A PHYSICIAN’S FOUNDATION

How the diversity of a liberal arts curriculum informs the human spirit for a career in medicine.
Welcome to the 2020 issue of A&S Marquette magazine. It illustrates the excellence, dedication and resilience of the faculty, staff and students in the Helen Way Klingler College of Arts and Sciences. Here you will find testimonials to the transformational difference our college makes as it enacts Marquette’s Catholic, Jesuit mission. The research, teaching and community engagement described here spans Milwaukee, Washington, D.C., Guatemala, the South Pole and beyond. Our cover story reflects the importance of the humanities and social sciences as preparation for careers in medicine. These fields provide perspective on the human condition and hone the capacities of medical students to assess situations and understand patients. Related stories describe a method developed by a physics faculty member to sterilize masks for the Kenosha (Wis.) Fire Department as part of our community’s response to the COVID-19 pandemic and an English faculty member’s award-winning book about the written reporting of first responders.

The stories in this magazine amply demonstrate why I am delighted and honored to join the college as dean. What drew me to Marquette and to the college are the purpose, the people and the place. There is nowhere I would rather be.

Special thanks to Dr. Heather Hathaway for her leadership as acting dean over the past year. I also want to thank staff members across the college for their adaptability and determination. That spirit will carry us onward. Thank you all for your steadfast support of Marquette. I would love to hear from you!

Heidi Bostic
Dean, Klingler College of Arts and Sciences

Editor’s Note: The production of A&S Marquette magazine was nearly complete when the coronavirus pandemic closed the Marquette University campus. Although pandemic conditions ended plans to print the issue, the Klingler College’s leadership has decided to share the inspirational stories of faculty research, college happenings and alumni accomplishments found in this issue with you, as a digital-only release. In a few cases, updates were made to existing stories most affected by the COVID-19 crisis. Within this issue, however, we have not addressed the transformational recent protests gripping the nation since the death of George Floyd. Please understand, the protests and subsequent calls for racial justice are important to the Klingler College and Marquette University as a whole, and we are committed to covering this movement in future communication efforts.
1,500+

The number of spring semester courses that had to be moved online in March because the COVID-19 pandemic forced the university to complete the semester’s coursework remotely. Visit stories.marquette.edu and search for “Digital transformation” to read how that Herculean transition materialized in just over one week.

The Arthur Vining Davis Foundations have awarded the Klingler College of Arts and Sciences with a nearly $300,000 grant to ensure financial support for more than 1,100 students to participate in career-readiness internships. Through this two-year grant, for which Dr. Andrew Kunz, associate dean, serves as principal investigator, the college will be able to provide financial support for 140 students to participate in what are normally unpaid internships in local community organizations and government offices. Internships allow students the opportunity to apply their skills in the workplace so that they can experience firsthand how the transferable skills of their liberal arts education translate into career preparedness and competitiveness in the job market.

The Center for Peacemaking is bringing its Peace Works education program to Milwaukee Public Schools students at the district’s new MPS Success Center. This new partnership allows the Center for Peacemaking to offer its nonviolence, peace education program in collaboration with other therapeutic services, including art, music, drum and dance, and yoga therapy, for MPS students in grades 4 through 12. Peace Works utilizes a social-emotional curriculum, restorative practices and peer mediation to teach youth communication, anger management and problem-solving skills through skill-building exercises, role play, games, reading, writing, art and reflection.

Peace Works has been delivered in public and private schools in Milwaukee and Chicago since 1997, serving more than 1,100 students in MPS behavioral reassignement schools alone. This new partnership will allow the center to reach more of MPS student population. In November, the Center for Peacemaking mourned the loss of its founding director, Rev. G. Simon Harak, S.J. In his six years at the center, Father Harak helped build a thriving research and curricular center that actively explores the power of nonviolence. His teachings, spirituality and leadership inspired students, faculty, staff and community members. A student room in the center has been dedicated in his memory.

Search for “arts and sciences magazine” at marquette.edu to read more about the Center for Peacemaking in the A&S 2019 issue.

DATA SCIENCE DIRECTOR

KLINGLER PROFESSOR GUIDES INSTITUTE STRATEGY.

Dr. Edward Blumenthal was appointed Marquette’s director for the Northwestern Mutual Data Science Institute for the 2019–20 academic year. The institute is an industry and academic partnership between Northwestern Mutual, Marquette and the University of Wisconsin-Milwaukee, formed to help advance southeastern Wisconsin as a national hub for technology, research, business and talent development. Together, the three institutions will contribute $40 million over five years toward these goals.

As Marquette’s director, Blumenthal is responsible for setting research priorities, enhancing the university’s data science programs, growing data science skill sets in the Milwaukee region and establishing the institute as a national and global leader in data science. He also serves as principal investigator for the two-year grant, for which Marquette and the University of Wisconsin-Milwaukee have combined to provide $300,000 in financial support for more than 1,100 students to participate in career-readiness internships. Through this two-year grant, for which Dr. Andrew Kunz, associate dean, serves as principal investigator, the college will be able to provide financial support for 140 students to participate in what are normally unpaid internships in local community organizations and government offices. Internships allow students the opportunity to apply their skills in the workplace so that they can experience firsthand how the transferable skills of their liberal arts education translate into career preparedness and competitiveness in the job market.

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LONGTIME FACULTY

The Klingler College recognizes the following faculty members who are celebrating 50-plus years at Marquette. We appreciate their steadfast dedication to the university and our students.

MUSIC LESSONS

INTERDISCIPLINARY COURSE IN ROCK AND ROLL PROVES THERE’S MORE TO THE GENRE THAN MEETS THE EAR.

BY JIM HIGGINS, JOUR ’79

Studying rock and roll is a vehicle for understanding American culture, according to Dr. Carla Hay, professor of English (50th anniversary as a faculty member). “Rock subsumes so much,” Naylor says. “From historical, technological and psychological perspectives, and demonstrating their mastery of contemporary digital technology by editing and balancing the music included. Naylor says The Beatles and Queen were popular choices, the latter stimulated by the 2018 biographical movie Bohemian Rhapsody.”

FOUNDRING FATHER

REV. TIMOTHY O’BRIEN AND THE ASPIN CENTER CELEBRATE 30 YEARS OF SHAPING THE LIVES OF CIVIC-MINDED STUDENTS.

Anna Miller, Arts ’17

30 YEARS OF SHAPING THE LIVES OF CIVIC-MINDED STUDENTS.

Rev. Timothy O’Brien, Ph.D., founder and director of Marquette’s Las Aspin Center for Government, is a pioneer. Thirty years ago, after years of independently connecting political science students with internships, he founded a congressional internship program, which eventually became the Aspin Center. One of the first of its kind, the program provides students with the transformational opportunity to put their studies into action and intern at various political offices, executive agencies and interest groups throughout Washington, D.C. Under his steadfast guidance, the Aspin Center has since served more than 3,000 students and launched the careers of countless political and community leaders, many of whom attribute their later success to their time with Father O’Brien and his storytelling, oral history, and reflection. And to top it off, Father O’Brien strives to make this program accessible to people from all economic backgrounds. The $725,000 he helped raise last spring as part of the program’s 30th anniversary celebration will go toward this end, as does the Klczka Program, a sister program that provides students with local internships with Milwaukee-area government agencies and nonprofits. “I have worked very hard to make sure that the program is not just for wealthy students; that would simply not align with my Catholic values,” Father O’Brien says. “Another way I incorporate these values is that Las Aspin students take an experiential learning course that educates them on pressing social issues like inequality, addiction, homelessness and elder care.”

WHEN IN ROME

NEW INTERNSHIP OPPORTUNITY TAKES STUDENTS TO THE HEART OF THE JESUITS’ HISTORY.

By Guy Frontera

Led by Rev. Michael Maher S.J., Interpreting Jesuit Rome, a new summer internship program, gives students the opportunity to study Jesuit history at its source. For five weeks, 10 students live and study in a special area of the Society of Jesus’ mother church, Church of the Gesù. Here, along with learning about the art and architecture of the church, the students also act as tour guides, taking groups through important churches and other historical sites in the city. This hands-on approach teaches them the skills required for the presentation and interpretation of everything they have learned. Although the program did not send interns overseas this summer due to the pandemic, Father Maher hopes it will continue in 2021.

Father O’Brien walks his dog alongside Aspin Center Student Daniel Cady, spring 2018.

Philosophy student Sam Solowicz, who participated last summer, says the experience taught him that “Everything [within the churches] is meant to convey something important to the audience. Understanding this helps us better understand history, theology, philosophy and even why Marquette emphasizes service and reflection. And to top it off, sometimes I was lucky enough to have a coffee and cannoli before the tours began.”

COMPUTING SUCCESS

Marquette was ranked 18th in the nation for best online computer information technology graduate programs in the 2020 U.S. News & World Report. The success of the computing graduate program was boosted by the university’s hosting of the 2019 Computers, & World Report U.S. News

SUCCESS

COMPUTING

Dr. Jeanette Kraemer, associate director, hopes the program will become even more accessible and interdisciplinary. The O’Brien House in Washington, D.C., was recently remodeled and its door painted Marquette blue, ready for the next generation of leaders to flourish under Father O’Brien’s mentorship, just as Eduardo Perea-Hernandez, Arts ’19, has. “He’s investing in me by allowing me to invest in myself,” Perea-Hernandez says in a 2019 video tribute to Father O’Brien. “To him, I’m more than just a student. To him, I’m the future of this nation.”

When in Rome

New internship opportunity takes students to the heart of the Jesuits’ history.

Inside Arts and Sciences

College Happenings

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College Happenings

04 Marquette University Klingler College of Arts and Sciences Magazine 2020

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Graduate student Bikram Mandal explains his research “Sulfur Allotropes: A Connection between light absorption to identify blood-oxygenated hemoglobin and smartphone videos of the index finger.” The technology gauges light absorption to identify blood-oxygenated hemoglobin and plasma. The researchers are proposing a study to validate the system by testing individuals with various blood disorders. The tool would improve the lives of the nearly 2 billion people worldwide who suffer from hemoglobin-related blood disorders and have to test their blood through venipuncture and await laboratory testing — methods that can be inconvenient and costly.

Research by Dr. Brittany Paddek, assistant professor of English, assesses if literature can heal. Her research culminated in her first book, The Poetics of Palliation: Romantic Literary Therapy, 1790–1850. Paddek’s research looks to the Romantic period to expand the idea that literature as medicine cures by making sufferers ure can heal. Her research looks to the Romantic period to expand the idea that literature as medicine cures by making sufferers heal. Her research looks to the Romantic period to expand the idea that literature as medicine cures by making sufferers heal. Her research looks to the Romantic period to expand the idea that literature as medicine cures by making sufferers heal. Her research looks to the Romantic period to expand the idea that literature as medicine cures by making sufferers heal. Her research looks to the Romantic period to expand the idea that literature as medicine cures by making sufferers heal. Her research looks to the Romantic period to expand the idea that literature as medicine cures by making sufferers heal. Her research looks to the Romantic period to expand the idea that literature as medicine cures by making sufferers heal. Her research looks to the Romantic period to expand the idea that literature as medicine cures by making sufferers heal. Her research looks to the Romantic period to expand the idea that literature as medicine cures by making sufferers heal. Her research looks to the Romantic period to expand the idea that literature as medicine cures by making sufferers heal. Her research looks to the Romantic period to expand the idea that literature as medicine cures by making sufferers heal. Her research looks to the Romantic period to expand the idea that literature as medicine cures by making suffers...
DIGITAL-WORLD DEFICIENCY
PROFESSOR ACTS ON AN UNEXPECTED COMPUTER ILLITERACY PROBLEM AND TEACHER SHORTAGE IN AN ERA OF UNPRECEDENTED TECHNOLOGICAL ADVANCEMENT.

By Lauren Herb Schroedl, Grad ’97

Today’s high school students have fewer opportunities to learn computer science than students did in the 1990s, according to Dr. Dennis Brylow, professor of computer science. Before Brylow launched a K-12 computer science education program, he says, “Only 15 percent of high schools had computer science classes, mainly because they didn’t have qualified teachers for those classes.”

When Brylow noticed enrollments decreasing in Marquette’s own Computer Science program, he set out to discover why. As he collected information and looked for researchers keeping track of the data, he was surprised to learn that no one was. He realized that there was a data gap, he was surprised to find out that he could make a living doing that, just that, it was a “huge discovery” for him. “I feel like I’ve won the lottery in that I can go to work every day and do things I am super excited about,” says Gamble, assistant professor of biological sciences.

Now, as an evolutionary biologist, Gamble has made a name for himself by discovering chromosomal truths about geckos that could influence the field’s understanding of biological diversity patterns among thousands of species. His groundbreaking research has upended decades-long scientific assumptions made regarding sex chromosome identification within the reptile family. In most species, the complement of the two sex chromosomes that an embryo gets at fertilization will determine whether it becomes female or male.

Gamble explains that many species have either an XY or ZW sex chromosomal system, but that the vast majority of species’ two sex chromosomes don’t look different from each other under a microscope, making them indistinguishable among the species’ other chromosomes. Geckos fall in that category.

As a child, Dr. Tony Gamble reveled in the outdoors — playing in the mud and unraveling nature’s varied residents. When he learned that he could make a career out of finding out the sex of species just like him, he decided to pursue a career in evolutionary biology.

As DNA sequencing became more affordable, Gamble started sequencing thousands of genome fragments from 10 male and 10 female geckos and compared them. His team then developed a software program that sorts through this data to find sequences that were only in males and never in females, or only in females and never in males — characteristics called sex-specific genetic markers. With this data, they plotted out an evolutionary tree, which showed a significant number of transitions in sex-determining systems among geckos and other reptiles.

“We showed about a third to a half of the transitions in sex-determining systems in all lizards and snakes occurred just within geckos. This opened up a whole host of different organisms to be amenable to studying how their sex chromosomes evolved,” he adds. The evolutionary tree also allowed the team to identify how many times geckos have gained or lost their sticky toe pads, used to climb surfaces. Historically, scientists believed this characteristic evolved a few times at most.

“But we showed that it evolved more than a dozen times and also was lost many times,” he says. This finding set him on a new research track to learn how different modes of locomotion evolve, which earned his team a $1 million collaborative National Science Foundation grant to study gliding behavior in geckos.

As that project wraps up, Gamble’s long-term plan is to continue using the gecko evolutionary tree to study sex chromosomes — only 3 percent of the species’ sex chromosome patterns have been identified — so that the next-level evolution question of why these chromosomes change can eventually be solved.

This initiative — Preparing the Upper Midwest for Principles of Computer Science — recently received its third NSF grant. The $2 million grant will fund the program for the next four years. “Our goal is to expand computer science curriculums so that all students have the foundational skills necessary during their lifetimes,” Brylow says. “Computers are involved in automating every kind of task. Some people will be coding, but most will interact daily with computers and need to know how.”

Another of Brylow’s objectives is to promote computer science education across Wisconsin. Brylow found that a key reason six out of seven Wisconsin high schools didn’t have computer science classes was that they didn’t know what they didn’t know. “Principals told me they have 1:1 ratios of students to laptops, and they thought that was offering computer science education. But they had no teachers instructing students in the science of computers and no training for the teachers.”

Brylow says the word “science” is essential in describing the subject. “Science means the computer is the object of study; we’re looking at how the computer works, why it does what it does, and how to use it to do new things,” he explains.

An added challenge was that the computer science teachers of the ‘90s were retiring, and there was no system for replacing them. “Since computing skills are not tested in the No Child Left Behind Act, there was no route to produce new computer science teachers,” he says. This has all improved over the last five years as Brylow and many volunteers have leaned into advocacy with 486 school districts and rolled out more interesting curriculums. “We found a way to teach computer science in a welcoming way, and it’s had an impact on 67,000 school children,” Brylow says.

Our goal is to expand computer science curriculums so that all students have the foundational skills necessary during their lifetimes.

Dr. Dennis Brylow

By developing a method to identify sex chromosome systems in reptiles, evolutionary biologist breaks ground.

DNA DISCOVERIES

Evolutionary biologist breaks ground by developing a method to identify sex chromosome systems in reptiles.

By Sarah Koziol, Arts ’92

As a child, Dr. Tony Gamble reveled in the outdoors — playing in the mud and unraveling nature’s varied residents. When he learned that he could make a living doing that, just that, it was a “huge discovery” for him. “I feel like I’ve won the lottery in that I can go to work every day and do things I am super excited about,” says Gamble, assistant professor of biological sciences.

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If you want to study how sex chromosomes transition — they are changing all the time, and we know that from the little bit of data we did have — and you can’t even identify the sex chromosome system for a species, there isn’t hope for any further research,” says Gamble.

As DNA sequencing became more affordable, Gamble started sequencing thousands of genome fragments from 10 male and 10 female geckos and compared them. His team then developed a software program that sorts through this data to find sequences that were only in males and never in females, or only in females and never in males — characteristics called sex-specific genetic markers. With this data, they plotted out an evolutionary tree, which showed a significant number of transitions in sex-determining systems among geckos and other reptiles.

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IN THE PUBLIC'S INTEREST
STUDYING HOW STATE LITIGATORS USE LAWSUITS TO INFLUENCE PUBLIC POLICY IS A "TRUE JOY" FOR A POLITICAL SCIENCE PROFESSOR.

BY DAN SHAFER

Since Donald Trump became president, state attorneys general have filed more than 100 multistate lawsuits. In Barack Obama’s eight years as president, that number was just 78. As the role of state attorneys general continues to grow and evolve, so has Dr. Paul Nolette’s study of it. “Not only do I think it’s an important institution in American politics now; it’s something that raises all sorts of very interesting questions about the relationship between the states and the federal government, and political ambition and public policy and all of these sorts of issues that have been interesting me for quite some time,” says Nolette, chair and associate professor of political science.

A Massachusetts native who joined Marquette’s faculty in 2011, Nolette wrote Federalism on Trial: State Attorneys General and Multistate Litigation in Contemporary America in 2015. After writing the book, he thought he might move on to other topics, but the attorneys general role remained interesting and active. Within the last year, utilizing the research he’s done dating back to 1981, he launched attorneysgeneral.org, a free, extensive, real-time resource chronicling the actions of attorneys general around the country. Nolette plans to expand upon this educational database in the months and years to come.

Nolette’s research interest sparked after reading Up in Smoke: From Legislation to Litigation in Tobacco Politics by Martha Derthick, an in-depth look at the 1998 historic tobacco settlement, in which 46 attorneys general agreed to “the biggest civil settlement in U.S. history,” he says. “It restructured the entire industry of tobacco, and that was with no action by Congress, no action by the Food and Drug Administration. It was from the states,” he adds.

After that settlement, the pharmaceutical industry became the most common target of multistate attorneys general investigations, most recently the opioid industry. “The opioid crisis is literally a life-or-death situation, and I would consider it the most important single issue that they’re focused on today,” Nolette says.

This bipartisan litigation effort by state attorneys general has expanded to target companies, manufacturers, distributors and even individuals, particularly the Sackler family, who own and operate Purdue Pharma, the developer of Oxycontin. Not unlike the tobacco settlement, the litigation is upending and operating Purdue Pharma, the developer of Oxycontin. As the role of state attorneys general continues to grow and evolve, so has the office of the state’s chief legal officer. The Sackler family, who own and operate Purdue Pharma, the developer of Oxycontin.

Sister Rose Cordis, M.D., a Maryknoll nun born Dorothy Enkison in Boston, was an experienced physician when, in 1961, she arrived on muleback to start a hospital in Jacaltenango, a Maya pueblo in the Western Highlands of Guatemala. The people of this rural town had asked Maryknoll, which had already assigned priests and schoolteachers to Jacaltenango, to send a doctor as well. “Madre Rosa,” as the Jacaltenecos affectionately called Sister Rose, Med ’51, had worked for eight years in Bolivia at the first hospital established by the Maryknoll sisters in Latin America. A graduate of Marquette University’s medical school (now the Medical College of Wisconsin), she was a logical choice to lead this new mission. Other nuns, including Sister Mary Annell, M.D., and other Maryknoll alumnae, later joined her.

Shortly after Sister Rose arrived, Guatemala descended into a long, brutal civil war, but the nurses persevered and built their 50-bed hospital, treating half a million people by 1987, immunizing 182,000 children, training local people to help serve their community’s health care needs and becoming a beloved community partner in the process. “Their model of service was very respectful. They made a lifelong commitment. We talk a lot about service at Marquette, and this project makes you think very hard about what it means,” says Dr. Laura Matthew, associate professor of history, whose research focuses on Mexican and Central American history.

Sister Rose died in 1992 and is buried in Jacaltenango. A local school is named for her, and she is depicted in a mural in front of the town market, says Matthew, who stumbled across her story on a 2017 research trip. “As a historian, I think a lot about what is left out of the historical record,” Matthew says. “It seemed to me on that first trip that the stories I was hearing were important to preserve. I also wanted to remind the Marquette community of this past connection it has to Guatemala.”

Two cohorts of Marquette students, all heritage Spanish speakers, worked on the Remembering Madre Rosa project, most as part of independent study courses with Matthew, beginning in 2018. Their activities included conducting preliminary research at the Maryknoll Mission Archives outside Ossining, New York, and a number of subsequent trips to Jacaltenango, funded by the college’s Mellon Foundation, to interview townspeople who remembered Sister Rose. Each cohort produced its own report. Student Isabelle Soto was a member of the second cohort. When she traveled to Jacaltenango in spring 2019, Soto was impressed with what the Maryknolls had accomplished in the town, and with the many good things she heard from the townspeople about the nuns’ dedication and generosity.

Soto, whose own family roots are in Mexico, appreciates that, even while Sister Rose and the other nuns brought Western medicine to the town, “They weren’t saying, ‘This is the only way.’” They allowed the people to perform their own rituals and traditional type of medicine, too. They were willing to go outside their comfort zone.”

REMEMBERING MADRE ROSA
A HISTORY PROFESSOR ENSURES THE STORY OF HOW A GROUP OF MARQUETTE-EDUCATED NUNS SERVED A RURAL GUatemalan VILLAGE IS NOT FORGOTTEN.

BY DELIA O’HARA, JOUR ’70

Sister Rose Cordis, M.D., a Maryknoll nun born Dorothy Enkison in Boston, was an experienced physician when, in 1961, she arrived on muleback to start a hospital in Jacaltenango, a Maya pueblo in the Western Highlands of Guatemala. The people of this rural town had asked Maryknoll, which had already assigned priests and schoolteachers to Jacaltenango, to send a doctor as well. “Madre Rosa,” as the Jacaltenecos affectionately called Sister Rose, Med ’51, had worked for eight years in Bolivia at the first hospital established by the Maryknoll sisters in Latin America. A graduate of Marquette University’s medical school (now the Medical College of Wisconsin), she was a logical choice to lead this new mission. Other nuns, including Sister Mary Annell, M.D., and other Maryknoll alumnae, later joined her. Shortly after Sister Rose arrived, Guatemala descended into a long, brutal civil war, but the nurses persevered and built their 50-bed hospital, treating half a million people by 1987, immunizing 182,000 children, training local people to help serve their community’s health care needs and becoming a beloved community partner in the process. “Their model of service was very respectful. They made a lifelong commitment. We talk a lot about service at Marquette, and this project makes you think very hard about what it means,” says Dr. Laura Matthew, associate professor of history, whose research focuses on Mexican and Central American history.

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Soto, whose own family roots are in Mexico, appreciates that, even while Sister Rose and the other nuns brought Western medicine to the town, “They weren’t saying, ‘This is the only way.’” They allowed the people to perform their own rituals and traditional type of medicine, too. They were willing to go outside their comfort zone.”
On top of treating and transporting patients — often in high-intensity, life-or-death situations — emergency medical responders are required to write comprehensive reports about each 911 call to which they respond.

Dr. Elizabeth Angeli, assistant professor of English and leading expert in EMS writing, is working with the Milwaukee and Kenosha fire departments on a first-of-its-kind research project assessing the writing capabilities of first responders in training. The goal, Angeli says, is to transform EMS education by creating effective training programs that equip first responders with the skills necessary to compose well-written, detailed patient reports.

Angeli says quality reports are vitally important in emergency services because the reports become part of patient medical records and are used to guide patient care and reflect paramedics’ expertise and decision-making.

EMS writing training has historically been completed in a brief, one-time workshop that focuses on the writer’s job after a call is complete. Angeli is discovering, though, it’s what happens before the first word is even written that makes all the difference in reports.

“What’s less understood in EMS are all the processes and factors that impact the final written product,” Angeli says. “I’m interested in how first responders are being trained to show up on scene and engage their sensory and situational awareness. I want to know about collaboration skills, their ability to listen, how they ask questions, determine pertinent information. Then, how are they taught to remember all of it and fill out these patient care reports? I want to identify the best practices.”

Lawyers, health care providers and organ procurement teams may read patient reports for various reasons. It is up to first responders to include all of the necessary information.

“It’s about getting the report writer to think about all of their audiences,” Angeli says.

“The job is to give whoever reads the reporteverything they need to understand why [the EMT] made the decisions they made.”

Angeli has spent time at firehouses, interviewed and conducted writing exercises with trainees, and had various report readers provide feedback. She has even gone on several ride-alongs. It’s a dream come true for a researcher with a self-proclaimed “passion” for the medical field and emergency services that far preceded her research in EMS writing.

“Normally when people think English professor, they think about the written word,” Angeli says. “But I am about building relationships with people to help transform their writing practice. That’s what I do.”

Joshua Parish, deputy chief of the Milwaukee Fire Department, says Angeli investing in the department's trainees and having them at the forefront of groundbreaking EMS writing training will make these first responders the best at their jobs. Chief Jim Patrock of the Kenosha Fire Department concurs: "Testing Dr. Angeli’s model against other traditional approaches is a bold step toward improving medical documentation and the field of emergency medical services."

For physicists, searching for the smallest, most elusive building blocks of the universe now means collaborating around colossal international experiments. A duo from the lab of Marquette Assistant Professor of Physics Karen Andeen — postdoctoral researcher Dr. Matthias Plum and undergraduate Jack Smedley — was selected in the last year to contribute to two of the most significant projects on the planet. The collisions create a state where you get weird particles as they zip through Earth on their way across our universe. The muons are the product of the decay of other, short-lived particles thrown off by the plasma created when the Large Hadron Collider slams together atoms of heavy elements like lead on a 17-mile loop of collider more than 500 feet beneath the center of the sun.

“You’d never use instruments to be aimed at plasma burning 100,000 times hotter than the center of the sun. One of just 15 American students working at the Large Hadron Collider through a prestigious research program for undergraduates, Smedley used instrumentation experience earned in Andeen's lab to build and test equipment that would eventually be used to detect subatomic particles called muons. The muons are the product of the decay of other, short-lived particles thrown off by the plasma created when the Large Hadron Collider slams together atoms of heavy elements like lead on a 17-mile loop of collider more than 500 feet beneath the center of the sun. One of just 15 American students working at the Large Hadron Collider through a prestigious research program for undergraduates, Smedley used instrumentation experience earned in Andeen's lab to build and test equipment that would eventually be used to detect subatomic particles called muons. The muons are the product of the decay of other, short-lived particles thrown off by the plasma created when the Large Hadron Collider slams together atoms of heavy elements like lead on a 17-mile loop of collider more than 500 feet beneath the center of the sun.
In Pursuit of Justice

Psychology course internships provide students with real-world social justice experiences while tackling community challenges along the way.

By Jennifer Anderson

Esme Lezama Ruiz, a psychology major, has given a lot of thought to her future. She’s made plans for graduate school, and after that she wants to earn a doctorate in forensic psychology and work for the FBI. But for all her carefully formulated goals, Ruiz felt that the part of her plan that was missing was real-world experience. This is where the yearlong Field Studies course helped round out Ruiz’s résumé and give her a chance to take up Marquette’s challenge to all of its students to become men and women for others.

For the past seven years, Dr. Ed de St. Aubin (left), associate professor of psychology, has thoughtfully developed a number of internships with nonprofit organizations throughout Milwaukee, internships where Marquette students come face-to-face with many of the most challenging issues facing the city. Doing much more than making coffee and taking out the trash, students in Field Studies work alongside community leaders doing meaningful work and make deep personal connections in the process.
Francisco Tejeda interned at Project Return, a 40-year-old Milwaukee organization that helps ex-inmates find stability. The experience has been eye-opening, and Tejeda has been struck by the difficult challenges these men face when they return to life after incarceration.

“It’s been humbling,” Tejeda says. “These are people who are a lot less fortunate than I am, and it’s made me feel compelled to do something and not just turn a blind eye.”

The experience with Project Return clients impressed upon Tejeda the importance of addressing issues of mental health, especially in minority communities where the issue is often neglected. Tejeda (left), a cognitive science major, has subsequently added a psychology major in hopes of becoming a therapist. “The mental health needs of inmates are often neglected,” Tejeda says. “The prison experience needs to be much more rehabilitative than degradative. It’s not working if people leave worse than when they came in.”

Last year, Ruiz (left) interned at the Sojourner Family Peace Center, Wisconsin’s largest nonprofit provider of domestic abuse prevention and intervention services. There she worked within its Beyond Abuse program, comprised of group education sessions for women who have been physically abusive and want to develop the skills to stop. “These women are trying so hard to become better for themselves and for their families,” Ruiz remarks. “Many of them had been dealt such an unfair hand and had developed a lot of unhealthy coping mechanisms.”

As part of her internship, Ruiz helped to facilitate a three-day retreat for the Beyond Abuse members, an experience she calls “intense” but invaluable for helping her gain an understanding of how she could best be of service to these women. “Most of them just needed someone to listen to them;” she adds. “I got to be that person.”

The Field Studies course currently includes five nonprofit organizations and internships for 17 students. Students are matched with an organization for which they work eight hours per week and are paired with a mentor there who can work closely with them throughout the year. Students also meet weekly with Dr. St. Aubin to discuss what they’re working on and what they’re learning. He also has students read relevant content and write frequent reflections on their work.
Artifacts from a historically relevant African American neighborhood are discovered amid an unrelated Civil War excavation.

The unearthed treasures led to a cultural case study for a Marquette anthropology professor and her students.
Noel Hincha, center, Arts ’19, excavates a south side Chicago neighborhood as part of her senior project.

The neighborhood, with homes built on the same land after the war, evolved into a rich center of African American culture as a result of the Great Migration beginning in the early 20th century. This historical archaeological site is a valuable discovery — interpreting it depends on the hard work and expertise of students and faculty from Marquette’s Department of Social and Cultural Sciences.

Five Marquette students, under the guidance of Dr. Jane Peterson, professor of anthropology, have made contributions to furthering the Bronzeville work as independent study projects. One of those students is Noel Hincha, who says the experience bolstered her confidence both as a student and budding archaeologist. Hincha, Arts ’19, devoted both semesters of her senior year to studying materials from the Bronzeville excavations, making it the focus of her senior thesis presented at the Midwest Archaeology Conference in fall 2019.

Artifacts recovered from Chicago’s Bronzeville neighborhood are housed in the Archaeology Lab inside Marquette’s Cramer Hall. In this small, organized room, pieces of old pottery, glass, toys, even animal bones are cleaned, labeled and analyzed to learn more about the people who lived in Bronzeville — from their diets to how they occupied their time. There is very little written about African-American households and domestic settings in turn-of-the-century Chicago, particularly the lives of women and children,” Peterson says.

Hincha’s senior project involved plenty of hands-on lab work, organizing the artifacts into workable data that enabled her to analyze it from a historic public-health perspective. Hincha, who plans to pursue archaeology at a Durham University graduate program in the United Kingdom, says the experience provided the “necessary foundation for my professional career.”

Peterson is spending her 2019–20 sabbatical year working on the Bronzeville project in tandem with Gregory, a former DePaul University professor who serves as the project’s field director. The Marquette connection happened organically enough. After leaving DePaul, Gregory sought another academic partnership. Marquette was a natural fit for a couple of reasons. “We have known each other personally and professionally for a number of years, and I saw the value to our students of having an active field and artifact analysis opportunity for them,” Peterson says.

Along with participating in excavation work — which takes place in the backyards of historic Bronzeville homes — Peterson is co-authoring two articles about the project, which she intends to submit for publication by the end of her sabbatical.

Historically, the artifacts reflect a culturally pivotal time in history, as they date to the Industrial Revolution. During this time large numbers of African Americans were heading to northern cities attempting to avoid violence and seek employment, as part of the Great Migration. Although the fragments uncovered from the excavations are small, the researchers are slowly cobbling together more details about how early Bronzeville residents lived.

“They are only at the very beginning of examining public-health issues from the project,” Peterson says. “Among the time periods represented in our excavations are those when municipal trash collection services are just emerging, incineration is still a common solution to dealing with household waste and documentary sources indicate a number of public concerns about sanitation and disease.”

Foremost student Hincha remembers a particular day in the Archaeology Lab, when she and a fellow student were able to put to use some of the skills they had learned in their course work at Marquette. Searching property tax records and utilizing some history background, the two students were able to plug information into their laptops and figure out who actually lived in a certain house on site during the 19th and 20th centuries. “We spent at least an hour investigating the residents’ backgrounds through municipal forms and census data,” Hincha says. “It was a real eureka moment when we finally found the names and identities of the people.” Students learned that historical reconstructions are built using archaeological materials excavated from sites in tandem with documentary sources.

Like Hincha, anthropology major Brittany Hinkle, Arts ’20, spent days in the lab reconstructing what life was like in Bronzeville 100 years ago. Hinkle studied the makers marks on shards of pottery to estimate the dates of various archaeological layers and hypothesize the socioeconomic status of the people living in the house. She also created a database that other students could use to post photos of research items that will be used as the model for a photo archive for continuing research by professors Peterson and Gregory and future students.

Both Hincha and Hinkle say the chance to apply what they learned in classes to concrete anthropological work was vital. The teamwork that excavation and analysis require made Hincha think about the care with which she was entrusted “to research and conserve the stories of our past. Handling an artifact on site, keenly digging into the past, presents me with a lot of feelings of awe, respect and curiosity.”

Students learned that historical reconstructions are built using archaeological materials excavated from sites in tandem with documentary sources.

PHOTOS: DR. MICHAEL GREGORY

Noel Hincha, center, Arts ’19, enjoys the Bronzeville neighborhood, c. 1910.
How the diversity of a liberal arts curriculum informs the human spirit for a career in medicine.

A Physician’s FOUNDATION

By Lauren Sieben

Eduardo Dolhun, M.D., Arts ’88, arrived at Marquette as a freshman with plans to study biology. His goal: to become a marine biologist, following in the footsteps of his childhood hero, Jacques Cousteau. “Over the course of my first and second year, I fell in love with humanities and the questions that they asked,” he says.

So Dolhun switched gears, changing his majors to philosophy and Spanish literature. After graduating, he moved to Spain and began a philosophy doctoral program at the University of Madrid, but he soon felt pulled back to his first love of science. “I really missed the sciences, and medicine offered the promise of using my hands. I wanted more direct contact with individuals in need,” Dolhun says. After a year in Madrid, he returned to Marquette to take physics and calculus while he applied to medical school.

Fast forward to today in San Francisco, where Dolhun has been practicing family medicine since 1999. He’s the inventor of DripDrop, an oral rehydration solution used to treat dehydration-related illnesses around the world. He has traveled on humanitarian missions to countries including Haiti, Ecuador, Pakistan and Nepal in the days after devastating natural disasters. He has also taught medicine at Stanford University and served as co-director of ethnicity and medicine at Stanford for 18 years. His path from aspiring marine biologist to philosopher to doctor may seem atypical, but for Dolhun, humanities and health sciences go hand in hand. He credits his arts and sciences education at Marquette with preparing him for a challenging career in medicine and, now, for working in medicine at the height of the COVID-19 pandemic.
'You really need an ABUNDANCE OF COMPASSION to get through each day.'

—JENNY (PEELEN) THOMAS, M.D., ARTS '89

"(Being a physician) is an intensely human experience that pushes you in many unexpected ways emotionally, spiritually and physically," Dolhun says. "Having the discipline and the familiarity with the process of reflection — What does this mean? Why am I doing this? — is crucial to staying healthy and being useful to others."

When the Bay Area's shelter-in-place order began in March, Dolhun and his team quickly implemented rigorous sanitation protocols at the clinic and switched to phone and video visits. Dolhun also began sending a weekly newsletter — the Dolhun Dispatch — to patients as the pandemic evolved. Each newsletter answers questions about the virus, debunks myths and shares updates on the clinic.

"The dispatches were very reassuring to my patients ... and I feel very grateful that Marquette taught me how to write well," he says. "Messaging is critical. People are really looking for guidance, especially when there's chaos and tons of fear. How you frame a topic is really important, and the word choice is very important."

"The worlds aren't all that different" Dolhun, who since 2018 serves as an adjunct professor of English at Marquette before completing medical school at the Medical College of Wisconsin and becoming a pediatrician.

Thomas knew from a young age that she wanted to be a doctor, but she says her English degree is what makes her a well-rounded physician. In the fall, Thomas gave a talk for Marquette's Center for the Advancement of the Humanities called "The English Major Goes to Med School." The response from students was overwhelming, she says, especially among students who came in thinking there was only one "right" way to become a doctor — by focusing exclusively on science during their undergraduate years.

"I hope that was a catalyst to get them to take this to be a checklist applicant," Farley says. Plus, when students choose majors that inspire them, it can bolster their GPAs — another advantage when applying to medical school.

Lauree Thomas, M.D., Arts ’75, says that a major like hers — biology — undoubtedly prepares students for medical school course work, but it isn’t the only path to medicine.

"You can go into psychology, you can do chemistry, you can do liberal arts. English. You can do any degree, as long as you take the required pre-med prerequisites," says Thomas, who serves as associate dean for career counseling at University of Texas Medical Branch. When students "explore museums and look at art, it only helps your appreciation on a totally different level about different types of cultures and different kinds of people, so you have a deeper understanding of diversity," Thomas says. Ultimately, a liberal arts background gives students a solid foundation for becoming physicians. "Any exposure to the social sciences helps lend an element of compassion and empathy and also a way of understanding life challenges," she says. "Medicine is a giving profession. You need to be about the business of helping others for the rest of your life."
“The great thing about reading an array of histories, narratives and sociological studies is that students open themselves up to the diverse array of people they would be working with as health practitioners.”

– DR. JASON FARR, ASSISTANT PROFESSOR OF ENGLISH

Prep work for a future in medicine

At Marquette, faculty in the Klingler College are also helping undergraduates find meaningful links between medicine and the humanities. Dr. Jason Farr, an assistant professor of English, studies the intersection of health and the humanities, with an emphasis on disability studies and gender and sexuality studies. He says he’s noticed a growing number of students in his literature classes who aspire to study or work in the health sciences field.

“In my classes, students learn about the history and literatures of disabled populations,” Farr says. “The great thing about reading an array of histories, narratives and sociological studies is that students open themselves up to the diverse array of people they would be working with as health practitioners.”

Arts and Sciences students are also preparing for careers in medicine outside of the classroom. Many take advantage of research and service-learning opportunities in the college, Farley says, while some students intern at the Center of Bioethics and Medical Humanities through a partnership with the Medical College of Wisconsin, which until 1967 was the Marquette University School of Medicine.

Other Marquette partnerships with MCW include efforts aimed at diversifying the medical field by ensuring underrepresented students learn that the profession is within their reach. MCW’s Student Enrichment Program for Underrepresented Professions, or StEP-UP, is a supplemental program that supports undergraduate students on their journeys to medical school. Students move through the program with the same cohort and have opportunities to work directly with MCW faculty, and medical and graduate students.

Toward the same end, Marquette’s Women’s Innovation Network hosted a fall road trip to MCW for nearly 20 undergraduates, many from the Klingler College, to tour campus, visit classrooms and even perform mock clinical exams. The networking event provided opportunities for students to observe medicine in action. Arts and Sciences student Crystal Boyd said that there are many professional options in the medical field with which she was not familiar, and after the visit, she is now considering MCW’s anesthesiology assistant program. “As a person of color, I felt very welcome at MCW,” she added.

Navigating the pre-med track, one student at a time

Specialized advising within the Klingler College also helps students stay on track for medical school. In addition to workshops and panels that help prepare students for entrance exams, letters of recommendation, and the experiences necessary for medical school, Farley offers one-on-one advising yearround. This specialized approach for liberal arts students with medical aspirations is an extension of Marquette’s commitment to cura personalis — care for the whole person.

“The pre-health track … it’s a lot to navigate,” Farley says. “There are a lot of factors to consider: What makes me a competitive applicant? What are things I need to think about each year? Advising that specializes in pre-med from an adviser who also truly cares about a student’s whole experience is a huge advantage.”

Farley directs students toward the prerequisites they need for medical school, but she also points out that the American Association of Medical Colleges encourages students to round out their science studies with psychology and sociology course work. Additionally, some medical schools even require more social sciences and writing-intensive classes, which is “really advantageous for students who pursue courses in the liberal arts,” she says.

Ultimately, the path to medical school isn’t one-size-fits-all, and a long list of Klingler College alumni bears testament to the ways a liberal arts degree can lay the groundwork for a successful career in medicine. Other notable alumni include Dr. Jay Varkey, Arts ‘98, who studied international affairs at Marquette before becoming one of the lead infectious disease specialists involved in treating Ebola-infected American patients in 2014. Today, he is taking lessons learned during the Ebola outbreak to address the COVID-19 pandemic as an infectious disease specialist at Emory University Hospital in Atlanta.

“During the COVID-19 pandemic, and throughout my career as an infectious disease physician, my liberal arts background has reinforced the words of Sir William Osler … who said, ‘The great physician treats the disease; the great physician treats the patient who has the disease,’” Varkey says. “Treating a virus requires mastery of anatomy, physiology, pathology, microbiology, epidemiology and pharmacology. Treating a person requires empathy.”

Thomas, the pediatrician who studied English at Marquette, says her Jesuit values have been crucial as she provides care during a pandemic.

“You really need an abundance of compassion to get through each day,” she says. “You do it at Marquette; you learn that while volunteering, and it’s very deeply enriched in a Catholic tradition.”

Dolhun, who arrived at Marquette with dreams of becoming a marine biologist before pivoting to philosophy and then medicine, has a simple piece of advice for undergraduates: Follow your passion, whatever it may be.

“Find your fire in the belly. That’s what’s crucial,” he says. “What is it that really interests you? If it is medicine, it’ll all come together.”
THE LANGUAGE OF OPPORTUNITY

Alumna Dr. Malore Brown recognizes the Educational Opportunity Program that supported her dreams of a Marquette degree is just as relevant today as it was when it launched 50 years ago.

By Lora Strum

Dr. Malore Brown, Arts ’88, can’t think of the word she’s looking for in English. “I’m still thinking in Spanish,” Brown laughs.

Trilingual in English, Spanish and French, Brown is a regional public engagement specialist with the U.S. Department of State, a role that allows her to leverage her career in library sciences against her love of international relations. She has served at the U.S. embassies in Nigeria and Ghana and traveled to many more West African countries to encourage students and others to take advantage of the educational and informational resources available through the U.S. government.

Today, speaking from Bogotá, Colombia, her current assignment, Brown pauses — using her fluency in multiple languages to consider a few phrases — before settling on the word “necessity” to describe her experience in Marquette’s Educational Opportunity Program.

EOP was established in 1969, and for the past 50 years it has sought to enable greater access to higher education for students of diverse backgrounds, including those who may not be able to afford a college education or who are the first in their families to attend college.

For Brown, a member of the 1984 cohort, EOP offered a parity in education access she believes remains critical today. “The EOP program was very important to me, and the program will continue to be important until we get to a point in our country where everybody can benefit from the education system evenly,” Brown notes.

Brown graduated with a degree in Spanish. With minimal student debt to consider, Brown continued her education at the University of Wisconsin–Milwaukee, where she received a master’s in history and a master’s in library sciences, and a multidisciplinary doctorate in urban education, with a focus in library and information science. Before joining the U.S. Department of State, she spent two decades in content development and children and young adult services in public libraries and associations across the country. She’s worked on the Emmy-winning children’s series The Electric Company and lectured at the University of Wisconsin–Milwaukee and Rutgers University.

“My parents were not familiar with scholarship programs,” Brown says. “But the EOP was for young minorities and first-generation college students who had the grades and the potential but didn’t have the means.”

Brown had the grades. When she arrived in the States, she already knew chemistry and Spanish at an 11th grade level and graduated high school at just 16. Her academic success ran parallel to her success adapting to her new city’s cultural expectations. Milwaukee was 90 percent white for the majority of her childhood, and in eighth grade, Brown was the only person of color in her classroom. She felt like “a Fudgsicle in a sea of vanilla ice cream,” she says.

But Brown, savvy beyond her years, adopted different language styles or dialects to move easily between communities — regardless of their race, culture or other differences. “We didn’t have a word for ‘code switching,’” Brown explains, referring to how she learned to communicate. “Back then, it was just survival skills.”

When considering colleges, Brown longed for a diverse experience, perhaps in another state, but her parents were adamant their 16-year-old attend school close to home. Brown enrolled at Marquette and was initially wary of its potential to provide a diverse atmosphere. Her ideas changed when she was admitted into EOP and met with her cohort for the first time on campus.

“Suddenly there were so many other black and brown people just like me, ready to take on the world,” Brown recalls. Brown graduated with a degree in Spanish. With minimal student debt to consider, Brown continued her education at the University of Wisconsin–Milwaukee, where she received a master’s in history and a master’s in library sciences, and a multidisciplinary doctorate in urban education, with a focus in library and information science. Before joining the U.S. Department of State, she spent two decades in content development and children and young adult services in public libraries and associations across the country. She’s worked on the Emmy-winning children’s series The Electric Company and lectured at the University of Wisconsin–Milwaukee and Rutgers University.

“My hope that, at some point, the EOP program will not be a necessity because all students will have equal access to education,” Brown says. “Until then, we need to keep finding those smart kids who don’t have the financial means to get a quality college education that Marquette University has to offer.”
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