it's been a genuine pleasure watching this decade-long journey unfold, much more gratification awaits as we approach our 100th year at Marquette. Count on seeing even more initiatives that are timely, innovative and mission-focused. But what mustn't be lost in appreciating our past, present and future successes are the drivers — the intangibles that all of us in the College of Education deeply value, namely our unique identity, culture, community and family.

Lastly, we wish to thank Rev. Robert Wild, S.J., former president and now chancellor of our beloved institution, whose uncommon vision made the College of Education possible. In the spirit of *magis*, he boldly put his faith in us to exert much more of an impact on education and mental health, and that trust has proven to be game-changing. Likewise, President Michael Lovell's steadfast commitment to our mission continues to carry us forward, and we share our appreciation for his support, as well.

Sincerely,

Dr. Bill Henk
Dean, College of Education

PROVIDING SUPPORT TO STUDENTS WITH AUTISM

STARTING IN FALL 2019, eight to 10 students with autism will be enrolled in On Your Marq, a new program designed to support the social and educational needs of Marquette students on the spectrum. These incoming freshmen will be selected after an application and interview process. Housed in the Office of Disability Services, the program was made possible by a generous donation from 2018 President's Society members John, Arts '64, and Kate Miller, and by the tenacity of its team of faculty leaders: Dr. Mary Carlson, College of Education; Wendy Krueger, College of Health Sciences; and Dr. Amy Van Hecke, Klingler College of Arts and Sciences.

"Being multidisciplinary, we're busting out of our silos — and we're stronger together," says Carlson, Grad '16. "We need my expertise in education specifically because it is vital for us to understand how to structure classes for students with special needs and to ensure academic success in other ways."

Working with Krueger, Grad '92, Van Hecke and graduate students, Carlson spearheads the academic side of the program by training Marquette professors on providing curriculum tailored to the needs of autistic students and by educating students on vital academic skills, such as breaking down long-term assignments. With extra support from the Ott Memorial Writing Center, tutoring center, library and other university offices, all On Your Marq students also will be paired with a graduate student coach, who will help them academically and attend their advising appointments.



The program also partners with the Office of Residence Life to ensure resident assistants are able to respond to the needs of their residents with autism. Additionally, Carlson, Krueger and Van Hecke are pairing students with undergraduate peer mentors to make sure the On Your Marq students have social support. They also will provide support for social inclusion and the development of friendships among the students.

Going forward, the team will bring on a program director and continue to welcome eight to 10 students with autism per year into On Your Marq. They are confident the program will have a ripple effect, spreading tolerance toward people with autism to students, faculty and beyond. —**Anna Miller, Arts '17**



Theresa Dobbs

PROGRAM PREPS STEM EDUCATORS

AS AN UNDERGRADUATE, Theresa Dobbs, Arts '14, was pursuing a degree in math but decided to double major in secondary education thanks to the Robert Noyce Teacher Scholarship Program, which prepares STEM majors to teach in high-need schools. "I had been considering education, but the Noyce program, with its internship opportunities and the time it allowed me to work alongside skilled teachers, made it much more attractive. It's great preparation for a career in the classroom."

In Dobbs, the Noyce Scholars program has had a major success. Since graduating, she has been teaching math at Milwaukee School of Languages where her classes include Algebra 2/Trigonometry and Pre-calculus. She also started and now advises the middle and high school math clubs and helped launch

her school's Youth Empowered in the Struggle chapter, a grassroots group emphasizing student, immigrant and worker rights. And in just four years of teaching, she's also received an Early Career Educator Award from the Wisconsin Association of Colleges for Teacher Education, the Sid Hatch Outstanding Building Leader Award from the Milwaukee Teachers' Education Association, and the Edyth May Sliffe Award for Distinguished Mathematics Teaching from the Mathematical Association of America.

As an educator, Dobbs says her focus is on making a quality math education accessible to all and providing opportunities for high-achieving students. "The past couple years I have been working to identify the top juniors for acceleration in math. My goal is to prepare them

for AP Calculus their senior year. It's a class most students from underrepresented groups don't have access to, and it's a gateway to the STEM majors in college that they otherwise would not study," she says.

While the undergraduate Noyce Scholars funding has concluded, Marquette's Noyce Scholars graduate program is a 14-month master's program designed to attract exceptional professionals with bachelor's degrees in STEM disciplines into STEM teaching positions for middle schools and high schools by providing tuition and stipend scholarships.

To anyone considering applying, Dobbs says, "If you know you want to teach math or science in a high-need school district, this is the perfect preparation. It takes hard work, but so does teaching." —**Guy Fiorita**

Contact Jennifer Gaul-Stout, program coordinator, at jennifer.gaul@marquette.edu for more information on the Noyce graduate program.



CHANGES AHEAD FOR TEACHER EDUCATION

Dr. Terry Burant, director of teacher education and associate clinical professor, reflects on state legislative changes to teacher education and licensing policies.

TEACHER EDUCATION and licensure policies in Wisconsin have recently and dramatically changed. Marquette's teacher education program leadership have kept the policy changes in mind as we reimagine and revise our programs accordingly.

In August 2018 the administrative rule that governs educator preparation and licensing in Wisconsin was rewritten, in part to address teacher shortages. While the revised rule has many facets, the major changes that impact our programs involve new licenses and endorsements.

In elementary education, for example, we currently prepare teachers for licensure in first through eighth grade.

Under the new rule, elementary licenses will span kindergarten through ninth grade. In secondary education, our current licenses cover specific subject areas in sixth through 12th grade. Moving forward, secondary licensure will include fourth through 12th grade. In addition, separate endorsements for specific subjects, such as chemistry, history or journalism, will no longer be available; instead, teachers will be licensed more broadly and will earn endorsements in science, social studies, or English and language arts.

Given the scope of the changes to licensure, it's going to take some time for our program, and for all programs that prepare teachers in Wisconsin, to plan and implement revisions. In

addition to making changes to our programs internally, our teacher education faculty look forward to collaborating with our colleagues in the Klingler College of Arts and Sciences and the Diederich College of Communication to determine what constitutes appropriate content for the new licensure categories, especially for the more comprehensive science, social studies, and English and language arts licenses.

Along with addressing the Wis. Department of Public Instruction-mandated changes, our department and our teacher education committee are evaluating, reimagining and recreating our teacher education program in a comprehensive and deliberate fashion.

We are tailoring our program requirements to make the best use of the Marquette Core Curriculum and to ensure our students receive a rich experience with their MCC choices; revising several of our courses to make them more inclusive for our recently added educational studies major and minor; and addressing gaps and repetitions in our program.

We anticipate a full launch of our revised program in two to three years, and we are excited to share our plans with our alumni, colleagues, students and the public.

As state legislative changes have prompted the College of Education to renew its teacher education curriculum, so does this provide an opportunity for the college to reimagine the program's vision for its graduates.

A MARQUETTE TEACHER CANDIDATE OR EDUCATIONAL STUDIES GRADUATE IS:

1

An advocate and practitioner of equity and justice in schools and communities

2

A designer and facilitator of ambitious curriculum and pedagogy informed by theory, context, and students' thinking and experiences

3

An imaginative, critical thinker who reflects on ways to improve teaching and learning

4

A compassionate professional who embodies *cura personalis* and empowers learners through reciprocal relationships of dignity and respect

MARQUETTE UNIVERSITY

IGNATIUS PROMISE

SCHOLARSHIP INITIATIVE

KEEP THE PROMISE ALIVE.

Scholarship gifts carry the promise of a transformational Marquette education for generations to come. Through scholarship, students learn to be problem solvers, fearless leaders and willing servants, ready to Be The Difference for others. Your gift, in the spirit of St. Ignatius, can inspire them to "go forth and set the world on fire."

To make a gift in support of College of Education scholarship aid, contact Heather Wolfgram at 414.288.5718 or heather.wolfgram@marquette.edu.





UNDERGRADUATE ENROLLMENT GROWS

THE COLLEGE OF EDUCATION welcomed 75 freshmen this fall, nearly double the total freshman enrollment of 2016 and an increase of more than 40 percent from last year. The uptick is due in part to the college's concerted efforts to personalize its recruiting efforts, according to Dean Bill Henk. In response to the 2016 drop in enrollment and a nationwide need to bring more teachers into the pipeline, the college developed a more systematic approach to recruiting that includes personalized correspondence, an increased social media presence and even phone calls to connect with potential students.

"These are difficult times to recruit young people to the teaching profession," says Henk. "Although we're delighted with our recent success, we have to continue to be assertive and to use best practices."

DEAN'S RESEARCH RECOGNITION

DEAN BILL HENK, along with co-authors Drs. Shelley Wepner from Manhattanville College, Sharon Lovell from James Madison University, and Steven Melnick from Penn State University, received the 2018 Neuner Award for Excellence in Professional Scholarly Publication. This annual award is given to the overall finest manuscript published in the *Journal of Higher Education Management* during the previous year. Titled "Education Deans' Beliefs About Essential Ways of Thinking, Being, and Acting: A National Survey," the article examines education deans' self-reported data on what factors are most important to their work. The study aimed to contribute to the limited existing literature on how education deans orient themselves toward a range of leadership beliefs, demeanors and behaviors.

The award from the American Association of University Administrators was presented last June at Widener University in Pennsylvania.

ONG JOINS COUNSELING FACULTY

DR. LEE ZA ONG, assistant professor of counselor education and counseling psychology, joined the College of Education this fall to focus on the new rehabilitation counseling specialization, which will launch in fall 2019, as part of the Clinical Mental Health Counseling master's degree program.



The rehabilitation counseling specialization provides students with the necessary knowledge and experience to counsel individuals with disabilities — a demand that has become increasingly necessary due to an aging population and medical advancements. The program offers a unique opportunity for the college to engage with local and regional communities through clinical placements in practicum and internships while meeting the needs of those with disabilities — whether they be physical, mental, developmental or emotional.

A certified rehabilitation counselor and a licensed professional counselor in Wisconsin, Ong has conducted extensive research on rehabilitation counseling issues such as multicultural counseling, refugees, and immigrants with disabilities, making her a valued asset to the new program.

"I feel privileged to work alongside such a diverse group of faculty members," says Ong. "As an advocate for disability rights, accessibility, social justice and the equity of all people, rehabilitation counseling is both a personal and professional passion of mine."



DR. BOB FOX STAYS BUSY IN RETIREMENT

ALTHOUGH OFFICIALLY RETIRED from the College of Education at the end of the 2017–18 academic year, Dr. Bob Fox is hardly sitting idle. Fox, who taught in the Department of Counselor Education and Counseling Psychology from 1982 to 2018, remains actively engaged in a few projects — providing psychological services at a regional residential facility serving developmentally disabled adults and children, and spreading the word about his Early Pathways treatment program.

"After developing the Early Pathways program over 20 to 30 years, to let it sit on a shelf now, it seems to me, would be a bad idea. I do want to spend the next few years disseminating the program," Fox says. "We are getting requests from across the country to come train providers."

Fifteen years ago, Fox founded the Behavior Clinic with Penfield Children's Center to meet the mental health needs of children under the age of 5 who are experiencing behavioral issues. His Early Pathways program, used at the clinic, allows practitioners to provide assessment and treatment services to children and families within their homes. In 2016 Fox and Penfield secured a five-year grant for \$1.93 million to serve more than 400 young children annually in Milwaukee County and train 400 to 500 professionals in the program. The clinic and grant are now under the direction of Dr. Alan Burkard, professor and chair of the Department of Counselor Education and Counseling Psychology.

SHARE YOUR LEADERSHIP

COLLEGE LEADERSHIP COUNCIL

As we prepare our students to be women and men for and with others, we look to our College Leadership Council to provide critical input and feedback. Join Dean Bill Henk and the council, and share your leadership experience and knowledge to guide the College of Education into the future.

EXPECTATIONS:

- Three-year term
- Meet twice a year
- Financial commitment

To join, contact Heather Wolfram at heather.wolfram@marquette.edu or 414.288.5718.



College of Education



A Head Above the Rest

For counseling psychology intern Ryan Warner, finding ways to help himself was key to his ability to help others.

BY LORA STRUM

Standing at 6 feet, 3 inches tall, with nearly three degrees to his name, a counseling psychology internship with the Air Force and a friendly humility, it's easy to assume Capt. Ryan Warner has always been — both literally and figuratively — a head above the rest.

"We all draw certain conclusions when we first meet someone else," says Warner, a fourth-year doctoral candidate in Marquette's Counseling Psychology program. "There's a lot of science behind that first impression."

After all, looking at Warner — the scholar, the athlete, the community leader, the new husband — there's not a hint of the man who suffered bullying and racism so severe he questioned his very purpose.

It started in undergrad at a prestigious university in Illinois, with the assumption that Warner, a black man who knew his way around a basketball, must have been admitted for his athletic ability and not his academic prowess. "I would get into bars for free because people would just assume I was on the basketball or football team," Warner, 27, laughs.

But those prejudgments weren't always funny. "White people yelled racial slurs at me, teachers treated me differently," Warner says. "I tried to brush it off, but I started to question myself. Am I good enough? Am I smart enough to be at this institution?"

That uncertainty followed Warner even after he made the dean's list, after he received his master's in rehabilitation psychology from the University of Wisconsin–Madison on full scholarship and even after he became a rising star at Marquette.

With his emotional well-being on the line, Warner decided not to let others' first impressions define him. Instead he asked his Marquette community: "How can my experiences help others?" He was met with a flood of strangers sharing stories of discrimination, limited social support, and racial stress. Inspired, Warner started an on-campus support group called Men to Men for faculty and students to discuss how race and gender affect professional and personal success.

"Sometimes men of color don't have the platform to talk about mental health," Warner says. "But that's what I gave to Marquette and what I think Marquette gave to me: a platform to make that change."

Listening to others share their experiences became not only the foundation for Warner's dissertation, "The Role of Racial Microaggressions, Belongingness, and Coping in African American Psychology Doctoral Students' Well-being," but also for his approach to mental health care.

"I found that I was just a natural listener," Warner pauses, backing up. "That's depending who you ask, of course. If you ask my mom, she'll say I never listen at all," Warner laughs. "But I like meeting people, talking to them and understanding what inspires them."

That talk therapy harkens back to Warner's tenure at his uncle's physical therapy business in Illinois, where patients would present with chronic, sometimes idiopathic, pain. Warner would begin the physical exercises to reduce their suffering and that's when he'd learn their problems ran more than skin deep. "People really trusted me with their deepest, darkest secrets," Warner remembers.

But that kind of trust can be hard earned. While providing mental health care at the Veterans Affairs Medical Center in Milwaukee and later with the Air Force, Warner found many veterans were notoriously tight-lipped. Service members

"Sometimes men of color don't have the platform to talk about mental health. But that's what I gave to Marquette and what I think Marquette gave to me: a platform to make that change."

—RYAN WARNER

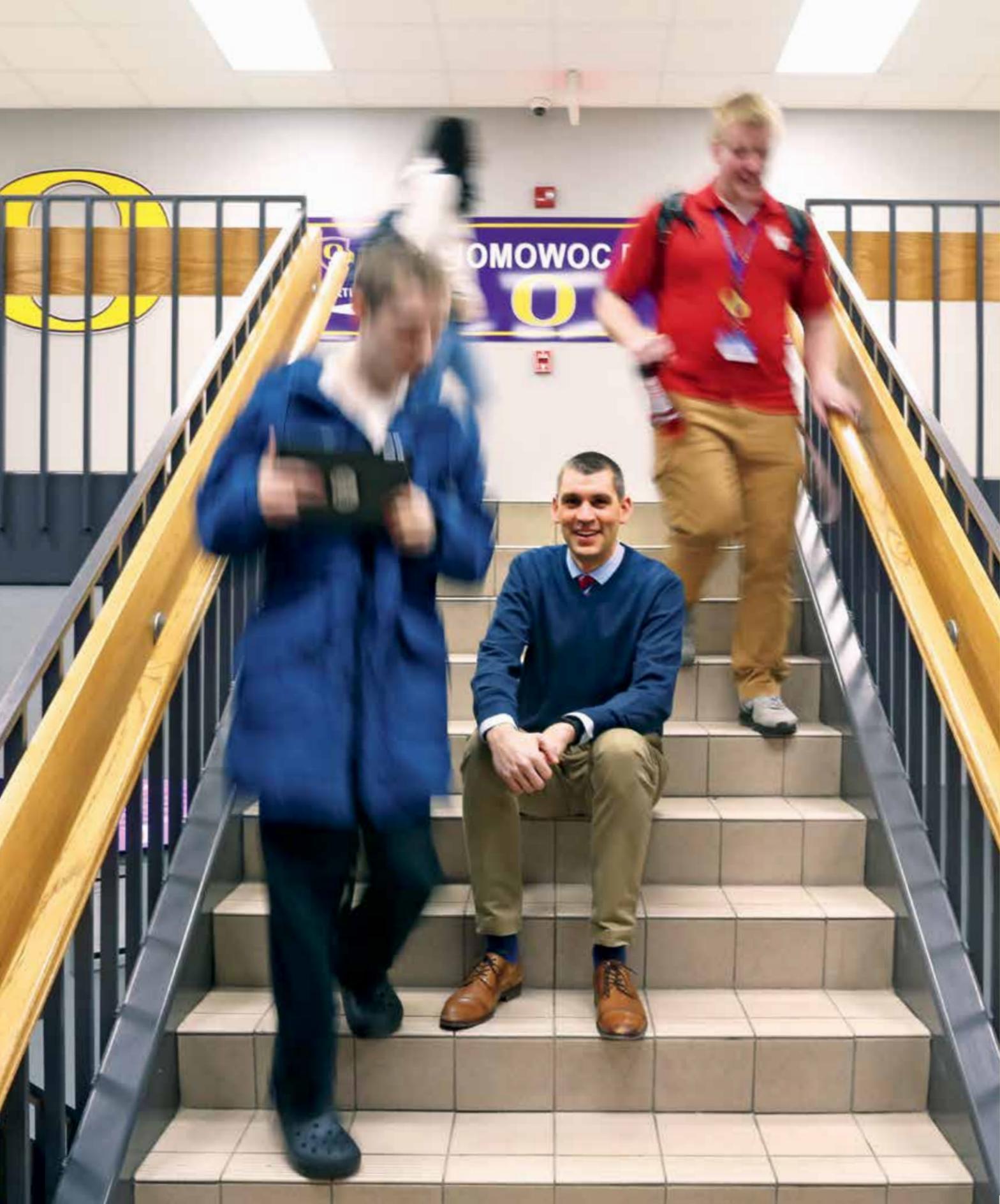
traumatized in combat didn't want to be labelled "crazy" and often had difficulty seeking psychological services, even when issues like post-traumatic stress disorder and substance abuse were overtaking their lives.

"Individuals who come from traumatic backgrounds want to feel numb. But if you're drunk every day, you can't come to therapy. That's why it's important to treat substance abuse and PTSD at the same time," Warner says.

Warner starts small. If a patient is drinking a pint of alcohol a day, he may apply substance use treatment to help them cut down to a half a pint. If a patient is resistant to therapy, he may ask what could motivate them to attend one session. On his patient philosophy, Warner says, "If they're ready to change, okay, let's change. If they're not, we figure it out. We talk about it."

Today, Warner still talks to people and tries to dig past first impressions. For example, in the Air Force, a pilot who presents with substance abuse may also have PTSD. Or a colonel's daughter with low self-esteem may have faced bullying and experience suicidal thoughts. Or, maybe, the military mother suffering from chronic pain is also going through a nasty divorce.

"Humans are the best subjects to work with because there's not a simple outcome," Warner remarked. "There's no perfect formula saying that if you do this, this other thing will happen. That's a challenge I really enjoy." ■



●
JASON CURTIS
PRINCIPAL OF
OCONOMOWOC
HIGH SCHOOL

“I wanted to grow in my leadership and as a human being, which is why I chose the experience I did.”

Educational administration grads seek to lead with trust and integrity.

PRINCIPLED PRINCIPALS

BY ERIK GUNN

There are two middle school principals — one at a suburban Milwaukee public school, the other at an urban, charter school with a largely Latino population. There’s a suburban high school principal, another who works at a city parochial elementary school, and a Milwaukee Public Schools assistant principal.

All five are graduates of the College of Education’s Master’s in Educational Administration program — or as program director Dr. Cynthia Ellwood prefers, educational leadership. Chosen by college faculty and administrators as accomplished ambassadors of the program, all five report that, whether they completed their studies a year ago or more than a decade ago, the Marquette education they received has been integral to the work they’re doing today.

P

articipants point to the program’s emphasis on rigorous research, but also on the grounded environment of schools as they really operate. Supportive student-cohort networks that last long after graduation, and the program’s core values that stress equity in the classroom and in the community surface repeatedly when graduates recall what lives with them long after they’ve completed the degree.

“I see it as preparing leaders who are not just skilled in the managerial roles of leadership but who really are prepared to do what is the core of leadership at the school level: to mobilize and inspire people around a vision that truly challenges and serves all children,” says Ellwood, in her sixth year as the program’s director. Equity and justice “are central to that challenge.”

“I really valued the component of social justice and compassion and empathy for students and families in schools,” says Jason Curtis, Arts ‘07, Grad ‘15, principal of Oconomowoc High School. In the master’s program he found those principles embedded in every class he took. “If I wanted to learn how to be a principal, I could have easily taken a course somewhere else. But I wanted to grow in my leadership and as a human being, which is why I chose the experience I did.”

As a teacher and now as principal of more than 1,700 students, Curtis says he has used that grounding “to get to know and understand the stories of my students, and get beyond the academic and behavioral data.” And in supervising faculty, “My responsibility is not just to evaluate teachers, but to coach teachers.”

Tom Blair, Grad ‘13, echoes that. As principal of West Milwaukee Intermediate School, he sees his task as not simply evaluating teachers, but asking instead, “How do we work with teachers to improve their ability to reach all students?”

The three-year Master’s in Educational Administration program enrolls about



TOM BLAIR

PRINCIPAL OF WEST MILWAUKEE INTERMEDIATE SCHOOL

“How do we work with teachers to improve their ability to reach all students?”



LAUREN BECKMANN

PRINCIPAL OF ST. ROBERT SCHOOL

“Learning on the job and attending classes over the next three years was a wild ride, but one that really transformed me and our school.”

12 students on average in each year’s cohort, most of whom are already working full time as teachers or, in some instances, lower-level administrators in area public, private, parochial or charter schools. Graduates find that the small cohorts foster mutual collaboration and support that last long after graduation as participants keep in touch with each other to help navigate work challenges.

School leaders can learn from that, Blair says — “being open toward being part of the problem-solving process” in collaboration with teachers, “rather than the solution itself. We need to be open to working together as a team.”

Rigorous attention to research is another value that the program emphasizes, and one of the things that Lauren Beckmann, Grad ‘10, found the program instilled in her.

Beckmann enrolled in the Marquette program only after she had been unexpectedly appointed principal at St. Robert School of the Archdiocese of Milwaukee. “Learning on the job and attending classes over the next three years was a wild ride, but one that really transformed me and our school,” she says.

From her exposure to research in the program grew Beckmann’s commitment to establishing “evidence-based practice throughout the curriculum.” Today, she says of her K–8 school in Shorewood, Wis., “We are a leader in the archdiocese in terms of contemporary instructional models.”

SARAH BURZYNSKI
ASSISTANT PRINCIPAL
OF CASS STREET SCHOOL

“It’s my
responsibility
to use my career
to address equity.”



Sarah Burzynski, Grad '18, has been living out the lessons of her time in the master's program with her recent assignment as assistant principal at Cass Street School, a Milwaukee Public School where she serves over 420 students on the city's east side.

A teacher and instructional coach for her first two decades at MPS before getting her administration degree at Marquette, Burzynski calls working with the Cass Street teachers and as a go-between for teachers and parents “my favorite part of the job.”

At Marquette, she realized, “It’s my responsibility to use my career to address equity,” she says. “I’m in the district I’m in because I want to serve the families that are here.” So she makes it a point to spend time listening to parents, hearing “their perspective of what it is like sending their kids to our school.” And she strives to recognize “the barriers that are stopping our kids, and how do we go about breaking down those barriers.”

Communication with families is a core principle at Bruce-Guadalupe Community

School, a charter school affiliated with the United Community Center serving mainly the Milwaukee Latina/o community. Santiago Navarro, Arts '95, Grad '04, is the middle school principal there, and acknowledges he’s constantly reminding his teachers to reach out to parents to remind them of teacher conferences, check in with them if they don’t show up, or thank them when they do. That might be why parent attendance at those sessions exceeds 90 percent. Or it might be the high level of parent involvement the school fosters in general, he says.

A textbook from his educational law class still sits on the shelf in his small office stuffed with books and paperwork, and Navarro draws a connection between that book, the class — taught by Dr. Ellen Eckman, associate professor and chair of educational policy and leadership — and the family focus he brings to his job.

It might sound like a dry, stuffy topic, but not for Navarro.

“When you look at educational law, a lot of it deals with families who might be disgruntled with school,” he explains. “I always keep in mind, how can we best serve families, not just



SANTIAGO NAVARRO
PRINCIPAL OF
BRUCE-GUADALUPE
COMMUNITY SCHOOL

“I always keep
in mind, how
can we best serve
families, not just
the students, and
make sure that
families are a
part of it.”

the students, and make sure that families are a part of it.”

For him, that was a key lesson from the class: “We are here to help educate kids and serve families.” ■

Mission Possible: Educating Transformative Leaders



As program director of the College of Education’s master’s in educational administration, it’s Dr. Cynthia Ellwood’s goal to see the next generation of educational leaders fuse rigorous research and scholarship with the complex day-to-day tasks and decisions school administrators make from hiring to balancing budgets. Underlying all, however, is “the much larger mission of figuring out how you mobilize people around a common vision that is about the well-being of young people of all backgrounds.”

Yet despite that complexity, Ellwood, clinical associate professor of educational policy and leadership, starts her class in the principalship by examining a much more fundamental topic: integrity. Research has shown “one of the key factors affecting student

achievement is the relations of trust in a school,” she says. “Your faculty, your parents, and your kids need to believe that you are 100 percent oriented around the needs of the children and what’s right and what’s ethical. And then they have to see you walk the talk.”

Before joining the Marquette faculty in 2012, Ellwood worked for 29 years in Milwaukee Public Schools, starting as a high school teacher (after she had already earned a doctorate in education from Stanford University), and later serving as chief academic officer and a regional superintendent supervising 35 principals.

In between was her “favorite role” — as principal for 12 years in a school that was 75 percent African American. “I had to learn what it meant to really serve every member of my community, and I had to cross a lot of racial boundaries,” Ellwood says. “I had much to learn, and so I seek to help my students do that better, do that faster — walk with their eyes open.”

To help her graduate students shed erroneous — often deficit-oriented — assumptions about students who may live in poverty or come from diverse backgrounds, she assigns a project called “community mapping” in which they delve into the social, economic and demographic dimensions and details of the communities in which they work.

“They identify a group that is marginalized or somehow disenfranchised in the master’s candidate’s own professional environment, and then they really have to delve in to understanding the experience of members of that group” — and not just the schoolkids, but their families — “so you can understand their experience from their point of view,” Ellwood explains. “Then you have to construct an action plan that engages that group and would have the potential to alter the voice and position of that group of people in the school environment.”

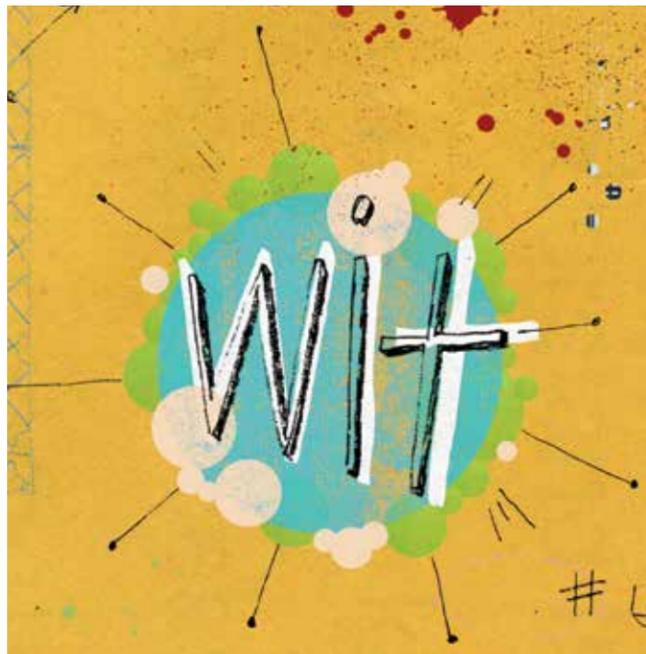
With those concerns, she recently collaborated with MPS to enroll a group of 10 additional master’s program students from the district starting in May 2019. Besides getting a Marquette subsidy for half their tuition — a benefit also available to any candidate for the program from within the five-county metro Milwaukee area — members of the new MPS group will receive an additional 30 percent tuition subsidy from the school district. The remaining 20 percent will be provided as a loan to those participants, to be paid back in installments through payroll deductions after they complete the degree.

Just a handful of dedicated, ethical and capable principals who can motivate and move others in a district can be “transformative,” Ellwood says. “We want to have an impact on this community. And I believe we already are.” —**Erik Gunn**

Healing Power of Humor

Does humor play a healthy role in the therapeutic process?

Few things brighten days and lighten loads better than laughter. But does humor have a place in therapy, amid treatment techniques for serious mental health issues? Dr. Sarah Knox, professor of counselor education and counseling psychology, was curious about the lighter side of therapists' interactions with their patients. "A lot of therapists have great senses of humor," she says. "I wanted to explore to what extent they allowed themselves to show that in the therapeutic process."



"A lot of therapists have great senses of humor. I wanted to explore to what extent they allowed themselves to show that in the therapeutic process."

—DR. SARAH KNOX

Knox explores the topic in "Something to Laugh About: Humor as a Characteristic of Effective Therapists," a chapter in *How and Why Are Some Therapists Better Than Others? Understanding Therapist Effects*, published by the American Psychological Association.

Knox and her team of researchers surveyed 11 therapists from throughout the U.S., who had three to 38 years of clinical experience. The therapists described their overall use of humor with patients, and then also described specific examples of using humor with particular clients. Eleven of those interventions went well, according to the therapists, and five did not.

The researchers found a consensus among the participants: Humor can be beneficial in easing tension and anxiety but must be used with caution and care. In particular, it shouldn't be tried unless the therapist naturally gravitates to humor. "If someone does not have a good sense of humor and tries to force it in therapy, 'It can be a disaster,' reported one therapist," Knox says.

In the cases where the use of humor was successful in therapy, Knox found that the therapist had built a trusting relationship with the client. It also helped if the two shared a common cultural experience. For example, therapists reported effectively relating patients' struggles to cultural touchpoints such as *Seinfeld*, *Star Trek* and, for a graduate student anxious about academic performance, *School is Hell*, a book by *The Simpsons*' creator Matt Groening.

Knox describes such pop-cultural connections as a "common language," and also recognizes that there are generational differences in that language. When she uses culture-based humor in class with students of a younger generation, for example, she often wonders, "Do you have any idea what I'm talking about?"

But in the classroom and in therapy, the potential healing power of humor suggests, when appropriate, to keep trying. "It's a matter of what am I going to do differently next time," she says.

—Dan Simmons



You are suffering from exhaustion and depression, yet you somehow make it into the office for your first client appointment with a young student experiencing anxiety and sadness. Will you be effective in helping that child?

One could say you would identify more closely with your young client, but others would say you need to help yourself before you can help others.

Dr. Karisse A. Callender, assistant professor of counselor education and counseling psychology, falls into the latter category. Originally from Trinidad and Tobago, she has years of experience as a licensed professional counselor and substance abuse counselor. She is full of energy and passion for her latest research project on wellness as a foundation for counseling, for which she has received a grant from the Association for Assessment and Research in Counseling.

After more than seven years of combined clinical work at a crisis center and a residential/outpatient treatment facility, Callender went on to pursue her doctorate at Texas A&M University. There she met her mentor and dissertation chair, Dr. Stephen Lenz, and became fascinated with the wellness model of supervision he developed.

"This model has a foundation in mindfulness and well-being to ensure that counselors are taking care of themselves," Callender explains. Studies have shown that counselors who ignore self-care fundamentals have a diminished ability to effectively tend to their clients.

During Callender's internship, her mentor asked that she implement a wellness plan for herself. What

Modeling Wellness

Counselors who take care of themselves serve their clients better.

she noticed, and what Lenz observed when developing the model, is that people who took better care of their own wellness needs started seeing themselves differently in their work and personal lives. They also saw their clients in a new light and were able to more easily identify countertransference, that is, when they are reacting to their own feelings and perceptions of the client.

While working on her dissertation, Callender found two wellness assessments targeting counselors. However, each focused on different phases and issues related to well-being. Callender hypothesized that the ideal assessment would blend the two, and vowed to do just that when she graduated.

She is now making good on that commitment, by developing and evaluating a theory-based assessment to monitor — and self-monitor — personal wellness and professional well-being in licensed counseling professionals and counselors-in-training.

Highlighting the benefits of using this assessment, Callender says, "The wellness behaviors are career-sustaining for counselors and educators and contribute to their personal well-being over time. Educators can monitor what is happening with their students, and clinical supervisors can use it to monitor for problems that would impact client care early enough to intervene."

Lenz explained the value of this work and grant. "Receiving an AARC-supported scholarship award represents an acknowledgement that Karisse's method is meritorious, and that there is belief that her project can have a practical, lasting effect on the professional community."

Callender received another grant in 2018 from the North Central Association for Counselor Education and Supervision to study the quality of life of substance abuse counselors. —Lauren Schudson, Grad '97

"The wellness behaviors are career-sustaining for counselors and educators and contribute to their personal well-being over time."

DR. KARISSE A. CALLENDER





Neighborhood Water Watch

Education professor investigates how residents influence local water protection.

With a population of approximately five cows to every human, Kewaunee County embodies Wisconsin's Dairy State nickname. But place tens of thousands of cattle — and their manure — on a very permeable karst bedrock landscape, and problems with groundwater contamination can arise.

Funded by a 2017 Marquette University Explorer Grant, "Science, Policy and Innovation for Clean Water Protection in the Dairy State" is a research project led by a multidisciplinary team of Marquette faculty. The work to explore, analyze and develop solutions to Wisconsin's water challenges is being conducted in Kewaunee County, where residents are highly engaged as well.

Research team member Dr. Jill Birren says due to its vulnerable geology, Kewaunee County's groundwater has been shown to be susceptible to agricultural contamination. While other members of the team work to implement a water quality monitoring program and develop new technologies for manure waste management, Birren is studying how Kewaunee County's people influence the issue. "I'm interested in how the public influences science, especially when it's relevant to them," says Birren, assistant professor of educational policy and leadership, who previously researched how residents from Herculaneum, Missouri, influenced policy on local lead contamination.

In Kewaunee County, she's following resident activist groups to understand how their activities affect local policy. Specifically, Birren is observing the social and political dimensions of contamination problems and emerging solutions.

In November 2017 state legislature amended a law regulating manure spreading, with the goal of reducing groundwater contamination. Birren is conducting multiple analyses to consider how resident activist groups may have affected this decision. Her analyses consider interconnections between community members, conversational patterns, the ways discussions are framed, and ideas that gain traction and influence the direction on interactions and decisions.

Birren is passionate about community activism with a focus on environmental justice and admits her research interests are unusual for a faculty member from the College of Education.

"My research is not precisely in one discipline or another, nor is it classroom-based," she explains. "I'm learning how the public comes to know science, and they keep wanting to know more." —**Marit Harm**



"I'm interested in how the public influences science, especially when it's relevant to them."

DR. JILL BIRREN

Homecoming

Timing of support services is imperative to improving a service member's adjustment to being back home.

From viral YouTube videos to soft drink ads, the scenes of service members returning home to their families are nearly always filled with tears of joy, warm embraces and exclamations of love and relief. And while the images are certainly heartwarming, the truth is these homecomings are often much more complicated and difficult. Military couples may have difficulty getting reacquainted, managing their physical and mental health, identifying sources of support, and redistributing household and parenting responsibilities. Some scholars suggest the reintegration period may be more stressful for military couples than deployment itself.

Dr. Lynne Knobloch-Fedders, Arts '96, assistant professor of counselor education and counseling psychology, studies the challenges faced by service members when they return from their tours of duty. In partnership with her twin sister, Dr. Leanne Knobloch, a professor of communication at the University of Illinois, and funded by a \$834,061 grant from the U.S. Department of Defense, Knobloch-Fedders has spent four years conducting a longitudinal research project exploring the adjustment of military couples following the service member's return from deployment.

The study, which recruited 555 couples from all military branches across the U.S., was designed to better understand how the reintegration experience of military couples is linked with their relationship adjustment and mental health. "We were particularly interested in how military couples can maintain satisfying relationships during the transition from deployment to reintegration," explains Knobloch-Fedders.

Both partners of each military couple reported on their reintegration experiences via an online survey within a week after homecoming. Data collection continued with these couples for seven months. The retention rate across the eight touchpoints was nearly 90 percent, an impressive number for any longitudinal study.

"It's a strong indication about how willing and dedicated military couples are to share their stories," says Knobloch-Fedders.



The theoretical framework guiding the study was based on the Relationship Turbulence Model, which has been used to explain how couples navigate various times of transition, including the birth of a child, a cancer diagnosis or an empty nest. The model focuses on two specific processes linked to relationship turbulence: uncertainty about the nature of the relationship and interference from the partner.

Research findings have significant implications for prevention and intervention services with military couples. For example, the results suggest that the timing of support is critical.

"There's often a joyful honeymoon period at the beginning and then difficulty spikes," explains Knobloch-Fedders.

"There's a delayed onset of distress. Many of the support services the military offers for reintegration happen right after homecoming, during the honeymoon period. Our results suggest that this may not be the most relevant time for couples.

They might benefit more from services that are offered four to six weeks after returning home."

In many ways, supporting military families is more challenging than at any time in the nation's history. "With the recent conflicts, deployments are more frequent and last longer than they ever have before," says Knobloch-Fedders. "It is very important that we safeguard military families, given all of the sacrifices they make in service to our country."

—**Jennifer Anderson**



"We were particularly interested in how military couples can maintain satisfying relationships ... from deployment to reintegration."

DR. LYNNE KNOBLOCH-FEDDERS



A Common History

By Carolyn Kott Washburne

All five faculty members of the social sciences/history department at St. Thomas More High School are Marquette alums.

(From left to right) Teaching at a Catholic high school gives Marquette alumni Natalie Robinson, Jake Lukasiewicz, Michael Greuel, Kevin Gleeson and Pat Idstein (pictured in the St. Thomas More Chapel) a prime opportunity to practice *cura personalis*.

The five agree that coming from a similar educational background makes for smooth working relationships. “We’re teaching from the same playbook,” says Idstein. “Collaborating comes naturally to us.”

They also agree that the college’s “teaching for social justice” approach provided them with similar backgrounds and preparation. “I’ve noticed that in everyone’s classroom, they’re not just teaching content but encouraging students to think about perspectives outside of their own,” says Greuel.

Their common educational foundation helps this faculty deliver a wide-ranging curriculum that includes history (world and U.S.), geography, American government, psychology, economics, and sociology and human interactions. It also helps the faculty work with a diverse student body. The nearly 600 students at Thomas More come from 68 different feeder schools and include 30 international students from China and Korea.

Principal Nicholas Kelly says he’s honored to have such an accomplished social sciences/history department. “Marquette University has molded these five teachers into some of the best teachers we have,” he says. “They are committed to their craft, and the life experiences they bring to the classroom were inspired by the tutelage they received at Marquette.”

The teachers say that one Marquette value they espouse is to care for the whole person — *cura personalis* — and that teaching at a Catholic school gives them the opportunity to express that professionally. All five are involved in extracurricular activities; for example, Robinson advises the student council and Lukasiewicz is a basketball coach.

“We can get students to shine in other areas in addition to academics,” Gleeson says. “In line with Marquette’s mission of caring for the whole person, we aim to create a community of graduates who strive for excellence in all their endeavors through continual scholarship, authentic Christian discipleship and responsible citizenship.”

“It just worked out that way,” laughs department head Kevin Gleeson, Ed ’11, who has been at the Bay View, Wis., school for eight years. “Although after Pat and Jake were student teachers here, I did everything I could to hire them.”

Four of the five are College of Education grads: Gleeson, Patrick Idstein, Ed ’12, Jacob Lukasiewicz, Ed ’16, and Natalie Robinson, Ed ’12. Michael Greuel, Arts ’10, graduated from the Klingler College of Arts and Sciences but also majored in secondary education.

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