

marquette

# education

COLLEGE OF EDUCATION 2020



## Onward and Upward

As the demand to elevate the student experience grows across college campuses, the Student Affairs program is preparing its graduates for professional opportunities that address this need.

# marquette education

## Marquette University College of Education

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you'd like to see covered in future issues.

## 2

### NEWS

A path to teaching for high school students; No.18 keeps it all in the family; new faculty join the college; and more news.

## 8

### EMPOWERING ABILITY REGARDLESS OF DISABILITY

A new graduate specialization hopes to build up the region's supply of counselors trained to support people with disabilities.

## 15

### RESEARCH & INNOVATION

First-generation faculty influencers; preparing extraordinary principals; understanding social class microaggressions; parenting children affected by trauma; and best practices for education deans.



## 20

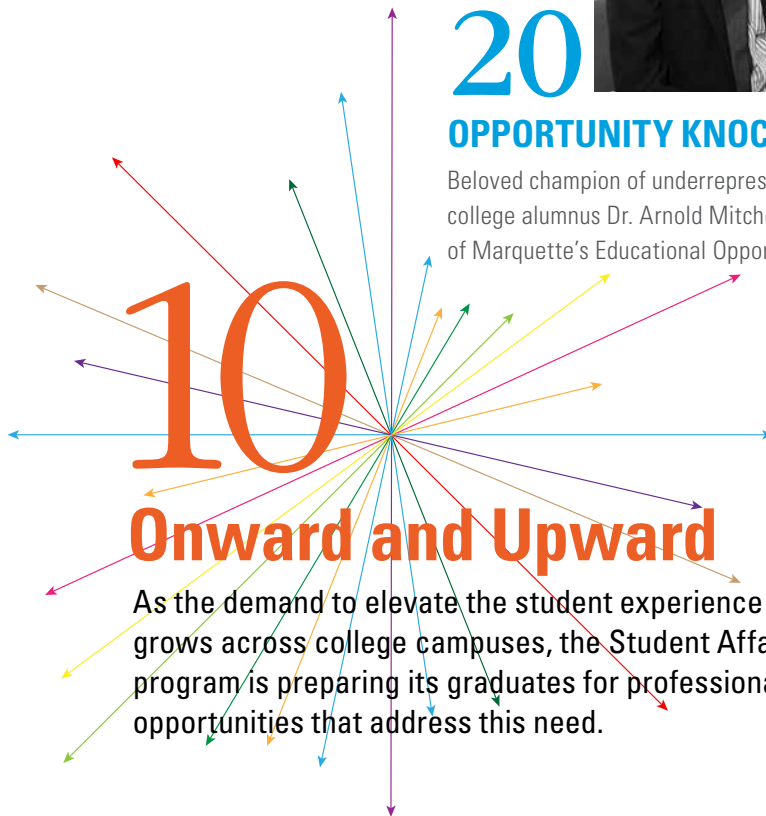
### OPPORTUNITY KNOCKS

Beloved champion of underrepresented students and college alumnus Dr. Arnold Mitchem celebrates 50 years of Marquette's Educational Opportunity Program.

# 10

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As the demand to elevate the student experience grows across college campuses, the Student Affairs program is preparing its graduates for professional opportunities that address this need.



# MISSION MATTERS



Readers can't imagine how anguishing it is to choose which stories will make "the grade" from among the many terrific ones we could tell.

Where do I begin?

After 16 years as Marquette's College of Education dean, and now in the twilight of my career, the enormous amount of transformative social justice work done by our students, faculty, staff and alumni should not surprise me. And yet each time our team meets to consider the contents of this magazine, that's exactly what happens.

Readers can't imagine how anguishing it is to choose which stories will make "the grade" from among the many terrific ones we could tell. Of course, that's a great problem to have and a testament to the importance of the College of Education locally, statewide and nationally.

For the record, deciding just between the "new" possibilities is difficult enough — new academic programs such as Rehabilitation Counseling, as well as new community initiatives such as our MPS Leadership cohort, the Elmbrook LAUNCH program for aspiring teachers, and the President's Challenge. Then there are new faculty members, including the four to whom you'll be introduced, new award winners such as Drs. Sharon Chubbuck and Melissa Gibson, and our alumna Jennifer Reuchlen, who was named Wisconsin School Counselor of the Year. As if that weren't enough, new research is being conducted by Drs. derria byrd and Jennifer Cook, and new conference presentations being made by Dr. Alan Burkard and two doctoral students. We even have a new undergraduate who is the first to join us from a new school we helped to found, Cristo Rey Jesuit High School Milwaukee.

And then there are the compelling time-tested narratives such as Dr. Arnold Mitchem's pioneering efforts with the Educational Opportunity Program at its 50th anniversary, a feature story on alumni of our Student Affairs in Higher Education program, and the always fascinating human interest sagas, in this case, a current student with a total of 18 family members with Marquette roots!

Some stories stir mixed emotions such as the well-earned retirements of Drs. Robert Lowe and Ellen Eckman, and others hit very sad notes such as the passing of the first dean of the School of Education, Dr. John Augenstein, an excellent professional and human being of impeccable character.

I invite you to take in as much as you like.

Lastly, even with all of this wonderful news to share, we have some economic hurdles to clear. Please be assured that we have been working in earnest to set an innovative course for the future so as to emerge better than ever.

Sincerely,

**Dr. Bill Henk**  
**Dean, College of Education**

## A LAUNCH INTO TEACHING

For the past decade, many school districts around the country have been struggling to find qualified teachers. A 2016 Learning Policy Institute research report found strong evidence of a national teacher shortage that will only worsen if current trends continue. Another institute report in 2018 suggested that this trend has left more than 100,000 U.S. classrooms staffed by instructors who were “unqualified for their jobs.”

In response, the College of Education has trained its strategic sights on academic opportunities that invest in the future of teaching and build the teacher pipeline. When Dean Bill Henk learned about a program in the nearby Elmbrook School District that offers high school students early career preparation, a light went on.

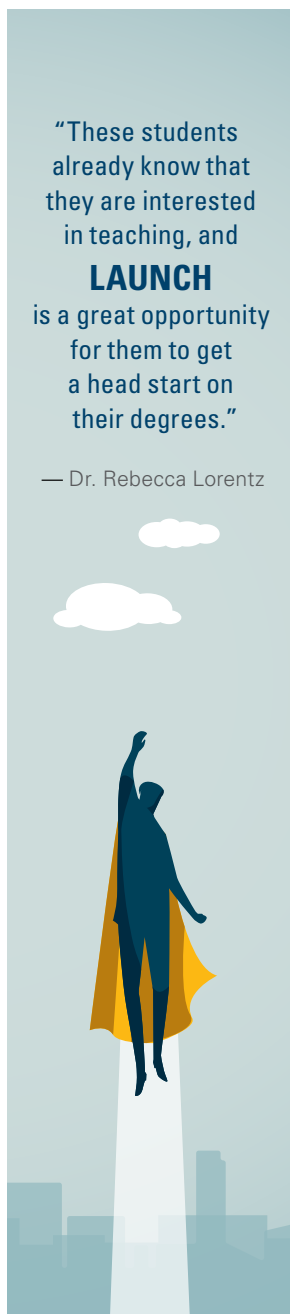
Called LAUNCH, the program addresses a variety of disciplines, from business and information technology to engineering and media. It was LAUNCH’s Future Teachers program, though, that caught Henk’s attention.

In fall 2019 LAUNCH and the College of Education partnered to offer the course Introduction to Schooling in a Diverse Society. It’s the only college course offered as a part of LAUNCH’s curriculum, and students from Elmbrook, Wauwatosa and Pewaukee school districts participate.

Taught at Marquette by Dr. Rebecca Lorentz, Grad ’02, ’11, an adjunct instructor in the Educational Policy

“These students already know that they are interested in teaching, and **LAUNCH** is a great opportunity for them to get a head start on their degrees.”

— Dr. Rebecca Lorentz



and Leadership Department, the course examines the assumptions about schooling in the U.S. as they relate to race, ethnicity, socioeconomic status and gender. Students explore concepts of power and control in school and community contexts while considering the demands and rewards of teaching as a profession. Teachers in the districts oversee the students’ field placements and partner on the course.

Future Teachers provides students with a unique, immersive experience — it gives them early exposure both to teaching as a career path and a college campus experience. And in addition to earning three high school credits for the Marquette course, students are permitted to transfer those credits to Marquette through the university’s Early College Credit Program.

Together, LAUNCH and the college hope to expand Future Teachers by offering more college courses. Lorentz is optimistic.

“I’m excited to be a part of a program that gives the College of Education a new opportunity to welcome students,” Lorentz says. “These students already know that they are interested in teaching, and LAUNCH is a great opportunity for them to get a head start on their degrees, spend time working with young people in their community’s schools, and learn how to negotiate the expectations and responsibilities of college courses.”

—Abby Cole, Comm ’16

## ALL IN THE FAMILY

When Kathy (Brauer) Jablonowski, Nurs '85, graduated from Marquette, she might not have realized a family tradition was germinating. But today, her daughter Hannah Jablonowski is now the 18th family member to attend Marquette.

While Kathy studied nursing, Hannah is joining her cousin Molly Brauer, Grad '15, in pursuing an education degree. Her aunt Patty (Brauer) O'Neil, Arts '87, who teaches fourth grade at Divine Mercy School in South Milwaukee, also had a big impact on Hannah's choice of a major. "The dedication and passion she has for being an educator is truly inspiring and opened my eyes to a career path in education," says Hannah. As a sophomore majoring in educational studies and psychology, Hannah works on the *MU Educator* blog and recently shared her family's interesting legacy.

The tradition began when Kathy and her five siblings, who all attended Marquette in different disciplines, began raising families.

After a hiatus while the second generation grew up, there were soon 23 cousins on that side of the family, many of whom also attended the university.

For the past nine years, there have always been at least

a few of the cousins at the university, as well as Hannah's sister, Sarah, a nursing senior, who is the 17th family member to attend.

"At family get-togethers, there were always several topics of conversation going on about Marquette, and many of us would go to basketball games and programs together," Hannah explains. So, she always knew she would not only attend Marquette, but love it, which she does.



(Top row, left to right): Mike Brauer, Sp '84; Kevin Brauer, Bus Ad '19; Ellie O'Neil, Comm '17; (middle row): Erin Brauer, Nurs '15; Mollie O'Neil, Communication senior; Kathy Jablonowski; Nurs '85; Sarah Jablonowski, Nursing senior; (bottom row): Emma Brauer, Arts and Sciences senior; Hannah Jablonowski, Education sophomore; Calli Brauer, Arts '17

"It is pretty funny we all go here, because family members ending up at the same school has always seemed to be the case. I was the 15th member of my family to attend Dominican High School in Whitefish Bay, Wisconsin. We had a legacy there of 34 years, all from my mom's side, which is crazy," Hannah adds.

Hannah's father, Bob, who graduated from the University of Wisconsin–Madison, is happy to see so many in their family attend Marquette. "When he goes to the Madison vs. Marquette basketball games, he wears a neutral-colored shirt because he wants to cheer for both teams," Hannah says.

Hannah's aspirations include working as a school counselor. But first she wants to attend graduate school to obtain her license in school counseling — hopefully at Marquette.

— Lauren (Herb) Schudson, Grad '97

## RECENT RECRUITS

The College of Education welcomed four new faculty members this fall. Learn more about what these professionals bring to the college.



### DR. ALEXANDRA KRIOSKE MAINELLA

A native of Milwaukee, Dr. Alexandra Kriofske Mainella sees her return to campus as a homecoming. After receiving her master's degree as part of Marquette's Trinity Fellows Program, Kriofske Mainella, Grad '06, started and then ran a program for youth with disabilities at Independence First. She completed her doctoral degree at the University of Wisconsin–Madison with a focus on rehabilitation counselor education in August 2019. Her research examines sexuality and sexual health education for people with disabilities. A passionate advocate for disability rights, Kriofske Mainella has been working with people with disabilities since her time as an undergraduate and in the Peace Corps; she is continuing to do so as a clinical assistant professor in the Department of Counselor Education and Counseling Psychology.



### DR. WENEAKA JONES

Dr. Weneaka Jones, Grad '12, grew up in northeastern Wisconsin, in the Green Bay area, but spent many of her summers in Milwaukee, visiting extended family. After receiving her master's degree in clinical mental health counseling, with a specialization in children, adolescents and families, from the College of Education, she enrolled at the University of Wisconsin–Madison to complete a doctoral degree in rehabilitation counselor education. Her research interests are in the employment and financial well-being of marginalized youth with disabilities and in health promotion for racial and ethnic minorities living with chronic illness. Jones, clinical assistant professor of counselor education and counseling psychology, joins a diverse group of colleagues who are dedicated to addressing the urgent need for access to highly skilled mental health clinicians for all community members.



### DR. JULISSA VENTURA

Originally from New Jersey, Dr. Julissa Ventura received her doctoral degree in educational policy studies with a concentration on social science and education at the University of Wisconsin–Madison. Prior to joining the Educational Policy and Leadership Department as an assistant professor, Ventura served as a chancellor's postdoctoral fellow in the School of Education at the University of Colorado Boulder. Her research focuses on the intersection of Latinx education, critical youth studies and community-based education. Ventura examines the ways in which community-based spaces and practices foster Latinx students' sense of belonging, academic identities and critical consciousness. (Latinx is a gender-inclusive term preferred by Ventura to refer to people of Latin American descent living in the U.S.) Ventura hopes to become more involved on campus by taking part in community engagement and diversity initiatives.



### DR. GABRIEL VELEZ

Dr. Gabriel Velez joins the Educational Policy and Leadership Department as an assistant professor after completing his doctoral degree in comparative human development, with a focus on developmental psychology, at the University of Chicago. A native of New York City, Velez has also spent time living in South America as a Jesuit Volunteer and a middle school teacher. His research focuses on identity development in adolescents, particularly in relation to citizenship, human rights and peace. His current projects include investigating young people's responses to peace education, truth and conciliation, and restorative justice. In this work, Velez is collaborating with Marquette's Center for Peacemaking along with the Comisión de la Verdad and Fundación Compartir in Colombia.

—Calley Hostad

# EVERY STUDENT, EVERY DAY

## COUNSELOR OF THE YEAR

Jennifer Reuchlen, Arts '02, Grad '05, a school counselor at Burlington High School in Burlington, was recognized as the 2019 Wisconsin School Counselor of the Year by the Wisconsin School Counselor Association. She has been described as an advocate for the academic success



of every student and takes on a leadership role in promoting school reform at the state and national levels. Reuchlen was instrumental in creating programs to increase graduation rates, believing in every student and refusing to leave any behind, especially those who have been marginalized.

One of Reuchlen's nominators, Andrea Donegan, says, "The philosophy Jennifer instills within her program and throughout the school is, 'every student, every day.' She truly believes that every student deserves equal access to all programs and opportunities."

Each year, the Wisconsin School Counselor Association recognizes individuals within the profession who demonstrate profound impact on school counseling and the lives of students. Award recipients are determined based on their contributions to the school counseling program, leadership and service to their community.

## A NEW CHAPTER

The College of Education would like to recognize the service and dedication of longtime faculty members Drs. Ellen Eckman and Robert Lowe, as they celebrate their retirements from the Department of



Dr. Ellen Eckman

Educational Policy and Leadership in 2019. Eckman joined the college in 1998 as a visiting assistant professor and became a full-time faculty member in 2001, after receiving her doctorate in urban education. A former high school administrator and teacher, she commemorated 20 years of overall service to Marquette just before her retirement, which included chairing the department. Eckman's research focused on women in leadership.



Dr. Robert Lowe

Lowe's history with the university spans more than 40 years. From 1976 to 1979 he directed the writing program for Marquette's Educational Opportunity Program (see related story on p. 20). He returned as an associate director of EOP from 1984 to 1988 and subsequently joined the EDPL faculty in 1999. Lowe's scholarship has focused on educational history and policy, with an emphasis on matters of racial justice.

## COLLEGE PREPPED

When Dean Bill Henk advocated for a Cristo Rey college preparatory high school to open in Milwaukee several years ago, he hoped for this moment — when 25 members of the first graduating class of Cristo Rey stepped on Marquette’s campus as college freshmen this fall. And what a thrill it was to learn one of those freshmen, Joshua Ruiz, joined the College of Education.

“I chose education as my major because I want to help people like me. As I am a first-generation student, I did not know and still don’t know a lot about college and am learning how to manage and navigate it,” Ruiz says. “I want to give back to those who are in a similar situation and help them.”

In 2015, after a multiyear effort headquartered in the college, Cristo

Rey Jesuit High School Milwaukee opened as part of a nationwide network of 35 Cristo Rey Jesuit schools that predominantly serve students from families with limited financial means. The school’s model has students spending four days a week at the school, then one day a week at workplaces across greater Milwaukee — including Marquette — as part of a work-study program. The mission of the program is to help students gain confidence, connect the relevance of their academic course work to future employment, acquire career-building skills and receive unprecedented access to the professional world.

All 85 members of Cristo Rey’s Class of 2019 received at least two acceptances to four-year colleges and represent the first in their families to attend college.



Joshua Ruiz, a member of Cristo Rey Milwaukee’s first graduating class, enrolled in the College of Education this fall.

## PRAISEWORTHY PROFESSORS



Dr. Melissa Gibson



Dr. Sharon Chubbuck

Two College of Education professors were recognized by the university last spring for research and teaching achievements.

Dr. Melissa Gibson, assistant professor of educational policy and leadership, received the Young Scholar Award to extend her research on justice-oriented schools through a semester sabbatical and operations stipend. Gibson’s applied social science research proposes pedagogical approaches to achieve educational justice. A successful result of this shifted ideology would be integrated and justice-oriented schools, or schools designed to attract diverse students.

“During the research semester, I plan to conduct additional case studies of other purposefully integrated, justice-oriented schools, begin writing a book manuscript from my cross-case analysis of these collective data, and submit a proposal to target publishers,” Gibson says.

Dr. Sharon Chubbuck, associate professor of educational policy and leadership, received a Teaching Excellence Award, which is the highest teaching honor bestowed upon Marquette faculty members. Nominated by colleagues and students for demonstrating excellence as a teacher-scholar, Chubbuck radiates her passion for education in everything she does, according to those who nominated her.

Dr. Cynthia Ellwood, clinical associate professor, describes her as “the teacher outside the classroom — mentoring, pushing, guiding, counseling and always supporting students.”

Graduate student Hannah Lubar, Ed ’14, says, “Dr. Chubbuck challenged me to think about what it means to be an educator with a conscience.”



## CRITICALLY NEEDED CARE NEXT DOOR

A team consisting of community-based partners and Marquette faculty — including the College of Education’s Drs. Mary Carlson and Lynne Knobloch-Fedders — was selected as the first winner of the President’s Challenge Award in January 2019. The challenge, a partnership between Marquette and the Johnson Controls Foundation, awards a two-year \$250,000 grant to one interdisciplinary, collaborative project seeking to change the trajectory of lives by addressing a critical area of inequity within the community.

This October, the grant funding allowed the team to open the Next Step Clinic at the headquarters of the Next Door Foundation, one of the community partners involved in the original challenge proposal. The Next Step Clinic is providing needed interventions quickly to help children and families dealing with mental health and developmental issues. The clinic is also used to train Marquette graduate students in evidence-based, community-informed, healing-centered practices.

## SAYING GOODBYE TO A FRIEND

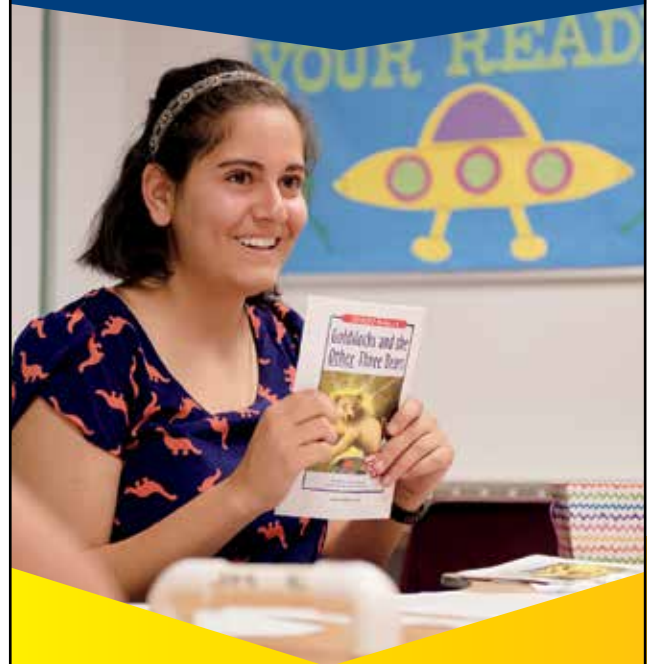
The College of Education celebrates the life of Dr. John Augenstein, associate professor emeritus, who passed away this fall. Augenstein served as the dean of the School of Education from 2000 until his retirement in 2004.



Augenstein’s career in education began as a teacher in a Catholic elementary school. After working as a high school English teacher for three years, he moved into central office administration in the Catholic Diocese of Youngstown, Ohio. He would ultimately be named superintendent of schools for the diocese and serve in that position for 13 years. In August 1987 he joined the faculty of Marquette’s School of Education, where he served as an associate professor and was the first chair of the Department of Educational Policy and Leadership.

“Prior to joining Marquette, Dean Augenstein served as an outstanding Catholic school administrator, and while here, he prepared and mentored some of the region’s most impactful school superintendents. He was not only a distinguished education professional, but also a man of impeccable character, uncommon humility and genuine kindness,” says Dean Bill Henk.

## MAKE A DIFFERENCE FOR ONE.



## 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 Heather Wolfgram at 414.288.5718 or [heather.wolfgram@marquette.edu](mailto:heather.wolfgram@marquette.edu).



# Empowering Ability Regardless of Disability

By Guy Fiorita

A new graduate specialization hopes to build up the region's supply of counselors trained to support people with disabilities.

**Maj. Matthew Mangerson calls his 15 years of military service "rewarding."** But along with the rewards, he has witnessed comrades struggling mentally, physically and emotionally after serving their country in combat. Once he retires from military service, he longs for an opportunity to positively influence soldiers who have made such sacrifices — a way to serve them as they have served our nation. To that end, Mangerson enrolled in the first cohort of Marquette's new Clinical Rehabilitation Counseling specialty of the Clinical Mental Health Counseling master's degree program. He's drawn to the specialty because of its focus on those who are most in need of assistance. "I want to help people to feel whole and independent, even when it may seem like an impossibility to them," he says.

As demand increases and supply remains virtually unchanged, the country is facing a serious lack of qualified rehabilitation counselors who are trained to help people with physical, mental, developmental or emotional disabilities live independently. According to the Bureau of Labor Statistics, the demand for rehabilitation counselors is projected to increase by more than 10 percent by the year 2028. In Wisconsin alone, new job openings for clinical rehabilitation counselors are estimated at 190 per year.

"We know we can't cover all the demand, but the addition of Marquette's program will significantly increase the supply of the trained personnel to work with consumers with disabilities, especially those with mental illness," says Dr. Lee Za Ong, Grad '14, assistant professor of counselor education and counseling psychology. "Consumers" is a



word Ong and her colleagues use often. “We don’t use the word ‘patient.’ In clinical rehabilitation counseling, the philosophy focuses on independence, inclusivity and empowerment. So, we refer to these individuals as consumers,” she explains.

The new specialty’s curriculum prepares students to work as rehabilitation counselors who can serve this population in a number of settings, including rehabilitation hospitals, disability services agencies, and vocational rehabilitation agencies. Students are exposed to theoretical foundations and ethics courses in the first semester and start their clinical training in the second semester, including two semesters of 300-hour internships. “The training focuses on practical and field experiences in settings that ensure students’ engagement in mental health counseling and trauma counseling, in the provision of vocational rehabilitation, supported employment, independent living, preemployment transition services and other rehabilitation services for individuals with disabilities, especially those with significant disabilities and/or living in poverty,” Ong says.

To provide meaningful field experiences, Marquette has partnered with relevant local agencies such as the Department of Vocational Rehabilitation in Milwaukee, Waukesha and Racine, and Veterans Affairs’ Vocational Rehabilitation and Employment Services. Upon graduation, students will meet the educational criteria to become certified rehabilitation counselors and Wisconsin licensed professional counselors, allowing them to work in state vocational rehabilitation agencies and other related agencies that serve individuals with disabilities.

Dr. Weneaka Jones, Grad ’12, clinical assistant professor of counselor education and counseling psychology, is one of two new faculty members hired specifically for the program (see related story on p. 4). She comes to the specialty from the Wisconsin Division of Vocational Rehabilitation, where she served as the vocational rehabilitation supervisor. At Marquette she hopes to

“help raise student awareness regarding the counselor’s role in health promotion for persons with chronic illness or disability, the intersectionality of race and disability, and the value of employment as a critical intervention.”

The other new arrival, Dr. Alexandra Kriofske Mainella, Grad ’06, also a clinical assistant professor of counselor education and counseling psychology, has been working with people with disabilities for the past 20 years as a direct service practitioner, educator, counselor and advocate. Kriofske Mainella says it’s important that potential students understand that these courses can get a little uncomfortable at times. “Students are often required to dig in deep in their classroom conversations. I hope to

**“We know we can’t cover all the demand, but the addition of Marquette’s program will significantly increase the supply of the trained personnel to work with consumers with disabilities.”**

—Dr. Lee Za Ong

bring comfort to my students through an understanding of cultural and personal humility in the profession of counseling.”

The program’s first cohort began in the spring 2019 semester. “The typical consumer of state vocational rehabilitation services in Milwaukee and southeast Wisconsin is likely to be African American, with LGBTQ, Latino and Hmong among other underserved populations. We hope to recruit students who represent these underserved communities and the demographics of the existing consumers,” Ong says.

Helping the cause, Ong recently received a five-year \$750,000 grant from the U.S. Department of Education to increase the supply and improve the skills of qualified rehabilitation counselors with mental illness specialties in Milwaukee and southeastern Wisconsin. The grant will allow the program to recruit and enroll at least 25 master’s degree scholars from diverse backgrounds and provide high-quality instruction to the scholars in clinical classes.

Brittany Witty, Arts ’19, part of the first cohort, says she was immediately drawn to the specialty because it expands beyond the immediate therapy setting or office into multiple domains of well-being. “This is congruent with my belief that each individual is multifaceted and requires a maintenance of mental health throughout their typical daily functioning. It also fits my holistic view of healing and how mental health impacts every domain of one’s life.”

Looking ahead, Witty plans on pursuing her doctorate in either counseling psychology or clinical rehabilitation psychology. “My hope is to work with the military or veteran population in regard to occupational flourishing and relational or family therapy,” she says.

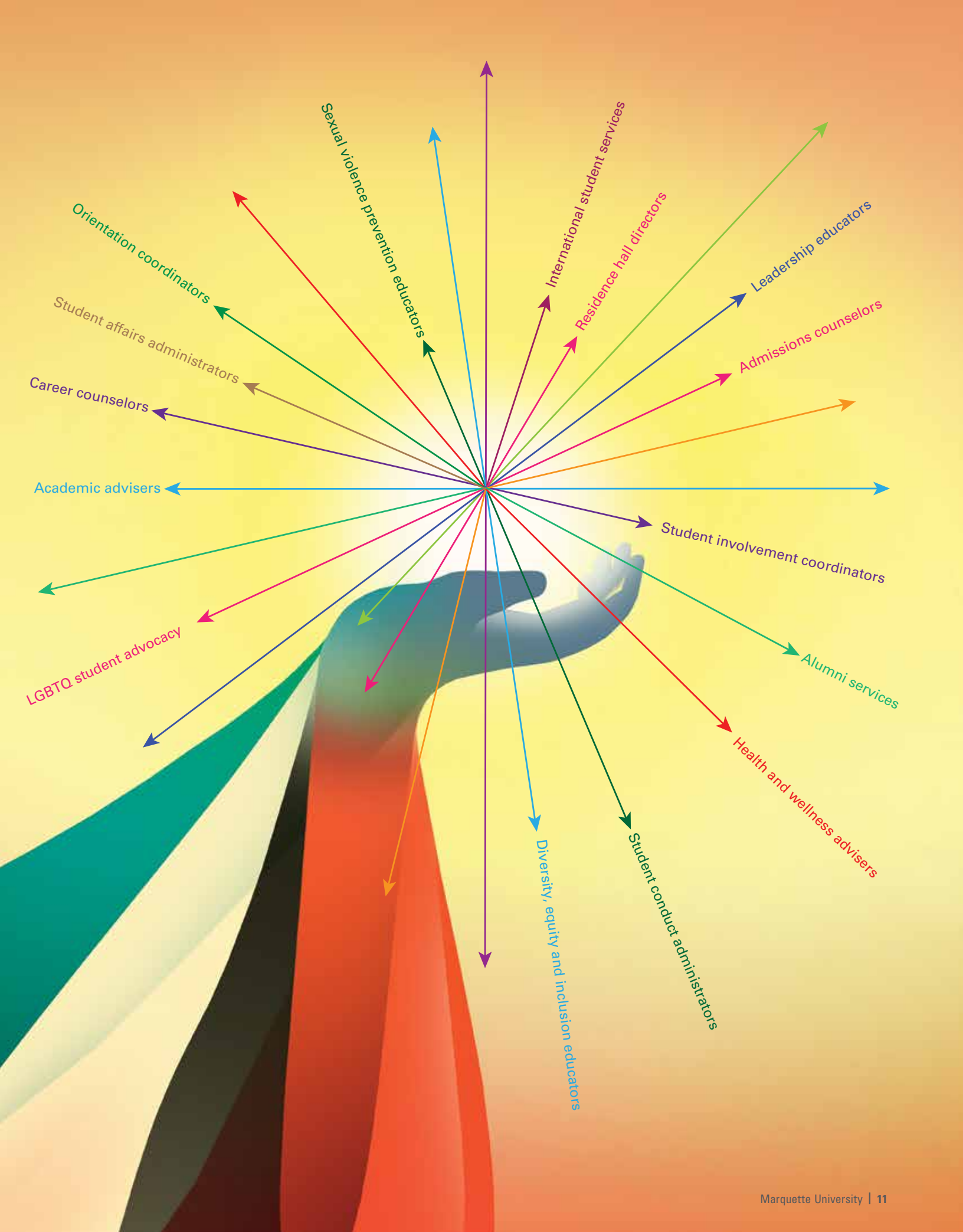
Mangerson, too, hopes to use his degree to serve military veterans through an organization such as the VA. “Many combat veterans face a variety of disabilities and the host of challenges that come with them,” he says. “If I can provide counsel, resources, community or simply emotional support to those who have given so much, my decision to pursue this program will be validated a hundredfold.”

With students like Witty and Mangerson, the College of Education hopes to tackle the lack of access to rehabilitation counselors in Wisconsin one graduate at a time. Addressing the needs of consumers is a significant social justice concern for our community, according to Dr. Alan Burkard, chair and professor of counselor education and counseling psychology. “We hope to make a difference in this important way and reduce any barriers to accessing services for those in need,” he says.

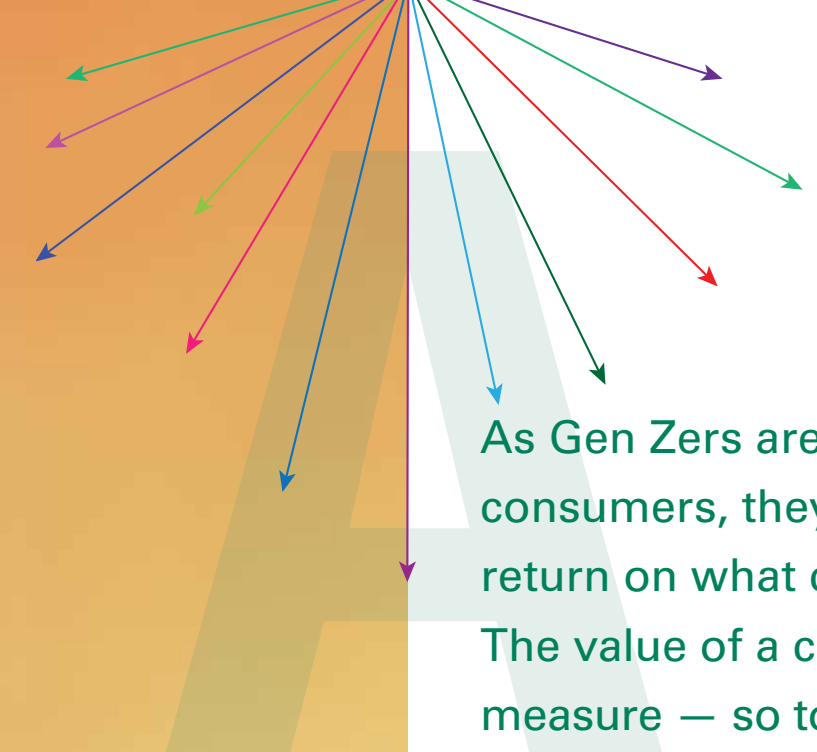
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# **Onward and Upward**

By Paula Wheeler



- Sexual violence prevention educators
- International student services
- Residence hall directors
- Leadership educators
- Admissions counselors
- Alumni services
- Health and wellness advisers
- Student conduct administrators
- Diversity, equity and inclusion educators
- Student involvement coordinators
- Academic advisers
- Career counselors
- Student affairs administrators
- Orientation coordinators
- LGBTQ student advocacy
- Student conduct administrators
- Student conduct administrators
- Student conduct administrators



**As Gen Zers are becoming higher education consumers, they are taking a hard look at the return on what can be a sizable investment. The value of a college degree can be difficult to measure — so to remain competitive, universities and colleges are seeking ways to deliver an enhanced and personalized student experience. Often that can mean hiring a different kind of educator: the student affairs professional.**

These sought-after experts play a vital role in the significant learning and experience that takes place outside the classroom, supporting students in everything from navigating the institution and planning the best course of study to building a robust résumé and even managing stress and juggling multiple responsibilities.

Preparing professionals to fill these roles is Marquette’s Student Affairs in Higher Education graduate program. The program, in place since 1985, attracts student cohorts as diverse as the wide variety of jobs they land upon completion.

“A misconception about student affairs positions is that they are not central to student learning,” says Dr. Jody Jessup-Anger, SAHE program coordinator and an associate professor who is one of the program’s two full-time faculty members. “But if you look at our graduates, many of them are positioned to really affect students’ learning and development in non-classroom settings.

They are the people who help students connect to the college — the ‘glue’ that connects their academic experience and their cocurricular experience.”

The SAHE program provides its students with a “systems” perspective, Jessup-Anger says, preparing them as generalists who, no matter what area of student affairs they specialize in, are able to support collegians in realizing their goals. It’s one reason Jessup-Anger says Marquette students fare so well on the job market. Another, she says, is “because Jesuit values and the values of the student affairs field align so closely. The notion of caring for the whole person is something we teach and model for them, and they are very willing and able to speak to those values in their interviews.”

Graduates work in every kind of higher education institution, from technical colleges to traditional four-year public and private schools to graduate-level specialty programs, in areas like academic advising, residence life, new-student support and

**Vincent Lieu**  
STUDENT AFFAIRS, GRAD '16



**New-student Specialist**  
*Gateway Technical College*

**Orients and supports  
new students, and also  
educates potential  
students about  
their options.**

career services. Some interact daily with students, and others take management roles that focus more on big-picture strategies for how their institution can best support student success.

At Gateway Technical College in Racine, Wisconsin, Vincent Lieu, Grad '16, assists the college's very diverse student body in his role as a new-student specialist. Now in his eighth year with Gateway, Lieu says he enjoys orienting and supporting new students, as well as educating potential students about their options at Gateway. He absolutely sees himself as an educator — one who is having a valuable impact on recruitment, retention and student outcomes: "I think educating the students on how to navigate an educational terrain, how to network, how to utilize student services, tutoring services ... those are important things to have a conversation with students about, so that way they can feel more successful and find more joy in their college experience, have that connection with the campus community and ultimately, of course, graduate from the program."

Nicole Gahagan, Grad '06, works at a similar institution but in a vastly different role, as vice president of student services at Waukesha County Technical College, just outside of Milwaukee. Like Gateway, WCTC

**Nicole Gahagan**  
STUDENT AFFAIRS  
GRAD '06



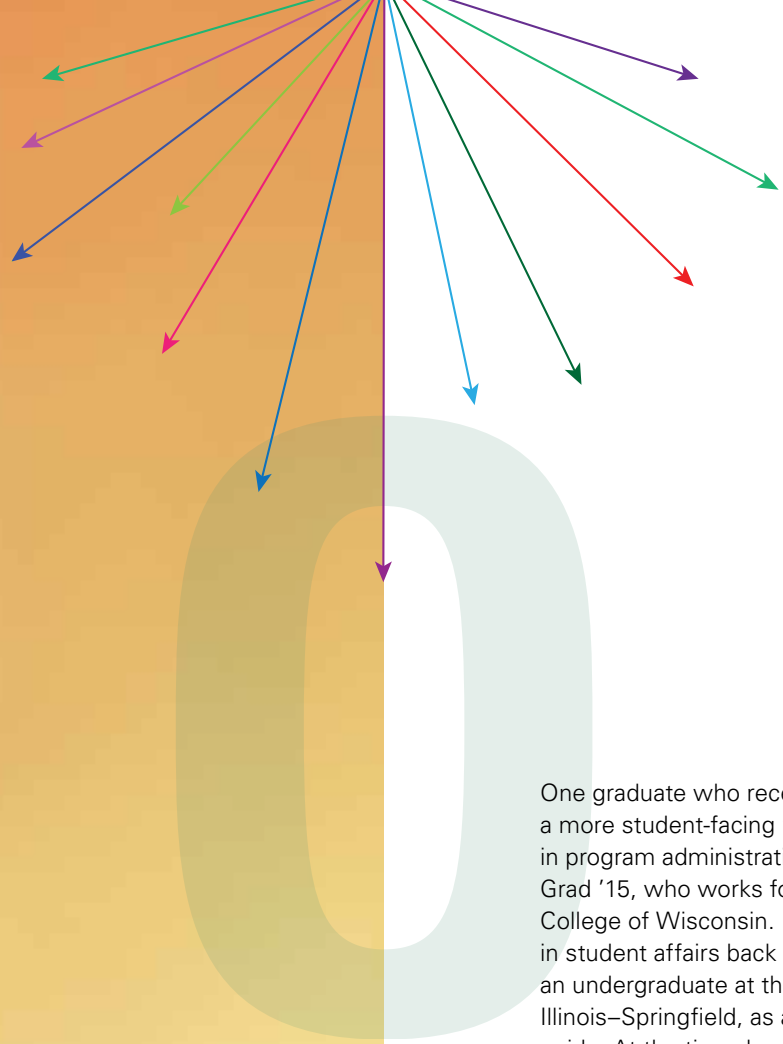
**Vice President of  
Student Services**  
*Waukesha County  
Technical College*

**Provides  
executive-level  
leadership to  
departments  
administering  
enrollment and  
retention services  
to students.**

serves mostly nontraditional student populations often underrepresented in higher education — adult learners, working parents, students of color. This attracted Gahagan, who has experience working with federal TRIO programs and who went into student affairs hoping to help students from disadvantaged backgrounds. She says that's a big reason she selected Marquette — the student affairs program's grounding in social justice. "That focus really helped steer a lot of our research and conversations around those underrepresented groups," Gahagan says. "That's a common part of the dialogue in higher education right now, but almost 15 years ago, when I graduated from the program, that wasn't the case, so I would say Marquette was somewhat groundbreaking in that regard."

Gahagan is leading several interrelated initiatives that she says will be transformative for WCTC students and improve completion rates. A big one is changing the academic term structure to one that better enables students to accumulate more credits per year even if they are working and supporting families. Although she says she could do her job without much student interaction, she makes it a priority, visiting classrooms and sitting down with students in the multicultural student resource center to expand her understanding of their experience. "It's really important to me to have the student voice at the forefront of my thoughts and decision-making processes," she says.

*(continued on next page)*



**Megan Armstrong**

STUDENT AFFAIRS, GRAD '15

**Academic Adviser**

*University of Wisconsin–Madison*

**Advises students  
on academic opportunities  
and facilitates career development.**

“When I first started at MCW in 2015, they didn’t have very many people with my background,” Garcia says. But that’s changing. “MCW is starting to see more value in the student affairs master’s-level students. Recently there was an open position for a chief of student affairs, and they specifically sought out candidates who had their Ph.D. in higher education and student affairs. It was really nice to see, because oftentimes candidates for these higher-level positions have just been M.D.s who happen to have an interest in student affairs.” Even medical students, he says, need the type of support and guidance student affairs professionals are trained to provide.

The blend of theory and practice in the SAHE program has also served Megan Armstrong, Grad '15, in her role at Wisconsin’s largest public university, the University of Wisconsin–Madison. She previously had served in residential life at Madison’s small, private Edgewood College but found her skills quite transferable, including the basic counseling background the SAHE program provided and the motivational interviewing skills she has been honing throughout her career. Because she works with students who are working on declaring a major, these skills enable her to help students access their interests, passions and wisdom.

“I’m teaching them things about navigating their academic journey — the process, the policies, the requirements, those types of things,” Armstrong says of her role as an educator. “To ‘educate’ is defined as ‘developing faculties and powers of a person by teaching, developing and informing.’ I’m developing them to be autonomous and to take the reins, to take control of their lives.”

One graduate who recently vaulted from a more student-facing role to a position in program administration is Dan Garcia, Grad '15, who works for the Medical College of Wisconsin. He got his start in student affairs back when he was an undergraduate at the University of Illinois–Springfield, as a campus tour guide. At the time, he says, he never imagined student affairs as a career path, but as he got to know the University of Illinois’ vice chancellor for student affairs, he realized the field would be a good fit.

Garcia selected Marquette’s SAHE program over a competitor, impressed with Jessup-Anger and excited by the prospect of doing a graduate assistantship practicum under her tutelage — just one of many ways SAHE students can gain real-world experience, something they say is extremely valuable once they enter the workforce. Garcia completed another practicum at MCW, where he made connections. Just two months into his first post-program job, MCW came calling.

He couldn’t pass up the opportunity to join MCW’s admissions department in a very student-facing role. Now, as the manager for its Master of Science in Anesthesia program, he’s more administratively focused. Garcia stresses that he has felt well prepared by Marquette’s program every step of the way, and in this role, he’s leveraging what he gained from a favorite SAHE class, Organizational Theory.

**Dan Garcia**

STUDENT AFFAIRS  
GRAD '15

**Program Administrator**

*Medical College of  
Wisconsin*

**Manages the  
operations of a  
graduate program  
and schedules  
clinical experiences  
for students.**



## First-gen Influencers

Researcher studies the effect first-generation academics have on higher education.

**A**s more universities increase support for students who are the first in their families to go to college, an educational policy scholar in the College of Education is studying how career academics who were themselves first-generation college students can help influence colleges and universities to do even more.

While working on her doctorate at the University of Wisconsin–Madison, Dr. derria byrd, assistant professor of educational policy and leadership, found herself wondering about the experiences of her fellow doctoral students who had been first in their families to complete college. Her curiosity resurfaced during her dissertation research, which included interviews with faculty, staff and administrators at a university with a significant first-generation student population. “I felt that those I interviewed who had been first-gen were making a connection between their own backgrounds and how they were operating in the college environment,” byrd says.

The idea that a first-generation identity might remain salient or become even more meaningful well after the undergraduate years challenged byrd’s assumptions and led her to theorize that for career academics, it might influence “an inclination toward equity that might not be there for other folks.”

Supported with Summer Faculty Fellowship and Regular Research Grant funds from Marquette’s Office of Research and Innovation, byrd’s current research seeks to fill what she has identified as a gap in academic research, which fails to address first-generation academics as a population systematically. She is looking at the ways in which their first-generation status influences assumptions, beliefs and practices on the job.

Her interview subjects describe challenges navigating cultural and social norms and assumptions



**“I felt that those I interviewed who had been first-gen were making a connection between their own backgrounds and how they were operating in the college environment.”**

DR. DERRIA BYRD

among fellow academics with college-educated parents and grandparents, a struggle that also shines through in byrd’s systematic review of



the scant literature on this population. Such differences, byrd is learning, often “became sharper for them when they became faculty members, because people assume that if you are at this level, then you must all have the same background,” she explains. “They have to really pay attention to their environment to be able to navigate it successfully.” For these academics, teaching and working with first-generation students can also bring their own identities to the foreground. “They want to make sure first-generation students get something that they didn’t have, or to make sure those students also experience the supports that made the difference for them,” byrd says.

Ultimately, byrd is interested in how these scholars might advance higher education organizations along the paths of social justice and equity by leveraging their lived experiences to teach, design courses, engage in research and mentor in ways that better support first-generation students — and even to identify and advocate for institutional changes that do the same. —**Paula Wheeler**

# Preparing Extraordinary Principals

New collaboration with Milwaukee Public Schools cultivates tomorrow's education leaders.



Ronald Kendrick, Preparing Extraordinary Leaders program participant

**T**en Milwaukee Public Schools teachers, studying under a collaboration between Marquette and MPS, will become principals or administrators once each receives a Master of Education degree as soon as spring 2022. Through the Preparing Extraordinary Leaders program, which includes tuition support packages offered by MPS and Marquette, the teachers are able to participate in Marquette's unusually rich and rigorous leadership preparation program.

The new program is a dream come true for Dr. Cynthia Ellwood, clinical associate professor and director of graduate studies. Before joining the College of Education, Ellwood served at MPS for 29 years, as principal of an urban school and later overseeing 35 schools and principals.

Ellwood says she is excited to connect her prior experience with her role at Marquette. "Being a teacher is demanding but exhilarating because the work has real meaning. That experience is ratcheted up exponentially as a principal, because one never knows what will come up," she explains.

The program aims to build school leaders and prepare them for the challenges ahead, since working in urban schools can feel like building a sandcastle in the wind, according to Ellwood. "There are always adverse winds that can undo your work. But the children you've touched go on in their lives, and you know you've had some hand in it."

In one of the courses, Ellwood leads a discussion on conducting nonconfrontational conversations with parents. She tells her students: "Do nothing but listen with a totally open heart. Parents love their children with fierceness; we're going to listen to their point of view first. It always works."

**"It's a great opportunity to lead the future leaders of Milwaukee."**

RONALD KENDRICK

Ellwood indicated that both MPS and Marquette have shown tremendous commitment to the program. MPS Superintendent Dr. Keith Posley was "all in from the beginning and was really engaged when he heard about the cohort of teachers inspired to become principals," she says. Candidates were vetted by both MPS and Marquette, and MPS is committed to placing them in administrative roles when they complete the program.

One of the graduate students, Ronald Kendrick, says he is glad to be getting a rigorous education at Marquette: "It's a great opportunity to lead the future leaders of Milwaukee."

More leadership opportunities await: MPS has already committed to a second student cohort for the Marquette program.

—Lauren (Herb) Schudson, Grad '97

# Social Class Assumptions

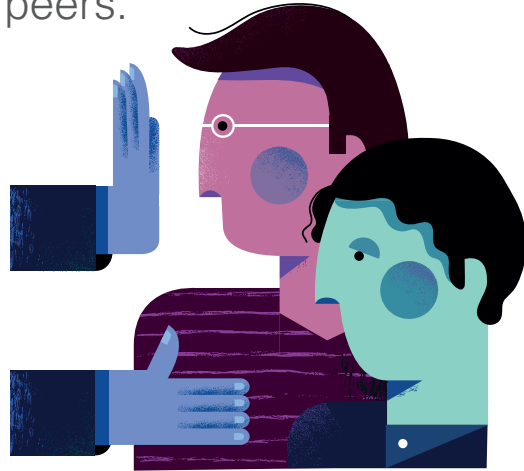
Professor examines how graduate students' "invisible" identities might be under attack by peers.

**M**any people have heard the term "microaggression" as it relates to race and ethnicity and recognize the ways in which these daily indignities adversely affect people of color. However, what is much less examined are microaggressions aimed at people of different social classes and the negative effects they produce. Dr. Jennifer Cook, assistant professor of counselor education and counseling psychology, conducted a qualitative study of social class microaggressions that examined how they "denigrate, insult or disrespect people with non-dominant social class identities."

Cook's study looked at counselor education doctoral students who reported that they had experienced social class microaggressions because of their social class group affiliation. These students noted that because social class is an "invisible" identity when compared with race and gender, people often don't even believe it exists. This notion is particularly prevalent in higher education, where many presume that students and faculty have at least a middle-class background.

"The higher you go in academia, such as the master's or doctoral level, the assumption is that you have the resources to get you there," explains Cook. "Or, you must have figured it all out so social class is no longer an issue for you."

Cook's study posits that social class microaggressions can be verbal, behavioral and environmental. They



can be seen in the use of terms such as "redneck" or even politically correct descriptors like "at risk" or "urban." They exist in behavior form when a professor suggests a student quit her job so she can concentrate more on her studies, assuming that she has a financial safety net to cover tuition and housing, or when a group selects an expensive restaurant for an outing without considering that the cost will be prohibitive for some members.

Environmental social class microaggressions are exemplified in the "unwritten rules" that guide social norms, such as knowing how to dress for particular events and understanding what acceptable conversation topics are when networking with professionals. Regardless of the form they take, these microaggressions cause those with "nondominant" identities to experience "marginalization and disenfranchisement," according to Cook's findings, and "can result in oppression, discrimination and structural inequality."

"I see my research as a form of social justice and advocacy," says Cook. "The goal is to use the knowledge I've gained to help others increase their own awareness so that they are less likely to speak or behave in ways that can cause others to feel 'less than.'" —**Jennifer Anderson**



**"I see my research as a form of social justice and advocacy."**

**DR. JENNIFER COOK**

# Parenting Children Affected by Trauma

Counseling psychology students share trauma-informed care insights with the community.

**A**ttendees of the 2019 Summit on Poverty in Milwaukee gained valuable insight into how trauma affects the mental health of young children and what treatments work best to help these children and their families recover. An in-depth presentation by Sarah Boeding and Jennifer Tomlin, who are both in the Counseling Psychology doctoral program, explored some of the lessons

learned through Marquette's Early Pathways program, which is administered through the Behavior Clinic, a joint enterprise between the university and Penfield Children's Center.



**"People in poverty often have less access to mental health services for support and fewer resources around them."**

DR. ALAN BURKARD

techniques to manage challenging behavior. The work helps to advance the Summit on Poverty's mission, which is to be a catalyst for change for impoverished populations.

"Children who live in poverty have a higher risk for exposure to trauma," explains Dr. Alan Burkard, the consulting psychologist for the Behavior Clinic, who is chair and professor of counselor education and counseling psychology and the faculty shepherd of the program. "People in poverty often have less access to mental health services for support and fewer resources around them."



One of the topics discussed at the summit was Early Pathways' work creating better measures for understanding the trauma a child has experienced and helping to distinguish between what is trauma-related behavior and what is not. To do this, practitioners engage thoroughly with children and their caregivers to better understand how the two interact. Observing how they play together and communicate with each other, talking to the caregiver about traumatic events, and cataloging the child's behavior all play a role in the process.

At the fall summit, Boeding and Tomlin explained how Early Pathways provides parents and caregivers with understandable instructions on how to help children affected by trauma. They are taught useful parenting methods, like enforcing natural consequences for negative behavior, setting clear expectations, engaging in child-directed play and having realistic expectations for the behavior of young children. Parents are trained on how to model calm behavior and how they can step out of negative cycles to reduce reactive actions such as yelling or spanking.

"We really understand now the link between traumatic experiences and how they affect people in virtually every aspect of their lives," Burkard says. "A lot of our work is helping caregivers make that connection and learn how to be more effective in responding to the needs of their child." —**Jennifer Anderson**

# The Essential Dean

Research partnership sheds light on best practices for education deans.

Like all university deans, education deans wear many hats. They help to oversee instruction, facilitate faculty scholarship, create strategic plans, collaborate with community partners, engage alumni and more. But they face some unique challenges, says Dr. Bill Henk, dean of the College of Education. The field of education is rife with well-intentioned, but sometimes misguided, legislation, as well as regulations and reforms that put pressure on education leaders at all levels.

“There’s a certain public scrutiny around education. It’s very broad, it touches everyone, and everyone has an opinion about it, especially when student achievement isn’t where it’s supposed to be,” Henk says.

Until recently, relatively little has been known in particular about how education deans respond to these issues. But three studies conducted by a team of researchers, including Henk, shed light on the beliefs, attitudes and behaviors that lead education deans to more favorable outcomes. The results could equip current and aspiring deans with richer information about how to better articulate the role, Henk says.

The three studies consist of a self-reported qualitative investigation of when and how education deans use interpersonal and negotiating skills to function effectively and two national surveys that emerged from it.

In the self-reported investigation, Henk and his research partners — Drs. Shelley B. Wepner from Manhattanville College, Sharon Lovell from James Madison University and Steven Melnick from Penn State Harrisburg — spent two weeks tracking the

skills they used while participating in meetings and telephone calls and responding to emails. They found that working closely with others and being responsive to key people ranked among the most important attributes. The researchers concluded that education deans and those thinking about a career as a dean should explicitly focus on training that improves interpersonal interactions.

In the two national surveys, more than 200 deans ranked a number of personality traits and behaviors, such as staying vigilant, remaining calm, being honest and others. The team found

that honesty, advocacy, follow-through and flexibility ranked as most important. For the first of these two studies, the researchers won the Neuner Award for Excellence in Professional-Scholarly Publication, from the American Association of University Administrators in 2018.

Henk believes the more that is understood about the way in which education deans should ideally think, be and act, the better situated these academic administrators will be to lead high-functioning schools and colleges of education. —Tracy Staedter





Dr. Arnold Mitchem is lauded as a visionary,  
as Marquette's EOP celebrates

**50 YEARS**

of supporting educational opportunities  
for underrepresented students.

# Opportunity Knocks

by Tracy Staedter

**"I didn't want to be an administrator,** I didn't want to be a lobbyist, I didn't want to be an organizer," says Dr. Arnold Mitchem, Grad '81, Hon Deg '04.

He'd come to Marquette in 1968 to teach African American history. But a short year later, after students, faculty and Jesuits on campus held protests to demand more scholarships for black students and to offer more classes centered on the African American experience, Marquette launched the Educational Opportunity Program and put Mitchem in charge. Under his direction, the program flourished, and in the 50 years since its founding, EOP has graduated more than 2,000 first-generation and low-income students.

"Mitchem always promoted and acted on the belief that low-income and first-generation students lacked opportunity rather than capacity. From his perspective, these students did not need to be compensated for their inadequacies but rather to be treated as highly capable individuals who would flourish if challenged intellectually and supported to meet that challenge," says Dr. Robert Lowe, professor emeritus of educational

# “Mitch helped us to believe in ourselves, have our own opinions and stand by each other.”

—Dr. Lottie Smith, Sp '72, Grad '98, one of the 40 students in EOP's inaugural class, who worked as a high school principal in Milwaukee Public Schools for 23 years.

policy and leadership, who headed up writing instruction for EOP from 1976 to 1979 and worked as its associate director from 1984 to 1988.

## Going national

With EOP firmly rooted, Marquette began to apply for and receive funding from the federal government's relatively new TRIO program, so named because it encompassed three grants aimed at low-income students. The funds were critical to expanding EOP at Marquette, but Mitchem realized early on that no local or national organization existed to advocate for financial support. He began networking with Midwestern universities, eventually landing a seat on a regional advisory council to the U.S. Office of Education (now called the Department of Education).

By 1974 he became chairman of the advisory council. He leveraged that role a year later to create and also preside over the Mid-American Association of Educational Programs (now called the Educational Opportunity Association), a regional group advocating for educational access. “That was the badge I took to Washington,” says Mitchem, who went monthly to the nation's capital to lobby Congress.

Congress also came to him. In 1977 a bipartisan congressional delegation visited the Educational Opportunity Program at Marquette to learn more about how federal TRIO support was assisting campuses serving low-income and underrepresented students. The government wanted to explore various ways to strengthen TRIO programs. Mitchem showed off the campus and introduced the members of the delegation

to senior university administrators, students, faculty and staff, all the while emphasizing the critical need for government investment. Funding had been stalled at \$70 million for three years. But, in part as a result of the visit, Congress soon doubled that funding — and paved the way for future increases by raising the level of authorized spending to \$400 million in the 1980 reauthorization of the Higher Education Act.

Mitchem kept at it, while at the same time pursuing his own doctoral degree in education. In 1981, the same year he earned his doctorate from Marquette, Mitchem and his colleagues received funding from Marquette and other universities to open the Council for Opportunity in Education in Washington, D.C.,

a nonprofit group designed to lobby Congress on behalf of first-generation, low-income students. He stayed at Marquette until he became president of the council in 1986, and he worked there until he retired in 2013. Thanks to Mitchem's early work and the continued efforts of Maureen Hoyler, Arts '70, Law '79, the Council for Opportunity in Education's current president, the TRIO programs today are funded at \$1.06 billion and serve more than 800,000 students at 2,300 colleges, universities and nonprofit institutions.

“The long list of highly accomplished graduates who attended Marquette EOP's 50th anniversary celebration attests to the power of that vision and the generations of staff members that vision influenced,” Lowe says.



Dr. Arnold Mitchem attends an on-campus celebration of EOP's 50th anniversary during Homecoming 2019.

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