A Statement Supporting the Value of Scholarship and Research at Marquette University

Guiding Perspective: As members of the Marquette University Committee on Research, we have the privilege of seeing the impactful work done by faculty and students every year. We see how research and scholarship on campus advances the search for truth, produces novel discoveries, and enhances knowledge across many disciplines. We witness how Marquette's scholarship gives back, both locally and farther afield. Simply put, we see how Marquette's scholarship is central to our mission. Wanting to share this perspective with the larger community, our committee decided to provide a personalized anthology highlighting the importance of Marquette research by sharing reflections from scholars engaged in this work. Below we highlight stories across disciplines that illustrate how Marquette scholarship advances knowledge, provides a transformative education, and advances social good. We thank all the faculty and students who contributed reflections, and everyone across campus working to facilitate Marquette scholarship. We feel these myriad efforts enhance our university's reputation for excellence, leadership, and innovation. We encourage everyone to continue to prioritize and invest in Marquette scholarship through their unique contributions and capabilities.

1. Marquette scholarship advances knowledge

Marquette scholars enhance our understanding of the human condition in ways that advance the well-being of our local, national, and global communities. For example, Marquette scholars are working to:

- Increase food access and protect our natural resources
- Foster critical reflection on technological and cultural changes
- Develop new methods for cancer screening, therapeutics, and rehabilitation
- Interpret theological, philosophical, and literary texts that ground moral decision-making
- Address the causes and consequences of economic and social inequality
- Engineer novel biomaterials and provide recommendations for evidence-based dental care
- Investigate causes of neurodegeneration, mental health disorders, and addiction
- Innovate with interdisciplinary teams to gather cosmic rays, improve diagnosis, and save lives

These examples above illustrate that Marquette research advances knowledge, enhances our academic reputation, and positively impacts our world. These reflections are underscored by strong metrics.

- Marquette research has received a high research Carnegie classification
- Our faculty include 18 Fulbright recipients and many widely cited scientists
- Marquette faculty have started > 15 new companies, with strengths in engineering and health
- Marquette faculty provide historical and legal discourse in local and national media outlets
- In 2024, Marquette research received $22M from external funds, a 58% increase over 10 years

2. Marquette scholarship provides transformative educational opportunities

Our undergraduates consistently describe working with Marquette faculty engaged in research as a transformative experience. Over 20% of our 2024 graduating class engaged in real-world problem solving, developed their social networks, and acquired new intellectual strengths through research. For example, Marquette students are working with faculty mentors to:

- Integrate interdisciplinary perspectives to enhance cancer detection
- Provide local histories and perspectives on Milwaukee culture
- Pitch new student-led ventures and work with the local business community
- Engage with interdisciplinary teams to protect natural resources and detect black holes
- Evaluate medical screening data to provide better healthcare access
- Develop lunar robots in NASA's LUNABOTICS competition
- Win national competitions for research examining factors that enhance pollinator performance

Engaging in research provides unique opportunities that attract intellectually curious and socially engaged students to our university. Research then provides them with the tools they need to be the difference. These stories are also supported by strong metrics.

- Marquette supports more than 1,500 undergraduate scholars each year on campus
  - > 10 Disciplinary Honors and > 20 other intensive research programs
  - > 50 MU4Gold scholars and > 500 McNair scholars
- Marquette annually trains more than 60 PhD, 700 masters, and 350 other professional scholars
  - This is a 15% increase in advanced degrees conferred in last 5 years relative to previous 5

3. Marquette scholarship advances social good

Marquette research raises awareness and helps to create a more just society. Further our collaborative partnerships with the larger community have led to solutions with lasting positive impact. For example, Marquette scholars:

- Elevate student voices to empower and improve engagement in public schools
- Coordinate research, programming, education, and outreach efforts to improve the lives of people on the autism spectrum and their families
- Advance infant care by studying preterm birth stress
- Address economic costs and other barriers to healthcare
- Enhance access and protect our natural resources
- Combine historical and digital tools to create an interactive virtual map of Milwaukee

Matching these stories, *Princeton Review* has ranked Marquette #1 for community service in 2024.

- > 10 campus centers and organizations focused on community-engaged research
- Multiple centers fostering peace, human rights, support ecosystems, and social wellness
- 7 Marquette research communities devoted to social good
- Near West Side partnerships that create new community resources
- The MKE Roots project is shaping new visions for classroom instruction
- 6 MU Global Brigades chapters providing vital services to global communities

Marquette occupies a special place in the educational landscape, one where faculty and students engage in discovery, service, and community together. Across all disciplines, faculty emphasize how *research enriches their teaching* and *teaching fosters their research*. More than 60% of faculty reflections affirmed the value of our teacher-scholar model in areas spanning business, law, education, health science, engineering, and English. Many faculty also describe how this model needs to be cultivated, with sufficient time devoted to the intellectually distinct demands of research and teaching. By expanding its investment in scholarship, Marquette will continue to recruit and retain talented people who will strengthen our community. Further, these investments support scholarly studies with great promise to improve the lives of individuals here in Wisconsin and around the world. For these reasons, we feel that investing in Marquette scholarship is central to our mission and must remain a priority for the university. With this statement, we reaffirm and provide personalized updates on previous work issued by the *Academic Planning Research Work Group*, including the ***2022 COR Letter of Resolution***, which we include here in an appendix together with all compiled faculty and student reflections.

Respectfully submitted,

Members of the Marquette University Committee on Research

AY24-25

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Members of 2024-25 Committee on Research

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Faculty and Student Reflections

Faculty Author	Faculty Department/College
Deanna Arble	Biology
Chelsea Cook	Biology
Anita L. Manogaran	Biology
Jennifer Evans	Biomedical Sciences
Matthew Hearing	Biomedical Sciences
Claire A. Kirchhoff	Biomedical Sciences
Kalin Kolev	Business
Nick Reiter	Chemistry
Walter Bialkowski	Computer Science
Lisa Edwards	Counselor Education & Counseling Psychology
Jeffrey Toth	Dentistry
Melissa Gibson	Educational Policy & Leadership
Bing Yu	Engineering (Biomedical)
Brian Schmit (UAS Statement)	Engineering (Biomedical)
Anthony Parolari	Engineering (Civil, Construction, Environmental)
Daniel Zitomer	Engineering (Civil, Construction, Environmental)
Richard Povinelli	Engineering (Electrical and Computer)
Gerry Canavan	English
Melissa J. Ganz	English
Elizaveta Strakhov	English
Alan Ball	History
J. Patrick Mullins	History
Michael Wert	History
Christine Kexel Chabot	Law
Nadelle Grossman	Law
Matthew Mitten	Law
Katie Malin	Nursing
Linda Piacentine	Nursing
Jessica Zemlak	Nursing
Owen Goldin	Philosophy
David Tweeten	Philosophy
Karen Andeen	Physics
Brian Bennett, Haggerty Award winner	Physics
Jax Sanders	Physics
Philip Rocco	Political Science
Amy Van Hecke (UAS Statement)	Psychology
Heather Hlavka	Social and Cultural Sciences
Jeff Berry	Speech Pathology/Audiology
Michael Cover	Theology
Deirdre Dempsey	Theology
Ryan G. Duns	Theology
Student Author	**Student Major**
Ben Aquino	English
Tom Besold	History
Matthew Diaz	Biomedical Sciences
Yazmin Gomez	History, Psychology
Andrew Himmelberg	History, Philosophy
Marcella Michalek	History
Jack Moore	English, Economics
Brigid Nannenhorn	History
Michael Powell	History
Katherine Stein	History, English, Dance minor
Elise Storoe	Nursing
Alissa Wuorinen	Biomedical Sciences

Faculty Reflections

BIOLOGICAL SCIENCES

Deanna Arble, Associate Professor

At Marquette, research is more than scholarship—it's a transformative platform for student discovery, community impact, and global connection. When I joined Marquette in 2017, what struck me most was the community's deep commitment to *cura personalis* and the shared recognition that a vibrant research culture is essential to providing meaningful, in-depth training for both undergraduate and graduate students. Beyond instruction, research is a mechanism for transformation. It pushes us to the cutting edge of knowledge, fosters creativity and collaboration, and secures our place in the national and global conversation about where science is going and who it serves. Students don't just want to be taught. They want one-of-a-kind experiences that help them discover what they're passionate about. They want "aha" moments that reveal their path. Research opens that door. It cultivates critical thinking, collaboration, creativity, and grit. It doesn't just prepare students for careers—it helps shape who they become. My own research program has created life-changing opportunities for students. Since 2017, I've mentored four graduate students and more than twenty undergraduates. Their stories speak volumes:

- Kat Propsom (A&S '21) joined my lab to learn more about pain and migraines in hopes of helping her mom. After working in my lab on the brain region most renowned for pain regulation, she is now pursuing a PhD at the University of Cincinnati—*changing the world*.
- Lauren Nelson (A&S '21) discovered her passion for detail and data synthesis in my lab. She's now a medical student at Noorda College of Osteopathic Medicine—*changing the world*.
- Dhruvaa Shroff (HS '23) overcame test anxiety and found confidence and success in performing mouse brain surgeries. (YES – BRAIN SURGERY) She is now a PhD student at Georgia State University's Neuroscience Institute—*changing the world*.
- Ellie Thorstenson (A&S '25) co-authored a research publication with my lab, studying how circadian rhythms affect anxiety. That experience now fuels her science communication as she prepares for medical school—*changing the world*.

These student successes reflect more than individual growth. They demonstrate how research at Marquette becomes a platform for broader engagement. Through my NSF CAREER award, a prestigious five-year grant for teacher-scholars, my research acts as a bridge between science and the public. Partnering with the Haggerty Museum, I collaborated with Lynne Shumow to create an art exhibition that celebrates the creativity of science. This project drew the attention of others, like the Wisconsin Science Festival (sponsored in part by UW Madison) and local media outlets, and demonstrates a need and desire for more of this kind of public science communication. My research continues to draw students to Marquette and connect us to organizations like the American Heart Association, the National Institutes of Health, and the National Science Foundation. Each of these connections helps bring Marquette into vital global conversations and provides unparalleled opportunities for our students and our community.

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Chelsea Cook, Assistant Professor

We engage in the scientific method every day, but we often don't realize it. It's not until students do research that they identify the connections between the classroom and the real world. Research at Marquette builds the bridge between theory and practice, and helps students understand their capabilities to actively participate in the world. My research program does this by urging students to ask "how" and "why" when they see the awe-inspiring patterns in the world. Students who work in my lab are trained to critically think about their observations of reality, then design experiments to systematically explore that reality. Specifically, my students make observations of animals working together in societies and then explore the internal and external conditions that lead to that collaboration. Students have the freedom to explore what is occurring inside the animal's brain and body, and what is occurring outside in the natural environment, to understand what leads to animals to cooperate. We study social animals like honey bees to learn more about how and why our own human societies are organized, and what conditions allow humans to work so well together. Research at Marquette provides students with the experience to pursue answers to important questions – not to only to think about them in the classroom. This framework creates citizens who are ready to take on hard questions in the world and solve humanity's most pressing problems.

Research is the practice of Science.
In the classroom we learn theory, foundation, information.
In the lab, we innovate, experiment, discover.
The experience of freedom that allows the mind to wander.
To get back to childhood questions of "how", "why" and "why not".
The ability to move from consuming to creation and back again.
Science is the practice of finding a boundary and pushing it.
Adding to our knowledge, discovering something only God knows.
Hoping you've advanced humanity a millimeter, and knowing those millimeters add up.

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Anita L. Manogaran, Associate Professor

Teaching through research is a fantastic way for students to learn. In addition, I strongly feel that research is a cornerstone of academic excellence, serving as a dynamic platform for advancing knowledge while simultaneously enriching the student experience. My lab investigates the fundamental cellular mechanisms that govern protein aggregation—a process by which cells can adapt to environmental stress but also a process that can lead to disease such as ALS, Alzheimer's disease and amyloidosis. Using yeast as a powerful model organism, our lab uses cutting-edge tools in genetics, microscopy, and biochemistry to explore how aggregates form and are managed in cells. Our work has revealed key roles for the actin cytoskeleton in shaping aggregate behavior and shown how molecular chaperones limit and disassemble these protein aggregates. This translational approach connects basic research to human health, offering insights into how cells manage toxic proteins and identifying potential therapeutic strategies for age-related diseases.

My research and its value to Marquette is focused on the student experience. Undergraduate and graduate students are involved in every phase of the scientific process. These immersive experiences provide students with the critical thinking and problem-solving skills sought after in biomedical, pharmaceutical, and academic careers. Most importantly, I have found that research helps students build confidence by giving them the opportunity to take ownership, make decisions, and see the outcomes of all their efforts. For Marquette, I strongly believe that the integration of research with

education greatly strengthens the educational experience for students while fostering a community that supports Marquette's mission of teaching, innovation, and service to others.

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BIOMEDICAL SCIENCES

Jennifer Evans, Professor

Like all of us, I take great joy in being a teacher-scholar (-scientist). I especially cherish the moments when my students are engaged, asking questions, and deducing answers. I foster these moments in the classroom, and yet I feel their deepest impact while working with our students in my lab. I think this is because critical thinking skills are so deeply embedded into the scientific method. Through research, our students develop important skills in supportive environments where they engage in real-world problem solving, build peer networks, and acquire new intellectual strengths. For example, in my lab, I focus on building skills in teamwork, data analytics, and scientific communication. Through my mentees, I have seen how research provides a hands-on, immersive, and impactful experience that fosters intellectual growth spurts in our students. I've seen how this helps them reach their goals. Most of my alumni have gone to biomedical careers, specializing in medicine, dentistry, nursing, science communication, and genetic counseling. In my proudest moments, I can remember the light of first insight in their eyes, the smile of joy during that first discovery, and the new connections they made during their time in the lab. I know that research in all its many forms on campus helps our students be the difference, and I am proud to be present in these moments.

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Matthew Hearing, Associate Professor

I am an Associate Professor in the Department of Biomedical Sciences, and I started my own independent research program at Marquette in 2016. Notably, my personal path to becoming a faculty member is somewhat unique, as I am a 2003 graduate of Marquette's Biomedical Sciences program. During that time, I was afforded the opportunity to volunteer in a research lab of a new faculty member (now my department Chair), which ultimately peaked my interest in neuroscience at a time when my post-undergraduate direction remained unclear. So I'd like to start by telling you why I decided to come full circle and re-join the MU family as a faculty member. I came back to Marquette because of the people and the opportunities I knew it would provide. First, I knew I would be given an opportunity to work with colleagues whom also wanted to enthusiastically pursue studies that would unlock how the brain changes during learning and disease. Second, I knew that I would have an opportunity to engage with exceedingly bright and motivated students both in the classroom and the lab setting. Of the >60 students that have contributed to my lab, I have directly mentored 12 Honors thesis students, numerous independent studies students, and 3 undergraduate fellows performing research as a part of the U-RISE program that fosters participation in biomedical research by placing students on a path to earning a PhD. Notably, two of these students are now in graduate school pursuing their PhD. In short, mentoring undergraduates in a research setting is an integral part of my Marquette identity.

Marquette's mission is "*dedicated to serving our students and contributing to the advancement of knowledge….the search for truth, the discovery and sharing of knowledge…for the common benefit of the human community."* Far too often is this viewed as something pursued in the classroom. However, I would argue that maintaining active and successful research programs goes above and beyond what

learning in the classroom can do towards achieving all facets of our mission. For our students, engaging in research can stimulate discussion, challenge assumptions, reaffirm convictions, and raise new questions. It also fosters critical thinking, problem-solving skills, communication abilities, independence, and resilience. Further, actively conducting research can significantly enhance teaching by providing educators with the latest knowledge, allowing them to incorporate current developments and critical thinking into their classroom instruction; essentially, a good researcher is often a better teacher due to their deep understanding of the subject matter. For the common benefit of the human community, research is what propels us forward. It drives progress by expanding our understanding of the world, leading to new discoveries, innovative solutions to complex problems, and ultimately improving quality of life across various aspects like healthcare, technology, and social well-being; essentially, it fuels curiosity and acts as a driving force for societal advancement.

When I began at Marquette, it was clear that in addition to research, I would be required to develop a curriculum and spend significant effort in the classroom – a balance that I openly welcomed, as I have a great love for teaching. The hard truth, however, is that balancing this relationship is impossible -- not difficult --impossible. Yet so many of the faculty here at Marquette continue to try anyways. The difficulty of research and teaching lies in balancing the demanding cognitive and time-management aspects of both pursuits, often involving juggling complex research projects with the daily responsibilities of classroom instruction, tight deadlines, and the need to adapt to diverse student learning styles, while also staying updated in one's field of study. But what so many fail to understand is that staying "updated" in one's field is simply the baseline and doesn't begin to scratch the surface of what is required of us as independent researchers to be "successful". While the definition of success will be different for everyone, success in my eyes is consistently producing high-quality, impactful research by demonstrating a strong ability to ask critical questions, design rigorous studies, analyze data effectively, interpret findings accurately, communicate results clearly, and contribute meaningfully. However, this requires time. Time to do the research, time to develop new research questions, time to ensure it is rigorous, time to manage and mentor people who are doing the research, time to confront the inevitable setbacks that occur in research, time to generate publications to disseminate your findings, and perhaps most importantly, time to write grants to fund the work so that we can make strides towards new treatments and the development of new technologies. Unfortunately, time is limited.

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Claire A. Kirchhoff, Clinical Associate Professor

My research addresses fundamental questions about what it means to be human. There are many valuable ways to approach such questions, through ethnography, philosophy, psychology, theology, art, and biology (undoubtedly among others). The perspective with which I engage centers on integrating behavioral, ecological, and evolutionary contexts to center our species in the natural world. How might we cooperate with one another? How might we confront change and adapt? What do we have in common with oner another, and what makes each of us unique? Similarly, how are we similar to other life forms on Earth, and in what ways are humans different? Not only are these kinds of questions of intrinsic value to the human experience, research in biological anthropology provides students with opportunities for community, professionalization, networking, and training in translatable skills like technical communication, data analysis, attention to detail, and critical thinking.

Marquette University continuing to invest in research means more students will have access to the kind of formative, experiential learning that engaging in scholarship provides. Being an alumna of Milwaukee Public Schools, I have a particular interest in mentoring students who identify with historically marginalized communities. Research involvement provides the kind of connection with a

faculty member that can make the difference between someone choosing Marquette, choosing to stay at Marquette, or transferring to another university. This is especially true for scholars such as first-generation college students. Direct, personal mentoring from a trusted senior colleague can be a lifeline for students learning who they are and how to act as responsible citizens, as well as developing life and job skills that are much more difficult to attain in a classroom setting.

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BUSINESS

Kalin Kolev, Associate Professor

It is a great honor to be a teacher-scholar at Marquette University. I am extremely proud to generate new knowledge through research and share it with my students and fellow faculty members. New knowledge is more than finding a statistical relationship or testing a particular analytical model. It is about uncovering something novel, something we did not know before, the TRUTH. It improves our lives by allowing us to make better decisions and grow as human beings. It is a unique feeling to watch students delve into various research topics and master the art of logical and critical thinking and analysis. Being a teacher-scholar at Marquette University is also a huge responsibility. We owe it to the profession, to ourselves, and all internal and external constituents. We are all bound by the promise to conduct ethical research, one without bias and prejudice. This ensures that research findings are objective and credible. As a result, they can be utilized by students, academics, and the business community to advance our way of life and improve the world in which we all live and share.

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CHEMISTRY

Nicholas Reiter, Assistant Professor

My lab's research focuses on discovering the functions of RNA and protein enzymes, and how these molecules interact with cancer-associated proteins. This is a basic R01-funded biomedical research program that requires a collaborative and multidisciplinary approach. We seek to provide new insights into RNA/protein structures and interactions to learn how these molecules influence specific biological processes. There is high human health value in this area of research and RNA-protein biochemistry remains a frontier discipline. For example, this type of research is essential in the design of RNA-based therapeutics, such as the development of the life-saving COVID vaccine. In my own lab, one of our projects focus on determining interactions of a key protein that is responsible for Ewing Sarcoma (EWS). Our hope is that discoveries in our lab will someday serve to improve treatments for kids who suffer from this rare and devastating pediatric bone cancer.

I feel that identifying and solving challenging human-health problems is embedded within the Jesuit tradition. Students have the opportunity to gain ownership over their projects in a team setting, and they learn advanced, hands-on skills that help them become versatile and adaptable as they enter the workforce. Projects in my lab are difficult and require a focused mind, steady hands, and a willingness to stay curious amidst frustrating experimentations. If we seek to inspire future leaders and community builders, we have a moral imperative to equip Marquette students with integrative, collaborative research experiences. The integration of real-world research experiences with classroom education allows students to excel in identifying and solving tomorrow's challenges.

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COMPUTER SCIENCE

Walter Bialkowski, Associate Professor of Practice

Northwestern Mutual Endowed Chair of Data Science

The focus of my research is to solve real-world problems and impact diverse systems at scale by building and using data science technologies. This journey started with receipt of the President's Challenge Award and has grown through funding from the Feeding America National Office, the National Science Foundation, and the Northwestern Mutual Data Science Institute. This has allowed me to mentor students who have (a) quantified the effect of changes in inflation on the amount of charitable food needed throughout our state, (b) demonstrated that the stigma associated with accessing charitable food can be removed, (c) created algorithms that predict the likelihood of food pantries experiencing emergency food shortages, and (d) demonstrated the ability to predict regional milk shortages and abundances using integrated data sets. With national and global scale in mind, we have also developed a proof-of-concept NoSQL database architecture that integrates vast and otherwise isolated data stores to support the mission to end hunger nationally.

We have recently launched the SEED Scholars Program which creates a sustainable talent ecosystem by supporting students academically, financially, and professionally. The deployment of this program, supported by the Data Science Club and Marquette University, provides an innovative and nimble solution ensuring the emerging talent pipeline is receiving instruction and applied experiences that match the blistering pace of data science technology development. A student's journey in this program culminates with an annual research symposium and job fair that showcases student scholarly work to employers in need of these top candidates. This program distinguishes data science education at Marquette University by ensuring that our graduates have the technical and applied skills needed in this growing field.

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COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY

Lisa Edwards, Professor

My research is focused on well-being among Latinx individuals, particularly mothers who are pregnant and postpartum. Conducting collaborative, interdisciplinary research about people who are underserved in our community has been my consistent goal over the past 20 years. It has been a privilege to work with colleagues, students and community members who share this goal, and to increase our understanding about mental health and barriers to care. Most recently, our team of students and faculty collaborated with community leaders to develop a Multicultural Perinatal Mental Health Collaborative. We have held town hall meetings to identify community needs and strengths, and we have consulted with members to identify areas of focus in Milwaukee. Importantly, our team received a grant to modify and expand a curriculum to prevent postpartum depression among women of diverse racial and ethnic backgrounds. We plan to bring this program, *Growing Bonds*, to agencies within the city to support mothers, their children and families in our community.

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DENTISTRY

Jeffrey M. Toth, Professor
Associate Dean for Research, Marquette University School of Dentistry
Tenured Professor of Biomaterial, Department of General Dental Sciences

It's my pleasure to provide a Statement on the Value of Research per your recent request. The Marquette University Mission Statement states, "Marquette University is a Catholic, Jesuit university dedicated to serving God by serving our students and contributing to the advancement of knowledge. Our mission, therefore, is ***the search for truth, the discovery and sharing of knowledge***, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others. All this we pursue for the greater glory of God and the common benefit of the human community." To me, it's very clear that Marquette University's Research Mission flows directly from the University's Mission Statement ***to search for the truth and discover and share new knowledge***.

As you know, I have served as the Associate Dean for Research at the Marquette University School of Dentistry since January of 2022. The Dental School's Research Mission states: ***The School of Dentistry is committed to effectively advancing knowledge in dentistry through basic research, clinical trials, and other scholarly activities that are focused to maximize the use of resources and expertise both within the school and from external sources, and further, the school is committed to foster new scientific knowledge to professional practice by incorporating it into our patient care, predoctoral, post-graduate, and continuing education programs***. Our school keeps detailed metrics on publications, presentations, extramural proposal submissions and awards, and I can tell you that the School of Dentistry's stated Research Mission is alive and well. I have a few details in the subsequent paragraphs that help illustrate 1) our school's research mission and 2) my own research and its impact on our profession, faculty, students, residents, and alumni.

One of our Dental School's research goals is to maintain and grow our three research themes: 1) Biomaterials and Tissue Engineering, 2) Dental Public Health and Access to Care, and 3) Clinical Oral Healthcare and Outcomes Research consistent with Marquette University's goal of being a "Strategic – R2." These three major research Themes as identified by our faculty leaders for the Marquette University School of Dentistry are published to the Marquette University School of Dentistry Research website:

1. **Clinical Oral Healthcare and Outcomes Research.** Evidence Based Dentistry - Outcomes Research - Cutting Edge Clinical Research (Gonzalez, Guentsch, Hamdan, Hodgson, Kalenderian, Karl, Kofina, Liu, Shah)
2. **Dental Public Health, Epidemiology, and Access to Care (Healthcare Disparities).** - Dental Public Health - Evidence-Based Dental Outcomes Research - Oral Epidemiology - Access to Care - Health Disparities – (Bhagavatula, Han, Kalenderian, Okunseri, Shah)
3. **Biomaterials and Tissue Engineering.** - Biomaterials - Tissue Engineering - Regenerative Dental Medicine - Dental Medical Devices (Badr, Berzins, Dirihan, Ibrahim, Shah, Tatli, Toth)

Many of these faculty working in these research themes have secured extramural funding at Marquette University to support our Dental School's Research Enterprise. These include: Dr. Guentsch, Dr. Karl, Dr. Okunseri, Dr. Toth, and Dr. Badr.

On Thursday February 27, 2025, the Marquette University School of Dentistry held its 26th Annual Research Day in the AMU Ballroom. Research Day is an opportunity for the Marquette University School of Dentistry to showcase research being conducted by our faculty as oral and poster presentations and to focus on research being conducted by our predoctoral students, graduate students, graduate residents, and postdoctoral scholars and visiting researchers. The research presented spans the gamut from basic science research to clinical trials to clinical outcomes research. Since this is a yearly event, the viability of our School's research enterprise can be easily ascertained. This year, the morning session consisted of 42 student, resident, and faculty posters, many of which were presented at the IADR/AADOCR meeting this March in New York. I've included a few pictures from this event showing 1) the high interest and enthusiasm for this event as well as 2) the presence of President Kimo Ah-Yun who graciously spent over an hour of his precious time meeting with our faculty, residents, and students Lastly, awards were made in five categories: predoc basic science, resident basic science, resident clinical, predoc clinical, and postdoctoral researcher, capping off the day.

The Commission on Dental Accreditation (CODA) accredits dental, advanced dental and allied dental education programs. In 2022, the Marquette University School of Dentistry underwent CODA review. The site visitors communicated one of the four strengths (formerly "Commendation") noted for: "Research Program – focused development of research themes" at the exit interview with the Dean, Associate Deans, Provost, and President. To my knowledge, this is the first time the Marquette University School of Dentistry has ever received a commendation for its research program. My vision as Associate Dean for Research for the Marquette University School of Dentistry would be to maintain vigilance with respect to our research program and CODA compliance, so that faculty, residents, and students continue to be engaged in research and have opportunities with respect to research. That research focus continues to be strong today under the leadership of Dean Kalenderian.

As for myself, as a faculty member, I have aggressively pursued extramural research funding, and have significant experience in garnering collaborative research funding, with continuous extramural funding since 1993 with over 100 funded grants, awards, and contracts. I have obtained grant support through the NIH NIDCR: National Institute of Dental and Craniofacial Research, NIH NIAMS: Arthritis, Musculoskeletal and Skin Diseases Research, NIDRR: National Institute on Disability and Rehabilitation Research, the National Arthritis Foundation, and the American College of Surgeons. In addition, I have received significant medical device industrial funding, which I view as a significant opportunity for our Marquette University School of Dentistry researchers. I have been an active researcher with numerous well-cited publications in biomaterials. I have testified at numerous FDA panel hearings and have been recognized as one of the top 2% of biomedical engineers in the country with the distinction of AIMBE fellow. I have mentored trainees in orthopaedic and spine surgery, dental biomaterials, and biomaterials used for medical devices. In addition, I have mentored 60 graduate students (54 M.S. and 6 Ph.D.) at Marquette University. Many of these trainees are in prominent positions at Dental Schools (Dean, Associate Dean), the FDA (Director), or in the medical device industry (group leader, lead engineer, director of research). *My most important statement here is that the research project they*

worked on provided significant experiential learning and led many of them to the next step or first step in their careers. I feel that this is at the heart of Marquette's teacher-scholar model. That is to say, without a significant research program, didactic learning alone is flat compared to the experiential learning, gleaned from research, that provides for Marquette's transformative education. Thank you for the opportunity to provide this Statement on the Value of Research.

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EDUCATIONAL POLICY & LEADERSHIP

Melissa Gibson, Associate Professor

Within teacher education, it is impossible to pull apart teaching and research. Everything we teach — from methods classes to the social foundations of education — is rooted in the most up-to-date research on effective teaching and educational practices, for both young adult learners (future teachers) and the K12 students they will eventually serve. And we, the teacher educators, are the very people doing that research: conducting case studies in exemplar classrooms; designing, delivering, and evaluating professional development; collaborating with youth on participatory community research; critically analyzing student performance and assessment data; ethnographically studying learning communities; writing and evaluating curriculum; and interviewing teachers and students. In a city like Milwaukee where schools are perceived by the public to be failing the majority of students, especially students of color and low-income students, and at a community-embedded institution like Marquette, which is committed to promoting justice in our wider urban community, it is critical that teacher educators like myself and my EDPL colleagues continue to engage in research on effective education — because, as research has shown, effective education is deeply contextual. We, the educational researchers in Milwaukee, are the educational experts *in* Milwaukee. And that fundamentally shapes the courses we teach to future Milwaukee teachers.

The interwoven nature of teaching and research within education is evident in my own work. As faculty director of MKE Roots, I oversee the development of research-based curriculum and professional learning opportunities for Milwaukee teachers and students, which MKE Roots shares freely and widely via web resources and through a weeklong intensive for Milwaukee-area teachers. The MKE Roots team — which includes undergraduate interns and graduate assistants in Education, History, and Political Science — then conducts mixed methods research on the implementation of MKE Roots, which in turn shapes future programming *and* the course content of our Marquette undergraduate teacher education courses. The ability to conduct this unique research fuels improvement in both MU and MPS classrooms — and ultimately, our greater Milwaukee community.

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ENGINEERING

Patrick McNamara, Professor

Civil, Construction, and Environmental Engineering

The Marquette University Opus College of Engineering is unique from other engineering colleges precisely because of it's teacher-scholar model. Several smaller universities employ the teacher model, one that is more similar to a high school model where faculty use information handed to them in textbooks and then convey that information to their own students. Several larger universities use the "teacher or scholar" model whereby their researchers generate new knowledge in a lab, but do not teach. Those universities attract faculty who are passionate about research, but not about passing

that knowledge on to the student body. Often times TA's teach the undergraduates at those larger universities, creating a disconnect between faculty and students.

The Marquette University Opus College of Engineering is a unique place. It has attracted faculty who yearn to generate new knowledge *and* infuse the new knowledge into the student body. Faculty conduct research in their state-of-the-art labs and integrate that knowledge into the classroom. Moreover, faculty work with undergraduate researchers on their projects providing another avenue for undergraduates to feel the difference of a Marquette education. The teacher-scholar model has brought together a group of faculty who love research and their students, this group is truly unique to Marquette. Our best teachers are also often prolific researchers *because* they stay at the cutting edge of learning and generating new knowledge.

Marquette engineering faculty work with Marquette students to *Be the Difference*. Engineering is often thought of as a discipline that is not people oriented, perhaps because a lot of classes are math and science focused. Ultimately, though, everything an engineer does is for the betterment of people and society. Would you like clean water to drink that is not contaminated with PFAS? Marquette engineers work on that. Would you like fuel efficient engines that allow you to move from A to B without having a major impact on climate change? Marquette engineers work on that. What about helping patients rehab from strokes? The research Marquette faculty conduct now not only leads to developments for society, but it also establishes an environment of critical thinking that inspires innovation in students while at Marquette and after they graduate. Ever had a package scanned by Amazon or UPS? A Marquette engineer invented the bar code. Our students, our faculty, our alumni, our industry partners, our community all feed into the innovative atmosphere and the teacher-scholar model that is truly unique to Marquette Opus College of Engineering and allows us to *Be the Difference* for and with others. Only through the teacher-scholar model can we align and with the University Mission: *Our mission is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others.*

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Anthony Parolari, Associate Professor

Civil, Construction, and Environmental Engineering

My research is about connection. Through research, we facilitate deep connections between students and academia, industry, nonprofits, and government agencies to ensure reliable and equitable access to water resources and protection from natural hazards. Our research program embodies core Marquette values — care for the world, develop students who are men and women for others, and a spirit of curiosity and innovation to change and improve ourselves, our community, and the world.

Research and teaching are synonymous at Marquette. Through research, I stay at the forefront of my field, allowing me to continually update and innovate courses to train our graduates to apply the latest technology in their careers. Through mentorship of undergraduate and graduate students, research creates opportunities for students to practice critical thinking, learn how to navigate uncharted intellectual territory, and to experience the joy of discovery. These skills are critical for an informed citizenry and effective and innovative workforce.

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Richard J. Povinelli, Professor
Electrical and Computer Engineering
I love being both a teacher and a scholar. If Marquette did not have both, I would have spent my career elsewhere. Research enhances my teaching. I often talk about my research in my classes. It keeps me current with the state-of-the-art so that my teaching is informed and not outdated. Teaching enhances my research. Much of my research activity focuses on mentoring my graduate students in how to do literature searches, conduct and evaluate experiments, and become proficient writers.

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Brian Schmit, Professor
Hammes Family Chair, Associate Dean of Research
Biomedical Engineering
Statement delivered to the University Academic Senate, Fall 2024
Our mission is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others.

I'm going to start by saying something you rarely hear an engineer say. I'd like to talk about my feelings.

I feel disoriented. I feel like we've become preoccupied with money … with budgets and profit. I feel like we've become blind to our mission…the search for truth, the discovery and sharing of knowledge. It's not surprising, really. After years of budget shortfalls, mid fiscal year deficits and associated scrambles to make ends meet. … I feel despair, for my friends who have left because of these budget shortfalls. … I feel like we've lost our direction. … These feelings of bewilderment are reflected by our new strategic plan, for which the vast majority of initiatives are simply cuts, with no clear consideration of where we are going and how we are going to be excellent. While today we consider the impact of a change in teaching load on our work as faculty, this feels like a microcosm of our University in 2024.

Okay. Enough feelings.

We all appreciate the threat to research posed by an increase in teaching loads. But we should also recognize that the University currently pays faculty to do research. In the classic teacher-scholar model, the amount of unfunded research can be up to 40% of our effort. There are a good many reasons for doing this. Not the least of which is the search for truth and discovery of knowledge as stated so eloquently in our mission statement. The advancement of knowledge is critical to any civilization, and our society has looked to universities for these advancements as we house a corpus of talent ideally suited to face new challenges. … Marquette University itself benefits from research. High profile research programs attract attention to the University, which leads to greater visibility and reputation. Elite universities are defined by their research programs. … Without doubt, the number one indicator of academic quality of a university is its research program. And over time, research attracts students who desire to learn from scholars with national and international reputations. … In addition, research makes us agents of change in our society. Our community, our city and state benefit from research as drivers of economic development and social change. But most importantly, research directly impacts the education of our students.

So how does teaching load affect research in engineering. Dr. Ah Yun has indicated that baseline teaching load will likely vary depending on the academic unit, but let's consider the 3/2 teaching load, as that appears to be where we are instructed to begin. If we assume that a standard three credit

course requires 12.5% academic year effort (a number provided by the Provost), a 3/2 teaching load results in a total teaching effort of 62.5% during the academic year. Assuming our expected service effort remains 20%, that leaves 17.5% effort, or about **7 hours a week for research**. While I recognize that this affects all of my colleagues across the University, I am really only qualified to speak to how it directly affects grant-funded, STEM research.

STEM research depends critically on extramural grants. We cannot conduct research in STEM fields without grant support and we spend a considerable amount of time writing grant proposals. According to the National Institutes of Health (National Institute of Allergy and Infectious Diseases) it takes at least 2 and a half months of dedicated time to write a simple R01 proposal. If you are unfamiliar with an R01, this type of NIH proposal is considered the critical component to launch a career in health-related research (Mike Lauer, MD; Deputy Director for Extramural Research, NIH). 2 and a half months translates to a minimum of 440 hours of dedicated time and at 7 hours a week, **it would require approximately 63 weeks to complete an R01 proposal**. And in that period, there would be no time for active research. No time for mentoring graduate students, no publications, no laboratory work, no data analysis, and no time for the dozens of other tasks it takes to run a laboratory research program. And to top it off, only about 11% of proposals are funded. This process is extremely competitive. At 7 hours a week, a tipping point is surpassed … and a STEM research career simply ends. Make no mistake, **a 3/2 teaching load ends grant-funded STEM research**. Period.

We have been working hard to find a way around this problem. We have drafted flexible workload guidelines that allow faculty who are dedicated to **sharing** knowledge to increase their base teaching load, while faculty focusing on knowledge **discovery** maintain a lower teaching load. I have shared these ideas with many of you and am happy to provide our draft guidelines to any other units on campus. While this flexible workload guideline is designed for Engineering, I'm confident that there are innovative solutions to meet teaching load in your own units. I believe that we can each find a solution that preserves our mission and maintains the individualized balance of teaching and research that makes us Marquette.

In a larger sense, we are at a critical juncture at our university. We really do have to figure out our fiscal future. And we have to do it with clarity of vision. Budget shortfalls and cuts to funding have blinded us to our mission. As faculty, we are the ones best suited to restore vision to the University. After all, we are closest to our students. We know them the best. And we are the ones interacting with our industry partners. We are the ones working within and for the community. Now is the time for us to step up and help. Engage in the discussions. Get involved in the strategic plan. Provide the innovative ideas that only we can provide as faculty. This is something we must all do together – as a community. We cannot afford to leave this critical task to the few and lose the power of diverse viewpoints.

Last Wednesday evening our laboratory hosted the National Multiple Sclerosis Society for a fundraiser. The MS society invited their trustees and potential donors. Some were even Marquette alumni. Our graduate and undergraduate students provided the entertainment through lab tours and demonstrations of new technologies that we are working on to improve balance and mobility in people with MS. Our audience was engaged. They were keenly interested in what we were working on. They were brave, stepping onto our wobbly treadmills and donning immersive head-mounted virtual reality displays. And they were excited and energized. They asked questions. They had ideas. It was contagious. For one evening, it made me feel like I knew where I was going. It made me feel like I could see. It made me feel like Marquette once again.

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Bing Yu, Associate Professor

Biomedical Engineering

I am interested in using my research experience in optics and biophotonics to improve disease diagnosis, reduce healthcare costs, and better prepare students for the growing medical device industry. My dissertation research from Virginia Tech provided me plenty of opportunities to fully explore the potential of optical sensors for improving the efficiency and safety of oil well and power transmission industries and writing scientific papers. My postdoc research allowed me to switch my career from electrical to biomedical engineering, learn how to conduct independent research, and obtain experience in mentoring graduate and undergraduate students in research. I especially embrace my tenure as a teacher-scholar, during which I have been building multidisciplinary teams to develop new devices and IPs to solve difficult clinical problems, mentoring next-generation researchers, and creating opportunities for undergraduate students to participate in lab research. More importantly, research allows me to keep up with the latest developments and innovations in biomedical imaging and use them as real-world examples when teaching my biomedical instrumentation and optics courses. I noticed that students opened their eyes bigger each time I discuss those real-life examples. During this era of rapidly changing technology, staying informed and adaptable is crucial for both teachers and students, and this is possible only if teachers are equipped with new knowledge obtained through research.

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Daniel Zitomer, Professor and Chair

Civil, Construction and Environmental Engineering

Marquette research engages communities, protects public health and the environment and supports our educational mission.

When I reflect on 30 years of research at Marquette, I am rewarded by knowing the results of our research have made a positive difference in our community and our students' lives. Regarding community benefits, our work in environmental engineering R&D at Marquette led to waste deicing fluid at Mitchell airport being collected and transported to the Milwaukee Metropolitan Sewerage District (MMSD) facilities where microbes convert the pollutants to biogas containing methane. The methane is now used to produce heat and electricity for Milwaukee and the deicing fluid is prevented from draining into Lake Michigan and polluting our water; this work was funded by MMSD. Our other work resulted in more food production waste and dairy manure being stabilized and converted to biogas methane for renewable energy; this work was funded by the Department of Energy and secured by Rana Altenburg. Another research effort resulted in a new technology to treat excess sewage mixed with rainwater which is collected and treated during high-intensity storms so it does not run into rivers and Lake Michigan; this protects public health and our environment. Our drinking water comes from Lake Michigan so we must protect this clean resource. A final research example resulted in more efficient and sustainable thermochemical treatment of solid residuals from wastewater; we were able to convert the residual solids to energy and valuable products (i.e., biochar) via thermochemical processing; MMSD now has a plan to test the process at full scale because of our work. In these ways and more, our research has engaged with the community to protect public health and the environment.

Regarding students and teaching, all the research was performed by Marquette University undergraduates, MS students, Ph.D. students and postdoctoral fellows working in teams. The research results were brought into the classroom so students can learn the most up to- date approaches to environmental engineering. Also, the students doing the research have gone on to

successful careers in consulting engineering, water utility management and other environmental protection careers. For example, I was signing in at MMSD headquarters today to attend a research meeting and was struck by the fact that three of the 15 others who signed into the building before me that day were my former students and Marquette University graduates. Two were working for national consulting engineering firms doing advanced work for MMSD and a third works for an environmental regulatory authority. It was extremely rewarding to see our students prosper professionally. Their research experiences and classroom discussions about cutting-edge technologies have placed our students in national leadership positions. Our research funding also provided graduate school tuition and stipend for these students.

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ENGLISH

Gerry Canavan, Professor and Chair

I'm not sure I can add all that much to what has already been said to the importance of an active, well-funded, and structurally well-supported research community at Marquette: it is the lifeblood of our work in community together, it is at the heart of our work as teacher-scholars, it keeps our teaching relevant and cutting-edge, and it draws students who are hoping to enter research fields to campus and provides them with the necessary experience that will allow them to make that dream a reality. This is as true in the humanities and the social sciences as it is in STEM; Marquette needs active researchers in all disciplines to be a university worth of the name, and a Marquette that disinvests in research will be a fundamentally different and I believe a fundamentally less wonderful place both to work and to learn. I'm sure you have already received countless statements to this effect.

But I did want to speak a bit to my current position in department administration. I have been chair of the English department for three years, and in that time it has been made undeniably clear to me how important research is to the personal identity of faculty at all ranks, but especially to tenure-track faculty. The teacher-scholar model isn't just lip service to our faculty, and it isn't just a slogan; it is the thing that brought them to Marquette in the first place and the thing that has kept them here when they might have pursued other opportunities. Sudden and unilateral transformation of that model will have major consequences for morale and for retention; we are already seeing that many faculty are thinking they will ultimately need to leave Marquette if they want to continue the sort of career that they began here. Any change to the longstanding understanding of what it means to be a teacher-scholar at Marquette will have major consequences that go beyond the immediate needs of the budget, however urgent; while we all need to be realistic about the headwinds facing higher education and all need to work to find the right financial balance for each area of the university at each moment in time, we also need to be clear-eyed about the very costs involved and make sure we aren't making decisions that will hurt the university long-term to solve a short-term problem.

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Melissa J. Ganz, Associate Professor

My research examines eighteenth- and nineteenth-century British literature and culture, with a particular focus on the interplay between literature, law, and ethics. My work is fueled by the conviction that imaginative writing offers uniquely valuable contributions to pressing legal and ethical concerns. I am drawn, in particular, to texts that explore the relationship between freedom and obligation, guilt and innocence, vengeance and forgiveness, and coercion and consent. Such questions

preoccupied thinkers between 1700 and 1900, and they inform a wide range of texts in this period. My book, *Public Vows: Fictions of Marriage in the English Enlightenment* (University of Virginia Press, 2019), reveals the centrality of nuptial law to early novels, showing how writers from Daniel Defoe to Mary Wollstonecraft responded and contributed to debates about the legal regulation of marriage. My edited volume, *British Law and Literature in the Long Eighteenth Century* (Cambridge University Press, 20205), highlights the contributions of eighteenth-century studies to the law-and-literature enterprise while considering how imaginative writers participated in a range of legal developments in a period known for both legal and literary innovation. My current research examines the relationship between eighteenth-century British fiction and penal reform and the role of Victorian novels in the emergence of modern conceptions of criminal responsibility. By recovering dialogues among imaginative writers, jurists, philosophers, and essayists, I seek to offer new interpretations of oft-studied texts while shedding light on questions of law and justice that remain of concern to this day.

I enjoy mentoring student research and helped to develop the Honors in Humanities undergraduate research program between 2018 and 2024. In addition to designing and teaching the junior seminar in research methods and the senior thesis writing workshop, I mentored Honors English Senior Theses on policing and surveillance in Charles Dickens's *Bleak House*, on gender roles and reform in Dickens's *A Tale of Two Cities*, and on the value of the humanities. This past year, I helped to develop the new iteration of this program housed within the various humanities departments and am now serving as Director of Honors English. I have also served on a number of Ph.D. dissertation committees, and I regularly serve as a reader for journals and presses, supporting research on eighteenth- and nineteenth-century literature and on law and literature and law and the humanities more broadly.

My research and teaching are deeply connected: My research shapes the courses that I teach and the research projects I mentor, and my teaching fuels and shapes my research. I enjoy working at a university that values the teacher-scholar model and believe that research must remain central to Marquette's mission.

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Elizaveta Strakhov, Associate Professor

Research structures every aspect of my work and teaching at Marquette. My own research focuses on late medieval literary and cultural relations between France and England. I have, to date, published a monograph (2022), an edited volume (2022), a scholarly edition (2019), and twenty-two journal articles and book chapters. Since coming to Marquette, I have received extramural grants from the Huntington Library (2017), the American Philosophical Society (2019), and the Bibliographical Society of America (2019) as well as the Marquette Summer Faculty Fellowship (2015, 2024) and the Regular Research Grant (2015, 2019, 2024) for extensive archival research in the US and Europe.

Research is further central to my identity as a teacher at Marquette, where all my classes integrate some kind of research component. In two of my Core classes, students research, in one case, medieval manuscripts and, in another, artwork at the Haggerty Museum of Art to curate their findings into collaborative online virtual exhibits (see example here and here). Meanwhile, in my English capstone, students build semester-length projects around items in Special Collections and University Archives. Notable ones have included researching historical media coverage of Marquette's decision to admit its first female students in 1909 and the probable date and geographic origin of two unlabeled medieval manuscript fragments (with conclusions so convincing that the undergraduate's paper has been permanently filed with the manuscripts as a research aid). I have also supported multiple large-scale, summer-, semester- and even multi semester-length individual undergraduate research projects, eight in all. My research mentees have gone on to present their research at the Big East

Undergraduate Research Poster Session, the National Conference on Undergraduate Research, Marquette's Arts and Sciences Celebration of Research, and Marquette's Honors Research Fair and have entered M.A. and PhD programs at the University of Pennsylvania, Johns Hopkins, New York University, the University of North Carolina-Chapel Hill, the University of Texas-Austin, and Purdue.

Earlier this semester, I received an email from a student from one of my Core classes mentioned above, in which students make virtual exhibits. Since having graduated, she wrote, she has been working at a PR firm in Chicago. She still draws on the research skills she learned with me, she said, in her work for her current client: Chicago's Museum of Contemporary Art.

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HISTORY

Alan Ball, Professor

My principal research and writing centers on producing articles for the SCOWstats website that I launched in 2012. The site is devoted to analysis of the Wisconsin Supreme Court, and, currently, it covers the past 100 years of the court's activity. I contribute between 20 and 25 substantial articles each year—some of them statistical surveys (benefiting from sabbaticals during which I studied statistics and data analysis) and some of them historical commentary (drawing on my training as a historian). The blog is read, and cited, by judges/justices, attorneys, journalists, and researchers. As might be expected, articles that gain the most attention pertain to recent and provocative issues—of which our political climate generates an abundance. However, I've also noticed readers making their way to a historical section of the site featuring discussion of cases from the 1920s that seem strange, humorous, or troubling when we peer back at them a century later. I've enjoyed working on this part of the site (the historian in me showing through, I suppose), and I look forward to extending it farther back into the past.

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J. Patrick Mullins, Associate Professor

I serve Marquette as an American cultural historian as well as the Director of Public History (the study of the past for and with the general public). Understanding the past enables citizens to make wise and informed decisions for the future in matters of public interest. Consequently, my scholarship is public-facing and accessible to a diverse community. National observance of the 250th anniversary of the American Revolution began this year, and I have advanced my scholarship in pace with public events for the Semiquincentennial of America's birth.

I am approaching the conclusion of my book called *All True Patriots: The Cultural Origins of American Independence*. In offering an innovative account of the Revolution as a cultural movement, my book cites not just documents written by elite politicians, but also powder horns, teapots, paintings, flags, punchbowls, and other neglected sources made and used by middle-class women, working-class men, people of color, and other Americans left out of the traditional narrative.

I hope that the content, method, and style of my book will prove welcoming and engaging to a readership broader than my fellow scholars. Funding from the College of Arts and Sciences and external institutions has enabled me to conduct research for this project and present papers at conferences. I have also been able to give public talks to non-academic audiences at such popular heritage sites as Colonial Williamsburg, Fort Ticonderoga, Stratford Hall, and Mount Vernon.

My research for *All True Patriots* is the basis for a museum exhibit I am curating for the Haggerty Museum in collaboration with the Chipstone Foundation. Called *Rethinking the Revolution: The Power of Visual Culture*, this exhibit will show at the Haggerty in Spring 2026, commemorating the 250th anniversary of the Declaration of Independence. The exhibit will use paintings, prints, ceramics, and other artworks from museum collections to help Marquette students and off-campus visitors from the wider Milwaukee community gain a fresh perspective on the country's origins through first-hand, visual and tactile experience with art objects.

Through internships as well as two courses in Spring 2026—"Applied History" and "Art and Power in 18th Century Britain"—my students will do their own research and creative work for a public-facing, digital humanities project, developing an online version of the Haggerty exhibit and writing their own commentaries on its objects. By examining evidence for themselves and forming interpretations through critical analysis and independent thinking, my students will exercise in this project the skills on which informed and responsible citizenship depends.

At this pivotal moment in our nation's history, America's constitutional order is hotly contested by the left and the right, and the consensus of shared values which has long held us together seems to be falling apart. It is all the more urgent now for the public to renew and deepen its understanding of the nation's origins and founding principles, and public-facing historical research can help. I am eager to do my part as a member of Marquette's History faculty.

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Michael Wert, Associate Professor

My research has followed two broad trajectories. The first is how memory affects, and is affected by, the social, political, and economic changes in the modern world, and the ways in which those memories are contested and formed over time. Memory, therefore, is not just an abstract concept, but has concrete consequences. The second concerns the relationship between ideology and violence, especially as it concerns gender and extremism. Both projects use Japanese history as a lens for looking at those subjects. In addition to scholarly pursuits, I have a substantial amount of public-facing work related to premodern Japan history, specifically about the samurai. I've appeared on, and/or consulted for The History Channel, National Geographic Channel, The Smithsonian Channel, Netflix, The BBC, and A24 Studios, in addition to various podcast interviews.

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LAW SCHOOL

Christine Kexel Chabot, Associate Professor

As a teacher-scholar at Marquette, I have contributed to the national dialogue on separation of powers. My historical research challenges conventional originalist views including arguments for unitary executive President who operates beyond Congress's control. This work has been published in leading law journals and cited by the Supreme Court as well as in multiple Supreme Court and Court of Appeals briefs. It has also been featured in prominent media including *The New York Times*, *Bloomberg Law*, *CNN*, the *ABA Journal*, *The Atlantic*, and *The Economist*. I've loved sharing my background and insights with a wide range of Marquette Law students in the first-year survey of Constitutional Law, upper-level courses on Administrative Law and Legislation, and an originalism seminar entitled "Litigating the Lessons of History." (To my knowledge, this seminar is one of the few courses in the

country that explores how courts have applied the emerging constitutional methodology known as originalism to key separation of powers disputes.) I've also hired a dedicated group of student research assistants who have gained valuable experience and credentials. My research assistants have gone on to land desirable clerkships and law firm positions after graduation. In my academic career, I've found an incredible synergy between research and teaching. Research makes me a better teacher and affords Marquette students experiences that they are unlikely to find elsewhere.

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Nadelle Grossman, Professor

Associate Dean for Academic Affairs

Scholarship informs what I teach, as my participation in academic dialogues about topics relating to contracts and corporate governance place me at the forefront of debates about current practices and potential changes. This, in turn, leads to important discussions in class about the law and policies behind the law. And it gives students a sense for how changes in the law develop—often prompted by academic policy debates. My scholarship (which I discuss in class) also models for students how they, too, can be life-long learners and contributors to important discussions about the future of the law. It also allows me to hire research assistants and mentor those student researchers, further helping them development a skillset that will help them in practice, in addition to seeing themselves as lifelong learners. Finally, I would hope that my research impacts policy choices and helps shape the future of the law. Ultimately, I do not think I would be nearly as valuable of an educator or lawyer if I did not work on scholarship.

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Matthew Mitten, Professor

Executive Director of the National Sports Law Institute

As a Marquette Law School professor, I have authored a sports law treatise (4th edition forthcoming) and numerous law review and medical journal articles (primarily about college sports antitrust law, sports medicine, sports-related intellectual property, or Olympic and international sports arbitration legal issues) as well as co-authored leading sports law texts for law school (6 editions) and undergraduate/graduate (4 editions) courses. The opportunity to engage in these research projects has made me a better and more effective teacher in my Marquette courses (particularly Amateur Sports Law, Antitrust Law, Pro Sports Law, and Sports Law Sponsorship Legal & Business Issues Workshop) and provided me with the opportunity to develop and to teach Comparative Sports Law and International Sports Law courses at the University of Melbourne Law School and University of Queensland School of Law in Australia and the University of Barcelona in Spain. My legal scholarship also has provided me with a strong foundation of expertise and knowledge generating opportunities to testify before U.S. Senate and House committees or subcommittees four times and to speak at more than 100 academic or practitioner legal or medical conferences throughout the U.S. as well as in Australia, Canada, China, England, Hungary, Republic of Korea, and Turkey.

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NURSING

Kathryn Malin, Associate Professor

As a nurse scientist, I am dedicated to conducting patient-oriented health research with a focus on infants and their parents. My commitment to this population aligns with Marquette University College of Nursing's mission of promoting equity and social justice. As an experienced neonatal nurse, I understand that many life-saving interventions provided to preterm infants in the neonatal intensive care unit (NICU) are accompanied by significant and frequent stress for both the infants and their parents. Additionally, I have come to recognize the substantial impact of Social Determinants of Health (SDoH) on the health outcomes of at-risk infants and their families. The combined vulnerability of SDoH and preterm birth places some of these infants in a state of "double jeopardy," as preterm infants appear particularly susceptible to social-environmental risks. Moreover, considering the family as a holistic unit rather than as individuals is crucial when developing interventions to improve health outcomes. With the support of my colleagues at Marquette University, I have been able to integrate my interest in biological markers of stress into my research. Recently, I was awarded a training grant from the NIH, which has furthered my ability to explore how stress affects the growth and development of infants and their families. The research environment at Marquette University has been exceptionally supportive of my efforts to expand the science of stress and its impact on the developing infant and their families.

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Linda Piacentine, Associate Professor

Nurse researchers bring hope and wellness to lives of patients. Our nursing research is essential in developing ways to help patients navigate their response to illness and reclaim well-being in their daily lives. As a nurse researcher, my teams have helped people reclaim balance and strength through learning ballroom dance to overcome symptoms of Multiple Sclerosis and we have helped people battle fatigue and regain strength as cancer survivors completing triathlon training studies. We have researched best practices for simulation education and for teaching students to prepare patients to regain and maintain health after hospital discharge. Nurse researchers guide nursing students in realizing research shows that health is more than the absence of disease, and we care for the social, emotional, physical, and spiritual, that is the whole person, as we accompany them through life's journey. What a gift of gratitude is experienced when a person with Multiple Sclerosis who walks unsteadily completes a ballroom dance session and leaves confidently stating that, thanks to the researchers, she will now have the courage and ability to dance at her son's wedding. Nursing research leads our students to think deeply and critically, practice leading edge evidence-based care, and impact the future bringing opportunities to enhance health and wellness to communities where we practice and research.

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Jessica Zemlak, Associate Professor

As a community-engaged nurse scientist and educator, my research focuses on improving the mental and physical health of marginalized women, particularly in the areas of violence, sexual and reproductive health, HIV prevention, and health equity. My work is grounded in community partnership and translational impact—such as sharing research findings with community members, public health officials, and women with lived experience—and seeks to elevate voices that are often excluded from academic research. Since joining Marquette, I have led and collaborated on numerous interdisciplinary, grant-funded studies addressing health disparities among women who sell sex, women in recovery from opioid use disorder, and structural barriers within the nursing workforce. This research not only adds to the science but reflects Marquette's mission of service, justice, and care for the whole person. My research and teaching are deeply interconnected, with mentorship playing a central role. I actively support nursing disciplinary honors students and serve on PhD dissertation

committees, guiding emerging nurse scholars in equity-focused research that addresses real-world health disparities. By involving students in study design, data collection, and dissemination, I help build their capacity to contribute meaningfully to the discipline. Marquette's continued investment in research is essential—not only to advance knowledge and address urgent public health challenges—but also to train the next generation of scholars who will carry forward its mission of social justice, community engagement, and care for the whole person.

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PHILOSOPHY

Owen Goldin, Professor

Research in today's university is often considered a matter of comparatively little worth, in regard to the fundamental mission of higher education, to impart skills and knowledge. A common idea is that professors write obscure verbiage for journals of limited circulation, that will hardly ever be read, except by other scholars generating ever more obscure and ignored material. This is a fundamental misunderstanding. One of our primary goals is to show students what it is to really think – not just to shoot out comments on social media, but to get to the bottom of what a document or fellow citizen is saying, to see strengths and weaknesses of what it is said, to move the conversation forward and, hopefully, come closer to a common understanding. In these difficult times this is more important than ever. Students learn these skills by becoming members of an intellectual community with others who are able to devote much of their time to detailed, careful, thoughtful reflection – and, hopefully, to become apprentices in engaging in such thoughtful dialogue, themselves. This activity is what "research" in the humanities truly is. It must be nurtured and encouraged. The intellectual growth of our students, and, indeed, the future of our Republic, depends on it.

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David Twetten, Professor

The research that I do, together with my graduate students, explores the greatest Christian philosopher, Aquinas, and the sources of his ideas not only in Aristotle's Greek, but especially in the great Arabic philosophers. I focus on the arguments for God's existence and the doctrine of being and creation. In both of these areas, one cannot master Aquinas or his teacher Albert the Great without reading what they read: the great Muslim and Jewish thinkers Avicenna, al-Ghazali, Averroes and Maimonides. Recently my doctoral student received three job offers at MA or PhD institutions for ground-breaking research on the Greek and Arabic backgrounds to Aquinas' most famous philosophical insight. Another student worked on the poorly understood thirteenth-century philosophy of language behind Aquinas' metaphysics. In the process, she managed to correct the most important scholar in our field in the last one hundred years, and her dissertation continues to be read voraciously in PhD programs where Aquinas' thought is taken seriously. I am eager to have a student help me with my most recent breakthrough: the source of Avicenna's and Aquinas' innovative metaphysics is not so much Aristotle as the greatest of the Greek commentators, Alexander of Aphrodisias (whose important works were translated into Arabic). In this way we see how thinkers, in the pagan as well as the Judaeo-Christian-Islamic tradition, strove to understand first things, human and divine.

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PHYSICS

Karen Andeen, Associate Professor

Wehr Distinguished Associate Professor of Physics

In response to recently proposed changes to our research capabilities on campus, I have been asked to write a brief statement on my research and its' value to Marquette University. I apologize but I cannot keep it to a page.

I am an astroparticle physicist working with a large collaboration of over 400 scientists globally. We have constructed, operate and are presently upgrading the IceCube Neutrino Observatory at the geographic South Pole. My career research focus has been on determining the type and energy of the cosmic ray particles are hitting Earth, called a cosmic ray composition measurement. At present, we do not know the composition of the highest energy cosmic rays, which means that we cannot understand how they are produced and accelerated to extremely high speeds in our universe. We *believe,* but cannot yet prove, that they are produced in violent astrophysical events, such as supernovae and black holes. We also do not know why there are only matter particles, and very few antimatter particles—the Big Bang theoretically should have produced both matter and antimatter equally, and since matter and antimatter annihilate each other, if matter and antimatter were formed in equal parts we should not exist! But we do exist, and we're made only of matter particles: where did the corresponding antimatter go? Are there antimatter stars and planets and civilizations? No one knows! But the idea of antimatter stars simply lights up the students' faces, and studying cosmic rays is the best method we have to figure out what happened to the antimatter.

To detect these cosmic ray particles, the IceCube Collaboration (including me) has built a giant telescope using the South Pole ice, on which we completed construction in 2011. This is not a standard "lab" experiment: we cannot control the snow, the atmosphere, the magnetic fields, the ice—we simply have to measure them very precisely and take them into account in our scientific results. We work very hard for this. In my lab, we are studying the data from the existing telescope, including working to account for irregularities in the snow, atmosphere, magnetic fields and ice, and we are also building a new upgrade which will help us do a better job. We have built the first new Marquette IceAct (a small, robust, imaging air Cherenkov telescope) and it was installed at the South Pole this January and will start taking data in May. We are presently working to build 8 more in my lab in the basement of the Wehr Physics building! I have worked with several students over the years who have helped to build these telescopes, developed the calibration procedures, and analyze the data from my experiment—they learn computer programming, hardware techniques, how to write good instructions, how to present scientific results, and about the culture of the field. Of the 14 students who have come through my lab and have already graduated, most have participated in external summer internship or REU programs, and 100% have attended graduate programs (which might be a record in my field). Our physics students' excellent preparation and strong standing in *research* skills, built in our various labs, is raising the status of the Marquette Physics as a successful undergraduate *teaching* program. Without strong research experiences as undergraduate students, these students will not be accepted into physics Ph.D. programs.

Conversely, I am passionate about translating my enthusiasm for my research—and my extensive global network—into my teaching. I bring my research into my classroom every day, but this was most obviously apparent just this year when I planned (over the past 18 months!) a spring break study abroad program for our physics majors to visit the Large Hadron Collider at CERN in March 2025. *Because of my research experiences and connections*, I was able to plan and organize this trip, including many experiment tours and talks from experts in the field. Further, when I learned that my students could not afford to go on the trip, I traded on my stature and negotiated to use my research funding

to pay for their travel to provide them with this incredible educational opportunity (described here: https://today.marquette.edu/2025/06/spring-break-meets-science-experiencing-research-in-switzerland/). My students described this as a "once-in-a-lifetime experience" and "life-changing". We saw where the first cosmic ray air showers were discovered (in 1938 at the Sphinx Observatory at the Jungfraujoch), we visited and learned about the experiments involved in the 2012 Nobel Prize winning Higgs Boson discovery. Further, the students learned how passionate many of the scientists are about the long-standing culture of "atoms for peace" and "science for diplomacy" in my field—these are not just words in a mission statement, they are words in action that are incredibly applicable in global politics today.

Through my international research projects, my global connections, and even my research funding, Marquette's students are gaining incredible educational experiences. But what about me personally? I am at Marquette because I have personally seen the strength of a liberal arts background—the most famous scientists in the world didn't spend all their time doing science—they read widely across many fields. Most Nobel Prize winners draw from a wide range of information and put it together to make incredible discoveries—they win Nobel Prizes because they think *outside* the box, and that is what a liberal arts education gets you. I love sharing my enthusiasm for exploring new corners of the universe by studying subatomic particles from outer space with students from all backgrounds and levels—from introductory astronomy in which students are learning the basics (the sun does indeed rise in the East every day… and so do the moon and stars!) to senior-level particle physics, where the students' faces light up to learn about the possibility of antimatter stars. To successfully teach these students, answer their incredible questions, and put them on the right trajectory for the next steps in their career, it is important to introduce them to cutting-edge research. I love nothing more than propping my students on my shoulders and seeing their shining faces as they reach for greatness. But without the ability to keep up my global connections and my international research program, my inspiration would fade, and my enthusiasm for these topics would become outdated and would wane: my students would feel my waning enthusiasm and would seek other shoulders to stand on…at other universities that DO value research.

I hope through the collective statements of faculty that the university leadership can see the value of the research undertaken here at Marquette, and the value of dedicating resources and the most precious commodity—time—to our collective research endeavor. Marquette's research community is strong, but like anything it will fail to thrive if we do not nurture it.

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Brian Bennett, Professor
Delivered at the Distinguished Scholars Ceremony, March 2025
Reflections on Receiving the Haggerty Award

An event like today's, and especially the presentation of the Haggerty Award, provides us an annual opportunity to reconsider research in the context of the world at large and Marquette in particular.

Our mission page website begins with a sentence describing Marquette University, and then immediately continues: "Our mission, therefore, is the search for truth..."

And what is research, if not the search for truth? Increasingly, facts that do not support the agendas of the powerful or the existing prejudices of the vocal, are dismissed as "matters of opinion," or challenged by so-called "alternative facts." Researchers, therefore, face an ever-greater burden and

responsibility to counter this Alice-through-the Looking-Glass-like perspective on the world by providing evidence-based facts based on ethical and honest research, carried out and reported without prejudice and according to the scientific method.

So, why do we carry out research, and why should we be supported in doing so?

Research is vital to our wellbeing and our security. Without research, we would not have lasers or electronics or satellites or global communications; vaccines or medical imaging devices; radios or rock music; electricity or the combustion engine; and, reliable and – increasingly - sustainable food and energy sources. Admittedly, we would also be free of WMD, social media and cable news, but every silver lining has a cloud. We would, however, still have polio, smallpox, & influenza epidemics; crop blights and failing harvests; not to mention a woeful lack of understanding of how our minds, our bodies, our societies, our world, and our universe work. It is noteworthy that many of the benefits that we see arose serendipitously from fundamental research into ourselves and the world around us, and not necessarily from applied goal-driven research, valuable though that is, too.

Research at Marquette is vital to our identity and survival as a Jesuit university. Again, the search for truth. Faculty engaged in research enliven their classes and enlighten their students by demonstrating the application of the material being taught to the real world. Our students enjoy truly transformative research experiences – in physics, about 40 % of our students go on to postgraduate study and research. While many students across the US spent spring break laying on beaches and spraying each other with beer, a cohort of our physics students spent the week conducting experiments at CERN, the home of the Large Hadron Collider, inspired by the work being done, on a global stage, by my highly talented and motivated colleagues in the physics department here at Marquette. Almost all of our physics majors participate in undergraduate research at Marquette, and such experiences attract students to Marquette, allow them to get the maximum possible from their Marquette experience, and richly enhance the reputation of the university through our students' ambassadorships for Marquette. Without strong support for research – not just financially but in being given the time to perform it and infrastructure in which to be successful – we may lose our capability to "search for truth;" in that case, we would be neither Jesuit, nor a university.

Today, therefore, is a wonderful occasion on which to consider the benefits of research and scholarship, both broadly and locally, and celebrate the wonderful achievements of Marquette faculty, staff, and students; and I will end by, again, congratulating this year's many worthy awardees and celebrating the past Haggerty Award winners!

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Jax Sanders, Assistant Professor

Yesterday, one of my research students explained her current project in a way I'm still laughing about as I write this – "Grace calls me in the middle of the night and tells me what to do."

Risa Hardison is a junior here at Marquette, and she's part of the Rapid-PE group within the international LIGO Scientific Collaboration. She's on call this week, and the GraceDB network (Grace for short) notifies her when a potential gravitational wave has been detected. These ripples in spacetime were created when two black holes collided billions of years ago, made tiny changes in the lengths of three laser systems in Washington, Louisiana, and Italy, and were detected by a series of algorithms developed by hundreds of people over decades… and now they wake up Risa in the middle of the night to make sure that the code she co-wrote is correctly estimating what direction they came

from. As part of the Rapid-PE group, she works on code that provides an estimate of the sky location of sources in under 30 minutes, an essential part of the collaboration between LIGO and telescopes on all seven continents. As part of this work, she's had the opportunity to travel to face-to-face meetings, present her work in-person and remotely, and network with future collaborators and potential employers. She earned authorship rights for this work and is a co-author on three papers in recognition of the importance of her contributions.

Risa is only one of the 11 students I've worked with since I started at Marquette in 2018, and all of them have a story I could tell. These stories start with an interested student, meander through skills learned, minor disasters, ideas tried, ideas failed, and ideas revised, and end with Ph.D. candidates in physics, data scientists, and industry engineers. Undergraduate research is transformative. As an active researcher and research mentor, I'm proud to facilitate that transformation.

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POLITICAL SCIENCE

Philip Rocco, Associate Professor and Chair

My research—and I believe this is typical of faculty in my department—has a symbiotic relationship with the teaching I do at both the graduate and undergraduate levels. On the one hand, the content of the courses I teach—on policy analysis, intergovernmental relations, and the politics of official statistics—is deeply shaped by my research agenda, which aims to both contribute new knowledge to my subfield and to inform current policies and practices.

As an illustrative example of this, I have long used data from the US Census Bureau as an analytical "input" for my work. But when census operations came under political assault in 2017, I grew increasingly interested in the processes that ensure the quality of official statistics we rely on to reapportion Congress, redistrict state legislatures, allocate trillions in federal and state dollars, and carry out important city and regional planning activities. To build out this research agenda, I designed and taught a seminar on the politics of numbers. This course gives students a hands-on understanding of how policies related to official statistics are made as well as the consequences of these policies for the quality of government. As the events of recent months have illustrated, it is imperative for any student who wants to enter government to have some familiarity in these issues. Without the time and capacity to carry out this research, which led to the development of my new book Counting Like a State, I would not have taught the course that I did. Moreover, the findings in the book also have profoundly reshaped how I teach students about the politics of federalism, and the way they can become involved in their government. Census taking — even though it's vital to the functioning of democracy — is rarely a subject that makes it into introductory textbooks on American government. My hope is that my work will help to change that.

At the same time, my interactions with students shape the questions I ask, and how I answer them. Seminars, in my view, play the role that the laboratory or the studio plays in other fields—as a space for discovery, curiosity, and collaboration. Students in my courses are not pupils but partners in an ongoing process of discovery and creative synthesis. My graduate and advanced undergraduate courses on federalism and intergovernmental relations have evolved to include a semester-long research project. I have taken an increasingly active role in supervising and directing my students' research, and the payoffs have been enormous. Students produce novel "first cut" empirical analyses, actionable research designs, or insightful review essays on the literature.

Where Counting Like a State is concerned, my course on the politics of official statistics was a pivotal part of the development of the project. When I began searching for resources that would help me illustrate the importance of the census to my students, I came to discover that some of the best material came from state and local governments, as well as non-governmental organizations. These entities, I began to see, were not just census data "users" but critical players in safeguarding and enhancing the quality of the decennial count. These intergovernmental relationships became the core of my book project.

Course discussions can also help to identify important gaps in knowledge. In one case, in response to seminar participants who were frustrated with the lack of literature during one syllabus week (on intergovernmental relations in the US territories), I proposed that we begin meeting to develop a research agenda. Within a few years, our work was ultimately published in Regional and Federal Studies, and is now on my syllabus.

In sum, Marquette's unique teacher-scholar model has been pivotal in shaping the work that I do. The benefits have redounded both to scholars in my field and to my students.

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PSYCHOLOGY

Amy Vaughan Van Hecke, Professor and Assistant Chair
Executive Co-Director, Next Step Clinic;
Director, Marquette Autism Project in the Interdisciplinary Autism Initiative
Statement delivered at the University Academic Senate, Fall 2024

I'm Amy Van Hecke, Professor, Assistant Chair, and Director of Undergraduate Studies in the Department of Psychology. I'm in my 17th year at Marquette. I'm the past chair of the Committee on Research, an NIH and Advancing a Healthier WI grant awardee, and a Way Klingler Young Scholar and President's Challenge award winner for my research and community engagement in the Autism Initiative. I am also a Robert and Mary Gettel Teaching award winner, Way Klingler Teaching Enhancement Award winner, and co-creator of the On Your Marq neurodiversity support program for Marquette students.

Given my past experiences in both research and teaching, I am here today to communicate the impact of research on the Dept of Psychology.

In PSYC, research is a vital part of our department, and our reputation for producing high quality graduates. Our tenure track faculty are teacher-scholars who balance and intertwine research AND teaching. For our tenure track faculty, there is no teaching OR research in our Department. As the College of Arts and Sciences likes to say, the difference is in the AND. The search for knowledge and cutting-edge best practices are at the forefront in Psych. The opportunity to share this process with our students is a paramount goal for our individual faculty and department. Why? Because research is how we recruit students; research is a high impact teaching practice, and research ensures student success.

i. Research involvement is a recruitment tool. With a decrease in opportunities for research, the students will not have the transformative experiences that we currently work so hard to provide. Not having the opportunity to engage in research with our world-renowned experts will also

negatively affect our ability to recruit and admit undergraduate and graduate students, as many students come here for these high-impact practices. At Discovery Days, the most frequent inquiries we get are about opportunities for students to participate in research. Today's students want hands on experiences outside of the lecture classroom. Decreasing research will degrade our reputation and ability to attract students.

ii. Research involvement teaches the students things they cannot get in a traditional classroom. Engaging in research gives us the opportunity to be better teachers, as it provides unique opportunities for high-impact, experiential student mentoring. We do not do research in a vacuum- every faculty that engages in research brings students along with them. Immersing students in the hands-on, high-impact practice of research improves the exchange of ideas and development of critical thinking. Here is an example of a grant that does just this. Dr. D'Anna-Hernandez's recent NSF grant, with colleagues across the university, aims to increase belonging amongst STEM undergraduates via coursework, summer opportunities, and conferences. Research also promotes healthy communities. It is community engagement, and makes resources available to our community. It means our students connect with their communities.

iii. Research involvement paves the way for student success. Our students are currently engaged in faculty research labs at a very high rate, and this engagement constitutes high impact, experiential learning practices that make the difference for these students in careers or getting into grad school. Research lab participation is currently counted under our research load. If this goes down, as teaching load goes up, there will be fewer of these high-impact opportunities for students. Students do not get their chosen career or grad school because of a class they took. In Psychology, they achieve those optimal outcomes via participating in faculty research.

Student testimonial:

Sarah Pardej, PhD, is a 2014 graduate of the Psychology (BA program), now a postdoc at Stanford University School of Medicine.

"I cannot emphasize enough how valuable my time spent in research with faculty was to my development as a scholar. I began research as a freshman in Dr. Astrida Kaugars' lab, and then also worked with Drs. Nielson, Oswald, and Hoelzle throughout my undergraduate career. As a direct result of the opportunities they afforded me as an undergraduate research assistant and their support and mentorship throughout my time at Marquette, I was able to be a competitive applicant for doctoral programs by my senior year. Throughout my time in graduate school and now as a post-doctoral scholar, I have had many conversations with peers about their training experiences, and it was clear to me that Marquette's Psychology Department was exceptional in its dedication to training future scholars. The department truly stands out as one that has faculty who actually spend time with their undergraduate trainees, which ultimately benefits these students' career trajectories. I truly do not think I would have been as successful or rigorous in my work had it not been for the excellent training I received from Marquette's Psychology Department. It would truly be a detriment to future psychology students if faculty had less time to work one-on-one with undergraduates to work on research and professional development skills to set them up for the skills necessary to be successful in their careers."

In conclusion, decreasing research will very negatively affect the Department of Psychology. Research is how we recruit students; research enables high impact teaching practices, and research ensures student success. "Securing our future" should not be about cutting the good things you do. You don't expect good art when you take away the artist's paintbrush. In the Dept of Psychology, research is the paintbrush by which we shape and produce students who go on to light the world on fire. The

time is now to *invest* in high-impact practices, such as research that engages students, that make our department and university great, rather than reduce them.

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SOCIAL AND CULTURAL SCIENCES

Heather R. Hlavka, Professor

Criminology and Law Studies

I identify as a teacher-scholar and social scientist. Over the past 17 years at Marquette, I have witnessed the expanding significance of research knowledge, practice, and skill-building across all disciplines including the humanities, law, and social sciences. Transferable skills in active academic pursuits and the contemporary job market are crucial for Marquette graduates, including theoretical understanding and application, hypothesis testing and study replication, and independent empirical science. I have had the honor of working with countless undergraduates on data analysis and research methodologies in my classroom, as research assistants for grant-funded research projects, and McNair and MU4Gold Scholars as well as serving on dissertation committees for over 10 former MU undergraduates turned graduate students and 5 external PhD committees. In the social sciences, active research experience and engaged pedagogies are critical to the scientific enterprise of which data collection and analysis are key. Through these processes, students learn how to systematically understand and synthesize scientific knowledge, propose in-depth studies using best methodological practices, and to ethically conduct original data collection and theoretically informed analyses. Using immersive, hands-on research project, I find that students' skills greatly improve in information discernment and decision-making, written and oral communication, and ethical leadership toward a just and inclusive society. In a connected, global, and rapidly changing world inundated with information onslaught, students must be able to accurately discern what scientifically and methodically sound evidence is. And with increasing job requirements for analytical, communication, and research skills across a host of private and public sector professional positions, the need for ethical and equitable frameworks to interpret and perform such skills is central to liberal arts education and for a just future. Without faculty research funding and professional development opportunities, scientists are unable to "make a difference" in society by tackling some of the most pressing social problems and potential solutions. Equally, faculty are also unable to educate the next generation of scientists and change-makers through essential, hands-on examinations that are required to be competitive for graduate school and for the many professional positions' students' desire. My research findings have impacted my field by increasing inclusivity in gender-based violence research and expanding methodological paradigms, changing public perceptions and solutions, and mentoring and influencing new generations of violence researchers, creating networking opportunities and care communities to bring better research, data, and analysis to address the problem of interpersonal and state violence.

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SPEECH PATHOLOGY AND AUDIOLOGY

Jeff Berry, Professor

Research is a centering theme in all aspects of my academic life. This perspective may seem surprising, given my academic focus on speech-language pathology. My academic appointment designates research as 30% of my standard effort. Research funding has given me the opportunity to buy out of classes some semesters to further increase my research effort at times. Yet, even during semesters when research accounts for less than a third of my effort, I feel like I'm always working on my research.

I teach students by engaging them in my research. I rely on the most current research to keep my didactic courses up to date and maintain the "state-of-the art" in my clinical practice and clinical teaching. I even rely on my research skills in my service efforts. To my profession it may be obvious that reviewing and editing the scientific works of peers depends on my skills as a researcher. Perhaps less obvious is the fact that my capacity to serve in university administration, lobbying for the needs of my department and faculty, is critically informed by my lived experience as a researcher.

Research at Marquette creates critical learning opportunities for students. While we do not have a doctoral program in my department, we offer programs and courses to encourage undergrad research engagement. These resources serve to introduce research to many undergrad students who work in my lab. These experiences bolster their critical thinking and collaborative problem solving. Since my research often characterizes novel scientific methodologies, bolstered by technological advances, it is not uncommon for some students in my lab to come from other academic areas, such as biomedical or electrical engineering. The interdisciplinary efforts engendered through these projects bring together students from otherwise distant academic/professional areas into shared spaces that create opportunities for transformative learning and interdisciplinary collaboration. Research serves as the critical nexus between my professional efforts and the growth of our students.

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THEOLOGY

Michael Cover, Professor

"The university is the place where the Church does its thinking." So said Fr. Theodore Hesburgh, former president of the University of Notre Dame, social rights activist, and visionary leader in Catholic Higher Education. This quotation has stayed with me over the years and helped shape my own research agenda. The first key word is "thinking." One of the chief aims of the Catholic research university is to be a place in which all knowledge, including theological knowledge, is not only passed on but also advanced. If "thinking" at the highest level is to be done, that involves research and the revisiting of received knowledge at the deepest and most technical levels. At Marquette, this happens both in the undergraduate but also the graduate classroom, and in the latter, especially in the context of language training. Without knowledge of Greek, Hebrew, and Latin, there is no possibility of full "thinking" with the Christian tradition of the West. Not every theologian need possess this knowledge first-hand, but it is my role – as both a linguist and historian of the Bible – to resource my colleagues and students with access to the sacred texts of Christianity at the most immediate level. Imagine trying to do Chemistry without a clear grasp of atomic structure and the periodic table; or trying to do physics with Calculus; or trying to balance a budget without knowing how to use Excel. Theology with the sacred languages are similar, though the task is communal, and the "higher" theological disciplines depend on the work of the "lower" critics to sharpen and focus theological "thinking" to the highest degree.

The second key phrase in Fr. Hesburgh's statement is its subject: "the Church." Does this mean that every researcher in a Catholic university need to be Catholic? By no means! I am myself not a Roman Catholic; neither does the pursuit of the unique vision of the Catholic research university depend upon all of its disciplinary colleges and departments being explicitly oriented toward the Church or the Roman Catholic magisterium. Without anxiety, the Church holds that all disciplines are united by theology. Thus, it is not afraid of any scientific knowledge created by the rigorous pursuit of its own first principles (no science vs. religion tension!). In fact, the Church *needs* precisely such a space in which all thoughts can be pursued in freedom (hence "liberally"), and that is how I work as a historian *and* theologian. The historical methodology often appears to challenge concise dogmatic

knowledge by situating it *in* history. In point of fact, this historical positioning helps us better understand the current state of the Church's life, just as the fossil record helps us understand the present state of life on earth. Thus, although I do not always "wear the theologian's hat" in my research, I believe that such historical (and other forms of academic) rigor helps "the Church" think better.

Alvin Plantinga, a reformed Christian philosopher, once reflected on the differences of researching at Harvard and his own Catholic university. While he admitted that research at Harvard had been excellent, he noted that it also had its limitations. This had to do not with the quality of the researchers that he encountered, but with the questions that were being asked by a community of scholars. There are simply some questions that matter more to the Church than to others. The task of a Catholic university is to identify these questions and pursue them via the various disciplines according to their own methodological integrities and the deepest and most technical levels available.

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Deirdre Dempsey, Associate Professor

When I think about research and mentorship, I think of both my graduate students and undergraduate students. I've directed or co-directed 14 dissertations—starting with Andrei Orlov's dissertation in the early 2000s, ending with Peter Battaglia's, just this past Fall. (Andrei is now a full prof in our Department, while Peter has a job on campus with Companions in Ministry.) All these dissertations have been in the Judaism and Christianity in Antiquity Section of the Department of Theology. Thinking back on these 14 dissertations, 11 ended up published as the student's first book. These dissertations contributed to the production of knowledge about the biblical texts, knowledge that fueled more knowledge—they also contributed to the students' ability to get good jobs and keep these jobs. (Of the 14 students who dissertated with me, 10 ended up with tenure track jobs, two with academic-adjacent jobs, and two with NTT jobs.) Marquette's Theology Department has done an excellent job, producing teacher-scholars for numerous colleges, universities, and seminaries around the US – I'm proud of my contribution to that.

In terms of my own research, I have spent a lot of my time working on translations—for example, I was for many years involved with the *New American Bible Revised Edition (NABRE)*. We revised the 1970 *New American Bible*, the Bible commissioned by the US Conference of Catholic Bishops. Most recently, I was involved in a limited revision project, for the Lectionary. So, much of my research focused on working collaboratively with other biblical scholars to produce the most accurate (and understandable) translation of the Hebrew Bible we could.

It occurs to me that my work on the NABRE has deeply impacted my teaching and my mentorship. My research work with the translation projects has kept me abreast of new translation research. With one exception, the students who sought me out for dissertation direction did so in large part because of my proficiency in Biblical Hebrew and Aramaic. Both undergraduate students and graduate students have done independent studies or tutorial sessions with me in languages (I will have two independent studies this coming semester, both with undergrads – one in Biblical Greek, the other in Biblical Hebrew – it's a rare semester when I am not doing some language work with either undergrads or graduate students). My knowledge of the biblical texts, in particular the Old Testament, gained from my research work is something I lean on in my undergrad Foundations classes, when I deal with Scripture.

I'll be teaching a doctoral seminar this coming semester on the Deuteronomistic History—the work I've been doing on a commentary on 2nd Samuel will help considerably in teaching that class.

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Ryan G. Duns, Associate Professor and Chair

My research stands at the intersection of theology and philosophy, focusing on the nature of faith, the theological underpinnings of culture, and innovative pedagogical practices. In my work, I explore how faith and reason illuminate each other and how the ascetic practice of deep thinking (whether through metaphysical reflection or contemplative beholding at the Haggerty Museum) can reawaken a sense of the Transcendent. Such approaches not only generate scholarly insight but also enrich my teaching; indeed, I see research and teaching as mutually reinforcing. Whether guiding students through a theological analysis of culture or mentoring research projects, I aim to cultivate in them a habit of critical reflection and an excitement for discovery. Through mentorship, I hope to empower students to ask profound questions, engage multiple disciplines, and contribute their own voices to the pursuit of truth in our field. In short, the value of my research lies not only in advancing knowledge but also in empowering students to think beyond conventional boundaries.

The significance of research in theology – and the humanities broadly – is that it pushes the frontier of understanding in matters fundamental to human existence. Theology, especially in a Jesuit university, engages insights from history, culture, science, and philosophy to seek the ultimate meaning of human life. By pursuing questions of God, ethics, and human dignity in dialogue with contemporary issues, research in my discipline contributes to scholarly discourse and the community. It is also a way of living out Marquette's Catholic, Jesuit mission to "search for truth" and "advance knowledge" for the betterment of society. This is why it is vital that Marquette continues to invest in research. Such investment supports academic excellence, ensuring that our university remains a place where new ideas flourish and where students actively participate in creating knowledge. In my field, ongoing support for research means we can address emerging cultural and ethical challenges with depth and rigor, produce creative scholarly work that elevates our understanding of faith and culture, and uphold the university's role as a leading center for theological inquiry. Ultimately, research is a manifestation of the human spirit that is confident that by probing questions and mentoring new scholars, we illuminate truth and "serve God by serving our students" in ever more impactful way.

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Reflections from Current and Former Students

Ben Aquino, English, Honors in Humanities, Class of 2021

My name is Ben Aquino, and I am a senior majoring in Writing-Intensive English. I was first informed of Honors in Humanities (HiH) by my advisor during my freshman year, and she encouraged me to apply because she knew I had an interest and penchant for creative writing but did not necessarily have an immediate academic platform for putting it into practice. The prospect of a multi-year research project that integrated creative writing was very appealing to me, and after I began the program and informed my advisors of the approach I would be taking, they mentioned that a creative writing project would be a welcome new addition, despite it being mostly uncharted territory. My project changed forms a few times, and I was unsure of the exact form it would take by the end. I think eventually choosing to write a series of poems that were informed by my research of the Woodstock

Festival in 1969 was an acceptance of a challenge to both myself, and the current state of research here at Marquette.

In taking a creative approach to my research, that was based in poetry, I am forging a path that has been difficult to understand or even discuss with many of my peers, as it is a somewhat unconventional process. However, I am fully aware of the challenges I have set for myself, and I truly believe in the work I am doing, and the importance of that work to my peers, my advisors and professors and to myself. I am proud that I have been able to fully work within a forum, poetry, that is personal to me and also produce important work that is both meaningful to me, and hopefully any others who may come into contact with it.

In taking on this project, I have not only refined my own writing and reading skills, but also have been exposed to some great work by my other peers in the program, who have exceptional ability. Their work has both inspired me to persevere in my own project, and allowed me to appreciate the diversity and wealth of knowledge and experience in such a small group that represents the ambition of humanities students university wide.

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Tom Besold, History, Honors in Humanities, Class of 2021

Research at Marquette, specifically in the Honors in Humanities program, has been an invaluable part of my experience here. HiH has given me the reins to do a project entirely of my own conception, a rare, thrilling thing for a student. This offers a real challenge — most of my academic career, I've been assigned standard, stock assignments, not forcing me to do anything new. There is nothing necessarily bad about this, but ultimately, the true test of learning comes when one has to apply their skills in fresh, unique ways.

Post-graduation life is a scary prospect for many, but it would be undeniably scarier for me if I didn't have research experience. I'm much more confident in my ability to function in the "real world" than I was prior to doing research. Knowing how to formulate arguments, to sift through huge chunks of information, to self-teach, all are broadly applicable and immensely valuable skills that are explicit elements of research.

Fundamentally, college is four years of one's life. Getting a degree is all well and good, but if those four years are filled with nothing but stress and labor, how can it all be worth it? Not even regarding social life, the college experience should be enriching and enjoyable. There is not a worse feeling than the dread that comes with going to a class you hate — having to endure four years of that would be tortuous. HiH is the standard for what the classroom should be like in college. It is an exceedingly supportive, engaging environment, one where we're encouraged to be learners rather than rote transcribers. HiH has never been a chore. Beyond all that, the cohort has grown very close. I value the relationships I've made in it dearly.

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Matthew Diaz, Biomedical Sciences, Class of 2024

My undergraduate research experience significantly influenced my path toward a career in medicine, transforming what I initially saw as merely a stepping stone into a genuine passion. While working in Dr. Evans' lab at Marquette University, I delved into the intricacies of circadian rhythms, specifically focusing on the suprachiasmatic nucleus (SCN), which acts as the brain's master clock. This hands-on

experience showcased the vital link between bench-side research and bedside medicine, demonstrating how scientific investigation can enhance patient care.

Through my research experience, I gained invaluable training in essential skills for aspiring physicians. For example, while developing intricate criteria for analyzing sleep patterns, I learned to create clear and standardized guidelines for interpreting actograms, which sharpened my critical thinking and problem-solving skills. Engaging in journal clubs helped me overcome my initial struggles with complex figures, allowing me to lead discussions and mentor newer lab members, further boosting my data analysis and communication abilities. Additionally, my experience presenting data and contributing to manuscript writing helped refine my skill in effectively conveying scientific information.

Beyond the technical skills I acquired, my research experience fostered a deep appreciation for the scientific process. Examining the effects of jet lag on diurnal cycles and investigating sex-based differences in circadian rhythms opened my eyes to the complexity and beauty of biological systems. This journey solidified my understanding of how foundational scientific research leads to clinical advancements and innovation in patient care.

While the nuances of circadian biology may not be universally grasped yet, the thought that my work might one day contribute to advancing medical treatments motivates me to weave research into my future medical career. This experience has instilled in me a lifelong commitment to scientific inquiry, ensuring that I approach medicine not just as a future clinician, but also as an inquisitive and engaged scientist.

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Yazmin Gomez, History and Psychology, Honors in Humanities, Class of 2019

I participated in the first cohort of the Honors in Humanities program in fall 2018. My time in the seminar was instrumental in preparing me for my current graduate studies. The emphasis on developing research questions, learning relevant historiography, and exploring primary sources felt like a crash course in essential grad school strategies. For example, I distinctly remember the session dedicated to "gutting" a book that taught us to read a large amount of material effectively. I still use these skills every day.

In addition to working with faculty advisors, the program stressed student support and feedback across disciplines. Throughout the seminar, Dr. Foster created an atmosphere of comradery, collaboration, and scholarly support that made this possible. This collaboration is not something I experienced in my other undergraduate courses. Honors in Humanities created an open, equal environment where students' intellect was as equally valued as that of experienced faculty. For instance, when anyone hit a dead end in their research, the feedback from cohort members across subjects or disciplines often revealed new fruitful areas of exploration. This also taught me creative problem-solving. Our cohort often shared drafts, tips on applications, and interesting sources with one another. This is an attitude I now carry in my graduate studies as I often turn to my colleagues for advice and feedback. I found it essential to succeeding in my first semesters.

The work I produced during this semester in 2018 is the basis of my dissertation and served as my writing sample for graduate school applications. I was accepted into five fully funded programs, including the top program in my field. The rest of my cohort was also extremely successful with everyone gaining teaching positions or entry to funded graduate programs prior to graduation. Ultimately, HiH helped me solidify my research interests, gain confidence in my expertise, and

prepared me for success in my current Ph.D. program. It was easily one of the best experiences of my undergraduate education. I hope future students can continue to reap its endless benefits.

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Andrew Himmelberg, History and Philosophy, Honors in Humanities, Class of 2020

The Honors in the Humanities program was something I came to awkwardly and a tad late, but I am extremely grateful that I embraced this opportunity, as it offered me access to more personal supervision for my research, grant funding for my project, and a network of similarly-motivated students with whom I could develop my ideas. After some thought, I've realized that the thing that was most valuable to me in this program was the community it offered.

In my final few semesters at Marquette, despite progressing into the higher-level courses of my history and philosophy degrees, I found it increasingly difficult to find peers who were passionate about doing academic work. However, when I got involved with the Honors in the Humanities program, I quickly discovered a small cohort of exactly these individuals. Not only were they interested in doing research that they cared about, they had different types of expertise. While this might seem unhelpful, interdisciplinary communities like these are highly valued in the broader academic community (my current academic home has a well-endowed interdisciplinary humanities graduate program that is highly competitive), and I found that feedback from my peers with different training and perspectives helped me reframe my research in a way that made it accessible to more than just the niche Irish history community. Further, because we were all so passionate, we frequently pushed each other to ask tougher questions and pursue new channels of research. I firmly believe that I would never have had an experience like this at Marquette absent the Honors in the Humanities program, as the structure of the university does not promote such organic academic discourse.

But beyond the purely academic benefits of the program, my membership in this community offered me a valuable support network of peers and mentors in all aspects of my life. I am still in touch with several of the people who participated in the program (despite the fact that we are several thousand miles apart currently) and the same is true of the professors I had as part of the course, some of whom wrote me letters of recommendation for my graduate application process. These are people who I consider friends, and who supported me through some difficult times (both personal and academic). I would be deeply saddened if other students were denied the privilege of such a great community.

Ultimately, the work I did as part of this program has formed the basis of my current dissertation, and it was this dissertation that got me a spot on my current graduate program. Honors in the Humanities is one of the major reasons I was a competitive applicant for the top graduate programs in my field. The combination of community, time, space, and money offered by this program is of immeasurable value, and I would recommend it to anyone interested in taking their studies at Marquette to the next level.

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Marcella Michalek, History, Honors in Humanities, Class of 2021

As I was in the midst of college applications my senior year of high school, my email inbox was a mess every single day with different schools and programs. When I was accepted as a MU4Gold Scholar at Marquette, I thus did not think much of it. Honestly, I did not understand what "undergraduate

research" even was. I thought maybe they had mistaken me for a "Marcella Michalek" who an incoming Biology major—not the incoming History major that I was.

The first week of my freshman year at Marquette, I nonetheless decided to go to the MU4Gold seminar that was listed on my schedule. It was actually exactly where I needed to be. Each week I began to learn more and more about the possibilities of undergraduate research and what those specifically looked like for a History major like myself. The seminar focused on helping all eight of us finding a research mentor, and I started to work with Dr. Foster in the History Department. My eyes were opened to what happened behind the scenes of the history books I was reading for classes as I helped research census data on the free Black population in 1790 Pennsylvania. It made me excited to be uncovering the stories of these people – rather than passively taking in the information that was told to me – and think critically about what I found.

My sophomore year I started the Honors in the Humanities Program, which has given me the ability to apply the research skills I developed as a MU4Gold Scholar in a creative context. I have been able to dive into research on gender and sexuality in 19th century Macao and reflect
that within a piece of historical fiction. The freedom this program has given me to grow as a writer and researcher has been the best capstone I could ever imagine. Writing creatively has pushed me to think even more outside of the box, which I have seen reflected in the work for the rest of my classes and will carry with me the rest of my life. My research journey has been one of the highlights of my time at Marquette, something I would have never excepted when I first got my acceptance email to MU4Gold my senior year of high school.

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Jack Moore, English and Economics, Honors in Humanities, Class of 2020

Hello, my name is Jack Moore. I graduated from Marquette last spring with a double major in Writing Intensive English and Economics and I am currently a first-year law student at the Loyola University in Chicago. I was an early member of the Honors in the Humanities (HiH) program and was eager to write on its behalf when Dr. Foster gave me the opportunity.

I am very proud of my Marquette education. I believe I am well prepared for law school and a future career because of my time at Marquette. I think the quality of my education was greatly amplified and would not have been complete without being supplemented by a program like HiH. The structure of an undergraduate education generally is very similar to that of high school, in my opinion, but with harder and more focused material. I believe that what made my college education a higher education was HiH.

HiH elevated my education and prepared me for the career in two primary ways, that is, it presented me with a unique challenge, and it gave me a sense of ownership over my college work. HiH was unique in that it lasted four years and it made me part of a team. These benefits are more of a real-world experience than any test, term paper, or group project can provide. HiH had me engaged with the same material and pursuing the same goal for most of my college experience, allowing me to question and challenge the work I was doing. It taught me a number of lessons about time management, long-term planning, and dealing with setbacks and the pressure of such a commitment. Moreover, the team-oriented set-up of the program was unique. As part of a group, all were faced with the same challenges and yet we had a vested interest in each other's work. While we each had our own individual project, it was important that we all succeeded. Much of the working world operates through teams. And then there were the mentors. Working with an expert in the field is an invaluable experience in that learning from them was, in itself, a skill and finding out you are capable

of working on that level of scholarship is an incredible confidence builder. These were benefits and lessons that I would never have been exposed to if it weren't for the uniqueness of the HiH program.

The other way HiH elevated my education was through ownership. I wrote my thesis on the justice of observation and panopticism in Charles Dickens's *Bleak House*. This thesis was *my* idea, *my* writing, produced from *my* research, and it arrived at *my* conclusion. The direction of the project was guided by my interests. I think structure is healthy in a college education. I certainly needed to be guided through my English and economics studies. At the same time, for Marquette to be able to offer a student the freedom to pursue their interests like HiH does is something special. Not only did it provide me with a great experience, but it also motivated me to pursue a career where I have control over the type of work I want to do, as I did in this program. As a university that wants to produce alumni who will "Be the Difference," I believe this would be a crucial lesson and motivator.

I believe that Honors in the Humanities is an invaluable program whose benefits are as limitless as the topics that its students will write about and work through. I think that the freedom and real-world applicability that it offers a college student on the threshold of their career is something that is unmatched at other universities. It would be a serious mistake not to offer this program to future Marquette students.

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Brigid Nannenhorn, History, Honors in Humanities, Class of 2019

It was not until I joined the Honors in Humanities Program that I knew, without a doubt, I was at Marquette for a reason – that someone or something bigger than I, had led me here. In Honors in Humanities, I joined a cohort of enthusiastic young scholars who eagerly craved knowledge. This may not seem all together important in today's day and age, but my goodness it should be. Now more than ever. How rare is it to have a space where you can sit with an idea, discuss it, critique it, and help it grow? With an emphasis on individual research, we took learning into our own hands. We went into the world, past, and present, to search for meaning. We tussled with ideas of power, identity, and inequality and found answers in art, literature, and history. We refused to accept the world as it is and endeavored to be the difference.

My personal research led me to early-nineteenth-century New Orleans where I examined the intersection of race and sex in the lives of creole women. I am not sure I would have completed my senior thesis without the unyielding support from my peers and mentor in the HiH program. Research can be an alienating experience – images arise in my mind of hours spent in the basement of Memorial Library pouring over old diaries and newspaper clippings. With HiH, we bonded over our research. We celebrated each other's success and pulled each other out of our ruts. I have never before or since experienced such academic camaraderie. It was something truly special. HiH led me to pursue a Ph.D. in History. I am writing to you from the University of Wisconsin, Madison where I am currently studying women and politics in the early Republic. I have no doubt in my mind that I would not be here without this program. In HiH, I had a taste of academia: research, writing, and conferences. Additionally, having already done original research made my transition to graduate school much easier.

But to return to my original point, even if HiH did not lead me to graduate school, it still would have served a fundamental purpose. It gave me a home at Marquette. It gave roots to a driftless student who constantly wondered, am I where I should be? Today, a cynic may view the university as nothing more than a degree factory – pay only $44,000 a year and you now can have access to white-collar jobs and the middle class. There is something to be said for this criticism. However, I dare any cynic

to walk into a class of HiH students earnestly discussing *Walden* and say the university has lost its heart.

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Michael Powell, History, Honors in Humanities, Class of 2020

As a prior member of the Honors in Humanities (HiH) and a graduate student perusing a humanities-based degree, it is disheartening to hear of plans to possibly withdraw funds to such an enormously impactful program. The Honors in the Humanities program could very well be the most important program for preparing undergraduates, who are studying humanities, for their future. While under the mentorship of Dr. Peter Staudenmaier, I was taught: time management skills, how to accept constructive criticism, and to strive for excellence in my writing. An undergraduate research program such as the Honors in Humanities (HiH) has been instrumental in placing students into top tier universities and programs of study. For example, one of my fellow graduates from the Honors in Humanities is attending Oxford University for his graduate studies. As for myself; I am also an example of what this brilliantly conceived program can do for our students at Marquette University.

While working on my honors undergraduate thesis, *Social Dynamics in the Dachau Concentration Camp,* and with the additional guidance of Dr. Kristen Foster and Dr. Jennifer Finn, I was awarded the 2019 College of Arts and Sciences Summer Undergraduate Research Fellowship. For one month, I stayed in Munich, Germany and conducted first hand research in the archive located at the Dachau concentration camp's memorial site. Without the Honors in the Humanities program and its intensive research project, I would not have had the opportunity for such a life changing experience.
After graduating with the class of 2020, I have moved onto the University of Oklahoma as a graduate student: being awarded a full tuition waiver as well as a teacher's assistant position. Additionally, I am part of the Schusterman Center for Judaic and Israel Studies at the University of Oklahoma. The research I conducted with the Honors in the Humanities program and my mentor Dr. Staudenmaier elevated my standing as a graduate student candidate, which was invaluable and most certainly assisted in my acceptance to the University of Oklahoma's program. After working with numerous faculty members in the history department (Dr. Kirsten Foster, Dr. Peter Staudenmaier, Dr. Jennifer Finn, Dr. Patrick Mullins, Dr. Bryan Rindfleisch, Dr. James Martin, and Dr. Laura Matthew), I can personally attest to their vigor and determination to the students' success at Marquette University.

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Katherine Stein, History and English, Dance Minor, Honors in Humanities, Class of 2019

I graduated from Marquette in 2019 with a Comprehensive Honors Bachelor of Arts in Honors Literature & History, Summa cum Laude. In addition to double majoring in literature and history, I also earned a minor in dance. In addition to my involvement in the University Honors Program, I was also a member of the first cohort of the Honors in the Humanities program. Today, I am a second-year PhD student studying English literature at the University of North Carolina at Chapel Hill. Honors in the Humanities (HiH) is a program that I had advocated for, sought out, and hoped for since I first came to Marquette. I find it difficult to describe my excitement or how much it meant to me when the program first got off the ground in 2018 and when I learned that I could be a part of it. It is even more true now than it was then that there exist a critically low number of programs dedicated to supporting the humanities at Marquette, and even fewer that are designed to advocate for and support undergraduate research in the humanities. Honors in the Humanities is the only space at Marquette for the kind of independently driven, immersive, original, experiential, faculty-mentored research in the humanities that got me where I am today. If it is Marquette's aim to continue to attract strong and

well-rounded students with diverse interests, this is a deficiency that will not (and should not) go unnoticed and undecried.

The Honors in the Humanities program was not only an integral part of my Marquette experience, but it also secured my admission into UNC-Chapel Hill's PhD program. This would not have been possible without the Honors in the Humanities program or without the close mentorship and support of faculty members like Dr. Timothy McMahon, like Dr. Leah Flack, like Dr. Kristen Foster, like Dr. Amelia Zurcher—to name just a few. I learned a great deal about myself as a scholar, as a student, and as a human being in my own independent work; in my weekly meetings with my mentor, Dr. McMahon; in my meetings and get-togethers with my HiH cohort; and in my encounters with other faculty, friends, staff members, and graduate students who were there to support me along the way. In reality, it was the help, support, guidance, and model of countless others across Marquette's humanities departments who got me where I am today and helped shape me as an independent, critical, and creative thinker and as a conscious and ethical actor within a global community.

To the extent that graduate placement reflects well on Marquette as a prestigious institution, I know with certainty that I would not have been admitted to UNC if it were not for HiH. When I visited UNC's campus to interview, few people were familiar with Marquette, but what did stand out to them was the way in which I was able to articulate the original research I was conducting for my thesis. Relatively few people in my PhD cohort at UNC came in directly from an undergraduate degree (5 of about 14, including me), and my work in the Honors in the Humanities program helped set my application apart. In fact, I was not immediately accepted into UNC, but was originally invited to come to campus as a waitlisted student. It was not until I visited Carolina's campus and interviewed that my offer of admission was extended; because of this process, I know with certainty that it was my honors thesis and my work in the Honors in the Humanities program that ensured my place at UNC.

When I sat down to speak with the UNC professor who is now my advisor, our conversation dwelled the longest on the work that I was in the middle of completing for my HiH thesis, and I remember her being impressed as I described the kind and caliber of the research that I was doing as a part of this program. As we talked, we not only spoke of the project as it was currently, but also the project as it began. Our conversation ranged from a discussion of my research process, to how my project had evolved, to the ease with which one can get lost in the perusal of primary sources, to the scope of my project and the logic of its interdisciplinarity, to the ways in which my current project had inspired further venues of research and sparked new interests, to the ways that it had helped me understand myself as a scholar, and more. I remember that she remarked explicitly about how immersive my project was and expressed surprise that such an intensive, exploratory, self-directed, extended level of research was a part of an undergraduate thesis. In short, it was clear from our conversation that it was in large part my work in Honors in the Humanities that gave me the credentials to be competitive as a PhD applicant with only a Bachelor of Arts to my name.

In the program, I was able to embark upon humanistic work and scholarship in its true form. I met with my advisor, Dr. Timothy McMahon, once every week—beginning with very little idea of what I wanted my project to be. I believe my starting point was almost comically vague; I remember telling him that I wanted to study "something about Ireland and Victorian literature." Nevertheless, after weekly meetings with Dr. McMahon; after many research rabbit holes that I hurtled down headlong; after many, many emails and false starts and rough drafts and dead ends; after the support of a cohort of peers conducting their own original humanistic scholarship; and after the guidance of a network of professors eager to support, assist, and guide me, I ended my senior year at 11:59 pm on the last night of finals with a bibliography more than 85 entries long and a 90-page thesis in hand entitled "Legacies of Empire and Tides of Reform: The Perplexing Popularity of Charles Dickens in Nineteenth-

Century Ireland." One week later, I presented my work to a room full of my brilliant friends and peers with whom I worked, my supportive professors whom I so deeply admire, and my family in what I still hold as one of my most treasured memories of my time at Marquette.

There is no question that my experience in Honors in the Humanities—and the chance it gave me to work closely with members of Marquette's phenomenal Humanities faculty and to produce original scholarship of my own—was one of the crowning experiences of my time at Marquette. Without it, I would not be where I am today: as a person or as a professional. It was the arts and humanities that made my Marquette experience great. And it is those humanities programs, graduate students, and faculty that, to me, make Marquette *Marquette*. To cut funding from the humanities is to cut out a central pillar of Marquette's excellence and a central pillar of Marquette's character. The arts and humanities are the beating heart of our university.

The humanities are essential and transformative and necessary—particularly for our present moment and in our present climate. In the end, what is a Jesuit education without the Humanities? How can one truly develop a deep and holistic and true sense of *cura personalis* without the Humanities? The answer is simple: one cannot.

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Elise Storoe, Nursing, Disciplinary Honors, Class of 2025

Being able to be a part of research at Marquette has given me a glimpse into what a PHD in nursing can look like, evidence-based practice, and determining what makes a good research article. I have had practice with manuscript writing in which I have been able to improve my writing skills and continue asking questions about what else we want to know in research. I believe working on research will help involve me in quality and safety issues or QI projects in my nursing career. It has also improved my critical thinking skills by working on analyzing data.

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Alissa Wuorinen, Biomedical Sciences, Disciplinary Honors, Class of 2021

There is no doubt in my mind that I would not be where I am today without undergraduate research involvement. When I started at Marquette, I knew that I wanted to be involved with research and joined a lab in the Biomedical Sciences department during my second semester. Admittedly, I was nervous at first and didn't know how much I could contribute, but I kept reminding myself that everyone, even the most senior tenured professors, starts out somewhere. I felt incredibly supported by everyone I worked with, and this mentorship allowed me to feel comfortable navigating these early stages and expanding on my involvement over time. I ended up working in lab for the rest of my undergraduate career, and even spent two summers on campus doing research.

Over time, I saw the benefits of research participation unfold. I began to feel more empowered in my ability to interpret and synthesize new information, both in classes and on the job. I can also tell that I gained confidence with presenting information, both to scientific audiences and to people without science backgrounds. This has been a tremendous benefit in my current role as an oncology genetic counselor since I regularly work with patients to discuss genetics and how genetic information can impact health risks and management.

Above all, being involved with research fostered a lifelong curiosity and passion for learning. Skills I developed as an undergraduate researcher, such as problem solving, asking questions, interpersonal

communication, and critical thinking- characteristics that are the hallmark of a Marquette education- have directly translated to my current work and are highly applicable qualities in STEM fields, the humanities, and beyond. Many institutions don't emphasize undergraduate research involvement as highly as Marquette does, which helps to set Marquette apart as an exceptional institution for undergraduate studies. Being able to experience and grow in these areas at such an early point through research involvement has been extremely rewarding, both personally and professionally.

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2022 Letter of Resolution from the Committee on Research: On the Importance of Research and Scholarship at Marquette

Marquette University is a Catholic, Jesuit university dedicated to serving God by serving our students and contributing to the advancement of knowledge. **Our mission**, therefore, is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others. All this we pursue for the greater glory of God and the common benefit of the human community.

Research and Scholarship are critical to the purpose of the University and the pursuit of its mission. Marquette is called to search for truth and discover knowledge to educate our students and serve others.

Importance of Research and Scholarship to the Education of Marquette Students

Jesuit education calls for more than mere schooling in received wisdom. It demands mutual engagement of faculty and students in a continual and common search for truth and justice. Research and scholarship are essential to the creation of the culture needed to establish the intellectual and moral growth and excellence required of our students. Modern students and leaders require unprecedented abilities. This includes the depth of specialized knowledge required of modern graduates in many disciplines, the capacity to critically evaluate remarkable volumes of information and ideas, and the ability to employ a range of problem-solving approaches and skills.

In turn, the existing and near-term alternatives to higher education will require Marquette to address the needs of the modern student more effectively. Research and scholarship, as high-impact experiential learning practices, address this need in multiple ways. First, a vibrant culture based in research and scholarship creates learning opportunities that cannot be duplicated by online programs or other alternatives to higher education. This culture of research and scholarship informs teaching and learning at all levels; provides hallmark experiences that improve our undergraduates' success in their chosen careers and admission to graduate programs; and lays the intellectual foundation required to effectively train our own graduate and professional students. Second, a commitment to the Jesuit approach to knowledge generation will continue to attract the brightest students and faculty. Our community of scholars breathe new life into classes, programs, experiences, and opportunities for the entire Marquette community, including faculty, staff, students, and alumni. Research-active faculty substantially increase the institution's ranking and reputation, as well as the range and quality of work to which students are exposed. Third, the integration and inclusion of modern, cutting-edge knowledge enhances course content to a degree that cannot be duplicated by textbooks and other widely available teaching resources. This enhancement advances collaborative opportunities that translate faculty interdisciplinary, collaborative research into student interdisciplinary experiences. A recent example includes the University's community approaches to the COVID-19 pandemic, which leveraged our role as a research and student-focused institution to bring together scholars from the Marquette community (including faculty, staff, and students) to agilely address the consequences of the COVID-19 pandemic, explore the underlying issues that exacerbated the pandemic's impact on vulnerable and underserved populations, and develop strategies to address the needs of our changing world.

Importance of Research and Scholarship to the University's Service to Others

The mission of the University is grounded in a Catholic, Christian understanding of God, the human person and society, and the betterment and advancement of our community. Research and scholarship are essential to the change of societal practice that leads to the Greater Glory of God. This occurs through the identification of the problems inherent in our society as well as the discovery of innovative solutions that create a more just society. While this is true of any University, it is especially important to Marquette given our institutional commitment to *cura personalis*, service to other, and pursuit of a more just society. Research activity affects the lives of our immediate and greater area community members, by providing better access to cutting-edge programs, treatments, practices, and knowledge to which they otherwise may not have access. Across campus, Marquette scholars are successfully addressing current and future problems related to the physical and mental health of humans, efficient preservation and utilization of Earth's resources, disparities that suppress the most vulnerable, and other barriers to a more just, equitable society. They/we seek to understand the human experience through the interdisciplinary analysis of texts, language, and objects that explicate the past, raise questions about the present, and offer guides to future possibilities. Scholars create knowledge by posing new questions, reinterpreting cultural artifacts, and offering critical analyses that develop different perspectives. A vibrant culture of research and scholarship thus is essential to attract students, faculty, and donors that are committed to this goal.

The Future of Research in Action

The future of research and scholarship at Marquette University must be responsive to the serious financial challenges that the University faces. However, we remain committed to the vision of Marquette as an active research university that engages its community of scholars in improving the lives of others and making the world more equitable. Marquette's research activities should continue to serve as a means for attracting and retaining talented students, faculty, and staff and as a conduit for the discovery and sharing of knowledge to benefit the human community.

Signed*:

Amy Van Hecke, Ph.D., Professor of Psychology, Chair, COR
Lezlie Knox, Ph.D., Associate Professor of History and Department Chair, Vice Chair, COR
David A. Baker, Ph.D., Professor and Chair, Department of Biomedical Sciences, Secretary, COR
Anne Clough, Ph.D., Professor, Mathematical and Statistical Sciences
Jody Jessup-Anger, Ph.D., Associate Professor, Educational Policy and Leadership
Brooke Mayer, Ph.D., Associate Professor, Civil, Construction and Environmental Engineering
George D. Cashman, Ph.D., Associate Professor, Department of Finance
David Berzins, Ph.D., Professor, Dental Biomaterials
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