GET TO KNOW DIANA HESS

NEW DEAN SEES
“AMAZING OPPORTUNITIES”
FOR SCHOOL OF EDUCATION
It was another night to remember at Union South’s Varsity Hall when the School of Education held its Honors Banquet on Tuesday night, Sept. 22.

The annual event recognizes many of the School’s most talented students — and celebrates the generosity of the many sponsors who support these scholars.

Nearly 200 undergraduate scholarships were awarded for the 2015–16 academic year. Another 96 graduate scholarships and fellowships are also allocated by the School. None of these would be possible without the backing of our many amazing alumni and friends who provide the awards.

THANK YOU!
FROM THE DEAN:  Diana Hess

Since becoming dean on Aug. 1, I have spent a great deal of time getting to know the people who make our School of Education such an amazing place.

Many have asked me about my first impressions in my new role. The remarkable depth and breadth of talented people — located across our diverse range of academic programs and research initiatives — immediately stands out. As you page through this latest edition of Learning Connections, I hope that you, too, get a sense for the many ways in which our hard-working and gifted faculty, staff and students are utilizing their varied skills and expertise to help make our state, nation and world a better place.

Another first impression that thrills me is how much support there is for the School from our many alumni and friends. It’s wonderful to see how involved and passionate members of our Board of Visitors and those sitting on the School’s Campaign Committee are. For those I have already met on the phone or in person — including nearly 200 of you at our annual Homecoming Tailgate in October — I want to thank you for your warm welcome. For those I haven’t met, I look forward to meeting you soon.

Finally, I am excited to see so many of you taking the time to stay connected with us by sending in your alumni updates (see Class Notes, pages 27-35). It is both uplifting and eye-opening to get a glimpse at the incredible things so many of you are doing.

Add it up, and it’s no wonder U.S. News and World Report earlier this year ranked UW–Madison as home to the No. 1 public school of education in the nation. I’m committed to working together to continue to build upon this excellence.

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CUTTING EDGE RESEARCH CENTER FINDS NEW HOME

The Tactile Communication and Neurorehabilitation Laboratory (TCNL), a unique research center that’s on the leading edge of developing solutions for sensory and motor disorders, has found a new administrative home with UW–Madison’s Department of Kinesiology.

TCNL, located in University Research Park on Madison’s west side, was founded in 1993. It joined the School of Education’s Department of Kinesiology on July 1, after previous stints with the College of Engineering and the School of Medicine and Public Health.

It is led by highly regarded researchers Yuri Danilov, Kurt Kaczmarek and Mitchell Tyler, each of whom has more than two decades of experience in their respective fields of neuroscience, electrical engineering and biomedical engineering. The lab has recently focused its efforts on enhancing the rehabilitation process for those struggling with movement control, particularly balance and gait, lost to traumatic brain injury, stroke or ailments such as multiple sclerosis and Parkinson’s disease.

“They are making some incredibly interesting progress in finding answers to very serious problems for which there currently are not a lot of great treatments,” says Professor Dorothy Farrar-Edwards, chair of the Department of Kinesiology.

TCNL earlier this year was awarded a five-year contract from the Department of Defense to conduct research examining the effectiveness of its traumatic brain injury therapy with an aim to eventually help military personnel.

FUTURE OF INTERNSHIPS IS VIRTUAL

The internship, a long-held tradition of the business world, is overdue for innovation, says David Williamson Shaffer. Backed by $12 million in funding from private foundations and the National Science Foundation, Shaffer is creating internships infused with key findings from education research in his Games and Professional Simulations lab at the Wisconsin Center for Education Research, part of the university’s School of Education.

Shaffer and fellow researcher Naomi Chesler, a professor in UW–Madison’s College of Engineering, have found that metacognition, or what Shaffer calls “reflection-in-action,” is a common trait among successful professionals. Shaffer and Chesler teamed up to create virtual internships to develop that ability in students.

“The internships, designed to simulate professional science, technology, engineering and math (STEM) jobs, encourage thinking on the fly, improving discretion and judgment, and helping interns develop their ability to make sound decisions on important matters.”

“In many ways, businesses want the same thing as middle schools and high schools: tools to develop and assess complex thinking,” says Shaffer, a professor in the learning sciences area of the nation’s No. 1-ranked Department of Educational Psychology. “To succeed in the 21st century, schools need to be better at giving students those tools and businesses need to be better at identifying them in potential employees.” — by Cliff White

CAREER CENTER LAUNCHES NEW WEBSITE TO SERVE STUDENTS, ALUMNI

To provide a one-stop shop for students and alumni to find helpful information on career development and success, the School of Education’s Career Center recently unveiled a new and expanded website (careercenter.education.wisc.edu).

“We want to provide a place where all students from across the School of Education, no matter their major, can come and find helpful information,” says Charlene Walker, the director of the School of Education’s Career Center.

The Career Center, which previously was known as Education Portfolios and Career Services, is dedicated to assisting students and alumni from the School in developing their career and professional identity.
This new website provides students and alumni with the tools needed to build their resumes, conduct job searches and interviews, negotiate salaries and much more. The Career Center also is dedicated to partnering with employers and community members in an effort to support student and alumni success.

In a unique twist, the website also provides helpful information specifically targeted to students’ parents related to career development, and to faculty and staff who may be involved in helping with career and professional development.

**CORBY RECOGNIZED AT AWARDS IN CREATIVE ARTS**

Kate Corby, an associate professor with the School of Education’s Dance Department, received two major honors at UW–Madison’s annual Awards in the Creative Arts event held in May 2015.

Corby, who heads a community dance outreach program called Performing Ourselves that involves more than 100 low-income girls at seven community centers throughout Madison, was honored with both the Joyce J. and Gerald A. Bartell Award in the Arts, and a Vilas Associate Award. Members of the Performing Ourselves program also took the stage to dance during the awards ceremony, which was held at the Fredric March Play Circle.

Meanwhile, Master of Fine Arts student Angela Johnson earned the Esther Taylor Graduate Fellowship. Johnson works at the intersection of photography and science. By combining a mixture of bacteria and chalk paint, for example, Johnson composes images of tiny microcosms by utilizing high-powered microscopes as cameras, documenting their evolution over days and weeks.

Other faculty members recognized at the Awards in Creative Arts program include:

Lynda Barry, an assistant professor of interdisciplinary creativity with the Art Department and director of the Image Lab in the Wisconsin Institute for Discovery, received the Edna Wiechers Arts in Wisconsin Award. The award will be used to facilitate the Comics Club, an organization encouraging students from all disciplines to use writing and drawing to tell stories in rigorous, nontraditional ways.

Chris Walker, associate professor of dance, received an H.I. Romnes Faculty Fellowship, while Li Chiao-Ping, professor of dance, and Tom Loeser, professor of art, received Vilas Research Professorships. In addition, Loeser was named the CR “Skip” Johnson Professor of Art, a WARF Named Professorship.

**NOTEWORTHY ...**

- **Michael Apple** delivered the keynote speech at the European Educational Research Association’s annual conference in Budapest, Hungary. Apple’s talk on Sept. 10 was titled, “Can Education Change Society?” Apple is UW–Madison’s John Bascom Professor of Curriculum and Instruction, and Educational Policy Studies.

- **Jerlando F. L. Jackson** gave the keynote address at the Wisconsin Association of School Boards’ (WASB) Summer Institute in July. Jackson’s talk was titled, “State of Affairs for Black Males in Education: How Data Shapes the Narrative.” The talk presented information to school board members and administrators from across the state of Wisconsin seeking information and best practices to this challenging issue. Jackson is the Vilas Distinguished Professor of Higher Education and the director of Wisconsin’s Equity and Inclusion Laboratory (Wei LAB). He is a faculty member with the Department of Educational Leadership and Policy Analysis.

- **Kathryn Moeller** received fellowships from the U.S. Fulbright Scholars Program and the Wenner-Gren Foundation for her study titled, “The Education Business.” Her comparative ethnographic research project seeks to understand how and why corporations are influencing educational contexts marked by deep racial, gender, and class inequities in the U.S. and Brazil. Moeller, an assistant professor with the Department of Educational Policy Studies, is spending the 2015-16 academic year conducting research in Brazil.

- **Noah Weeth Feinstein** this summer received $1.2 million from the National Science Foundation for the project, “Understanding and Catalyzing Equity-oriented Change in Museums and Science Centers.” Feinstein is collaborating with the Science Museum of Minnesota and the Garibay Group to explore how museums and other informal science education organizations create and sustain change in their equity-related norms and practices. He is an associate professor with the Department of Curriculum and Instruction.
Bruce Wampold this summer was recognized for his enduring influence on the science of psychotherapy as he received the Distinguished Career Research Award from the Society for Psychotherapy Research (SPR). This is the premier award of SPR, which is a multidisciplinary and international organization. Wampold is the Patricia L. Wolleat Professor of Counseling Psychology at UW–Madison, and is the author of the groundbreaking 2001 publication, “The Great Psychotherapy Debate.” The second edition of this book was published earlier this year.

Robert Enright was honored this fall by the Association for Moral Education with AME’s career award for excellence. Enright has been pioneering the study of forgiveness in locations across the globe for nearly three decades. He is a professor with the Department of Educational Psychology and is a co-founder of the International Forgiveness Institute. Enright’s newest book, “8 Keys to Forgiveness,” was released in October.

Beth Graue is the lead author of a paper that this fall was named the 2014 Journal of Early Childhood Teacher Education’s (JECTE) Distinguished Article of the Year. Graue and co-authors Kristin Whyte and Kate Kresin Delaney wrote, “Fostering Culturally and Developmentally Responsive Teaching through Improvisational Practice.” Graue is the Sorenson Professor of Childhood Studies and chair of the Department of Curriculum and Instruction. Whyte and Delaney were graduate students working on National Science Foundation-funded professional development research with Graue in early childhood education.

UW–Madison alumna and Visiting Assistant Professor Stephanie Budge in July learned that she would be receiving the 2015 Early Career Award for Contribution to LGBT Counseling Psychology. This award was presented by the Section for Lesbian, Gay, Bisexual and Transgender Issues, which is a Section of the Society of Counseling Psychology within the American Psychological Association. Budge earned her Ph.D. from the Department of Counseling Psychology in 2011.
media mentions...

CADMUS-BERTRAM’S FITBIT STUDY A HIT WITH NEWS OUTLETS

A study co-authored by Lisa Cadmus-Bertram that examined whether or not fitness trackers really improve health garnered significant media attention in June, with reports from the Associated Press and Reuters news agencies being picked up by newspapers and online publications across the globe.

The assistant professor with the School of Education’s Department of Kinesiology is the lead author of a paper appearing in the American Journal of Preventive Medicine that’s titled, “Randomized Trial of a Fitbit-Based Physical Activity Intervention for Women.”

The Associated Press reported: “Sales of fitness trackers are climbing, and the biggest maker of the gadgets, Fitbit, made a splashy debut on the stock market (June 18). But will the devices really help you get healthier?”

In one of the few completed clinical trials of fitness trackers, the Associated Press explains how Cadmus-Bertram’s study found that overweight middle-aged and older women who used a Fitbit got about an hour of additional exercise a week, while a group of women that were given pedometers didn’t improve.

Cadmus-Bertram tells the AP she thinks that if the women had received more support they might have experienced even bigger gains. But the study involved a specific group of women — they were around 60 years old, white and affluent. And they still didn’t reach the activity goals that experts recommend.

WRIGHT EXAMINES KIDS AND CURSE WORDS

Writing in The Conversation, Travis Wright this past summer posed the question: “How do young children learn to swear — and why do they seem to do it at the most inappropriate moments?”

Wright is an assistant professor of Multicultural Education, Teacher Education and Childhood Studies with the Department of Curriculum and Instruction.

His article is headlined, “What if your cute little angel starts to say dirty little words?”

Wright says, “Recently, a group of parents have become convinced that the Minion toys in McDonald’s Happy Meals are saying, ‘What the f—k!’ To protest, they have taken to the airwaves to warn others about the potentially corrupting influence of the mealtime treat. McDonald’s responded to the criticism by explaining that Minions are just speaking Minionese, ‘a random combination of languages and nonsense words.’ The company says nothing they say can be translated into any known language.”

Wright explains: “As a child psychologist and early childhood educator, I study how children learn to communicate their feelings — and am well-acquainted with their ability to use new words at the most embarrassing moments. So, are children today swearing more than they did previously? Well — yes and no.”

To get a more nuanced look at this topic, check out the entire article for free on The Conversation’s website (theconversation.com) and search for “Travis Wright.”

HUFFINGTON POST SPEAKS WITH HALVERSON ABOUT MAKER MOVEMENT

Erica Halverson is among a range of experts from a number of fields to be interviewed for an in-depth Huffington Post report by Aaron Dubrow in September that examines the burgeoning “Maker Movement.”

The report is headlined, “Democratizing the Maker Movement,” and it begins: “The fact that millions of Americans are building airplanes in their garage, meeting at makerspaces to work with strangers on customized robots, and collaboratively solving society’s problems at hackathons, is a beautiful thing. To its advocates and participants, the Maker Movement resonates with all of those characteristics that we believe makes America great: independence and ingenuity, creativity and resourcefulness. But as impressive as today’s tools are, they’re not accessible to many Americans simply because of their costs and high technological barrier to entry.”

Halverson is an associate professor with the Department of Curriculum and Instruction. She is one of the few people studying how making happens at diverse sites, what the real benefits are, and how they can be measured, analyzed and repeated across the nation.
In other reports ...

The Miami Herald in August posted an extensive article highlighting the potential of video games to help children learn that was headlined, “Rethinking the computer game as a teaching tool.” And among the experts contacted to help put this topic in perspective was Kurt Squire, who co-directs the Games+Learning+Society Center within the Wisconsin Institute for Discovery, and is a professor of digital media with the Department of Curriculum and Instruction.

The work of Mindi Thompson was featured in the cover story for the July/August issue of the American Psychological Association’s Monitor on Psychology. The article is headlined, “Fighting poverty: New research is finding ways to help people overcome poverty and avoid the mental and physical health problems associated with low socioeconomic status.” Thompson, an associate professor with the School of Education’s Department of Counseling Psychology, is among those whose expertise is highlighted in the report.

UW–Madison Professor Emeritus Kenneth Zeichner in September co-authored an article for the Washington Post’s Answer Sheet blog that’s headlined, “The misuse of research to support deregulation and privatization of teacher education.” He and co-author Hilary G. Conklin write: “Critics of college and university-based teacher preparation have made many damaging claims about the programs that prepare most U.S. teachers — branding these programs as an ‘industry of mediocrity’ — while touting the new privately-financed and run entrepreneurial programs that are designed to replace them.”

They continue: “Yet in a recent independently peer-reviewed study that will be published in Teachers College Record, we show how research has been misused in debates about the future of teacher education in the United States. Critics have labeled university teacher education programs failures and decreed their replacements successes by selectively citing research to support a particular point of view (knowledge ventriloquism), and by repeating claims based on non-existent or unvetted research, or repeatedly citing a small or unrepresentative sample of research (echo chambers).”
OCCUPATIONAL THERAPY AND ART

Pickett, Lee looking at innovative approaches to helping those with Parkinson’s disease

Ask Kristen Pickett and Helen Lee how they started an alliance that has led to a unique research project that crosses departmental boundaries on campus, and both point to a chance meeting in August 2013 during an orientation program for new UW–Madison faculty members.

“It really was dumb luck,” says Lee, who heads the university’s Glass Lab and is an assistant professor with the School of Education’s Art Department.

“She saw my nametag and said, ‘Kinesiology, what’s that?’” says Pickett, an assistant professor of Occupational Therapy with the School of Education’s Department of Kinesiology. “She has an interesting view on glass blowing; Helen is less interested in the medium itself and more interested in understanding the human motion involved in making glass art. Our discussions pretty quickly moved onto my interests in movement and exercise, and how they relate to Parkinson’s disease.”

Just two years after that first meeting the duo is partnering for a first-of-its-kind project that aims to closely examine and quantify the movement and motor skills associated with producing works of art from glass. During the fall semester, Lee and Pickett have been working with some of Pickett’s graduate students in the Glass Lab to start more closely examining these glass blowing movements. Moving forward, they’ll use information gleaned from this study to develop a glassblowing program for individuals with Parkinson’s disease (PD).

“Our program is known as the first university glass program in the United States, founded by Harvey Littleton,” says Lee. “So this university played a pivotal role in the birth of the American studio glass movement. But that was 50 years ago and I’m hopeful that this project with Kristen will help us find fresh ways to make our Glass Lab innovative and increasingly relevant today and into the future.”

Pickett spent four years at Washington University’s School of Medicine in St. Louis, Missouri, examining how the brain and body interphase during movement, particularly as this relates to PD. Although much remains unknown, over the past decade there is an increasing body of work suggesting that PD patients who exercise can move better, have less depression and sleepiness, display fewer cognitive symptoms, and have a lower risk of falling.

Since starting her post at UW–Madison in August 2014, Pickett has shifted much of her focus to examining ways to help those with PD who might find it difficult to take part in more traditional exercise programs — or who simply don’t enjoy more traditional modes of exercise, such as walking or riding a stationary bike.

In this regard, Pickett continues to run a free Tango dancing program for those with PD as a way to give back to the PD community. For many, this program is an engaging and enjoyable form of exercise that also includes a social aspect that many individuals find motivating and fun.

Similarly, this notion of searching for different ways to keep people active is what led to Pickett and Lee proposing their glass blowing class for those with PD.

“The PD interventions that appear to work best are those in which participants can find meaning and purpose in the activities,” says Pickett. “There appears to be an important psycho-social nature in successful PD interventions. Glassblowing has not been previously examined as an activity based intervention for those with PD, but the balance needed and using one’s hands and arms, and various body movements could prove beneficial. That’s what we want to study.”
Q&A with Diana Hess

NEW DEAN DETERMINED TO BUILD UPON ‘LEGACY OF EXCELLENCE’

Diana Hess started her position as the new dean of UW-Madison’s School of Education on Aug. 1.

Hess, who had served as senior vice president of the Spencer Foundation in Chicago since September 2011, is only the ninth dean of the School of Education since its founding in 1930. She took over from Julie Underwood, who returned to the faculty after serving for a decade as dean.

“The transition was very fast but I’m happy to report that these first couple of months have been interesting, inspirational and fun,” says Hess, who ended her work with the Spencer Foundation on July 31 and started at the School of Education the next day. “I’ve been able to meet with nearly all of the department chairs and various center and unit heads, and many of the faculty and staff to better understand the School of Education and what it’s all about. What has been most interesting and uplifting so far is how comprehensive and diverse the School is, and what amazing opportunities that provides for exciting collaborations and excellence in programing.”

Hess is no stranger to the UW-Madison campus, however, having worked as a faculty member with the nation’s No. 1-ranked Department of Curriculum and Instruction from 1999 until 2011, when she went on leave from the university to begin her appointment at the Spencer Foundation.

Hess began her education career as a high school social studies teacher in Downers Grove, Illinois, in 1979. During her time there, she became president of the Downers Grove teachers’ union before working as the associate director of the Constitutional Rights Foundation Chicago from 1987–95. Hess next headed to the University of Washington-Seattle, where she earned her Ph.D. in 1998 from the Department of Curriculum and Instruction, with extensive coursework in educational policy and law.
Hess sat down with Learning Connections just days before beginning her new post as dean and again in the middle of the fall semester to talk about her previous stops, the current state of the School of Education and her vision for its future. FOLLOWING IS AN EDITED TRANSCRIPT:

QUESTION: You’ve had nearly three months now to scan the landscape of the School of Education. What have these first several weeks as dean been like for you?

HESS: It’s been fast-paced but wonderful. In addition to meeting people from across the School, I’ve spent a good deal of time getting to know other leaders on campus and reconnecting with friends and colleagues in Madison-area schools. I’ve also met and spoken with supporters of the School — including current and former members of our Board of Visitors, our Comprehensive Campaign Committee and emeriti faculty. Former Deans Julie Underwood and Charles Read have been generous with their time as well, and made themselves available to answer questions.

In meeting with these various groups, I’ve been struck by the optimism on campus, even in a time of budget cuts and controversy about tenure and shared governance. Quite frankly, I expected to encounter morale issues. Although there are certainly concerns in the School, faculty and staff are working very hard and have a “can-do” spirit.

QUESTION: In March, U.S. News and World Report for the second straight year ranked UW–Madison’s School of Education as the No. 1 public school of education in the nation. What are the School’s strengths?

HESS: The diversity of the School of Education — having such a wide range of departments, centers and programs — is not only unusual, but is a great strength. And the quality of these diverse programs clearly accounts for our top ranking. There is no school of education in the country that combines quality with diversity in substance and methods like we do. Ten specialty programs within the School were recognized this year as being among the very best in the nation, with our programs in Curriculum and Instruction, Educational Psychology and Rehabilitation Counseling earning No. 1 rankings from U.S. News. That’s remarkable.

We also have very strong programs in the arts, with the Department of Theatre and Drama entering the School this summer and joining our highly regarded departments of Art and Dance. We have an excellent Department of Kinesiology that leads the health fields in so many ways. We also have excellent research centers, including the Wisconsin Center for Education Research (WCER) — one of the oldest and most productive education research centers in the world. WCER, together with other research initiatives across the School, conducted nearly $155 million in grant-funded projects (federal and non-federal) over the past five years. We also are the administrative home of the Morgridge Center for Public Service, which does so much to involve students in meaningful service with the community. The highly innovative Tandem Press also resides within the School, and the list goes on and on. It’s a wonderful combination you don’t see anywhere else.
**QUESTION:** Are there any negatives associated with having to lead a School of Education that houses so many programs that one typically doesn’t associate with schools of education elsewhere?

**HESS:** One of the reasons I wanted to return to UW–Madison is because the School of Education is so comprehensive, diverse and large. So I really do see that as a tremendous strength. That being said, I start off knowing more about the departments and programs in the School with which I have had direct experience, so I’m spending a great deal of time making sure I really understand fully what’s going on in all the departments, centers and programs across the School.

**QUESTION:** Public education in Wisconsin did not fare well in the state budget process that played out earlier this year. UW–Madison is again absorbing significant cuts. There even was an attempt to change the meaning of the Wisconsin Idea, which ultimately didn’t pass. What effect did all this have on the School of Education?

**HESS:** Clearly, this was challenging. We did have significant cuts and we are going to have more cuts this year. We know that Wisconsin has a teacher shortage and we know the number of people going into teaching across the country is down dramatically, even though our programs have held their own. These are real problems and ones that any school of education would be concerned about.

We look forward to working with people across the state to make sure we are part of the solution. Especially during times when people disagree on particular issues, we are obliged to fulfill the Wisconsin Idea by making sure our research and scholars inform the development of public policy. For instance, our Wisconsin Collaborative Education Research Network (The Network) places graduate students as interns in professional organizations all across the state, such as the Wisconsin Department of Public Instruction (DPI), Cooperative Educational Service Agencies (CESAs), the Association of Wisconsin School Administrators (AWSA), and the Wisconsin Legislature. These rising scholars serve as university liaisons, helping to connect professionals in the field with university research and scholars. This way, the knowledge of the university informs the development of policy and practice, all in service to the public good.

I’ll also add that the primary challenges for public education are tied to a lack of respect for public institutions in general. We need to rebuild the public’s faith in public education, because if we don’t we’ll cease to function as a democracy.

**QUESTION:** On Oct. 19 you hosted an event for assistant professors from across the School, and UW–Madison Provost Sarah Mangelsdorf also attended. You and Sarah spoke about what makes UW–Madison special and reiterated to these young faculty members that the university is committed to them. You also listened to them express their concerns. Why did you feel it was important to reach out to engage these faculty members?

**HESS:** The School has 157 faculty members, and of those, 50 are assistant professors who are really just beginning their careers. These assistant professors are located across the School and are extraordinarily talented. This large number is a great strength for us. This large number also means these new faculty members have other colleagues in a similar position who are going through some of the same things. And with the state budget cuts and other issues related to that, I just wanted to make sure these assistant professors know how important they are to the School and its future — and how committed we are to supporting them.

**QUESTION:** When meeting with people from various corners of the School, what other topics have tended to bubble to the top that you’ll be paying especially close attention to?

**HESS:** Finding ways to recruit, support and retain a diverse array of talented faculty, staff and students — both undergraduate and graduate. We are in competition with many institutions that have greater financial resources. Thanks to matching funds made
available in November 2014 by our alumna Tashia Morgridge and John Morgridge, we were able to double — from 9 to 18 — our number of named professorships and chairs across the School in the past year. That was huge. Our donors’ commitment to the School of Education is incredible.

Moving forward we will need to rely even more on the generosity of donors as it appears that public funds for higher education will continue to decline — at least in the near term. One of my primary responsibilities will be raising funds for new programs, to support research and to fund more student scholarships. This summer, UW–Madison alumni Ab and Nancy Nicholas committed $50 million to inspire other donors to create undergraduate scholarships and graduate fellowships for UW–Madison students. Hopefully we can find ways to take advantage of these matching funds. If we are going to continue to attract top-flight graduate students, in particular, we’re going to need to find ways to provide more support for them to better compete with schools that have large endowments and that can provide better financial support.

**THE PRIMARY CHALLENGES FOR PUBLIC EDUCATION ARE TIED TO A LACK OF RESPECT FOR PUBLIC INSTITUTIONS IN GENERAL. WE NEED TO REBUILD THE PUBLIC’S FAITH IN PUBLIC EDUCATION, BECAUSE IF WE DON’T WE’LL CEASE TO FUNCTION AS A DEMOCRACY.**

**QUESTION:** You bring to this position some unique perspectives as both an insider and an outsider. You spent more than a decade as a faculty member with the Department of Curriculum and Instruction but had been on leave as senior vice president of the Spencer Foundation in Chicago. What are some key takeaways from your time at Spencer?

**HESS:** Most notably, my time at Spencer allowed me to gain a much better understanding of how the foundation world works. Spencer is unique in that it primarily funds research. Learning much more about how the foundation world works and how we can better make connections between that world and the needs we have here should be helpful.

I also gained a deep appreciation for why we need many different kinds of high-quality research and scholarship. The Spencer Foundation funds scholars from many disciplines who use many different approaches to research. While I had always respected many different kinds of research and scholarship, at Spencer I gained a more robust understanding of how critical this diversity is to making meaningful progress.
“While I had always respected many different kinds of research and scholarship, at the Spencer Foundation I gained a more robust understanding of how critical this diversity is to making meaningful progress on important problems. I think that understanding is going to serve me well, because one major strength of this School is the breadth of the research that’s being done.

**Question:** Before you took the route of academia, you spent several years as a high school teacher, a teachers’ union president and the associate director of the Constitutional Rights Foundation Chicago. How did those stops shape you as an education leader?

**Hess:** More than anything, I loved, and still love, teaching. When I started teaching it was at a very, very large high school in Illinois. No high school in Wisconsin is even remotely as large. And while at that school, I was mentored and taught how to teach by teachers who had graduated from UW–Madison’s teacher education program. This group of teachers had created one of the most innovative social studies programs in the country and they had very high standards for what constituted high-quality teaching. Luckily for me, they were willing to spend the time it took to make sure that I, too, developed the pedagogical skills that were needed to pull off an innovative curriculum. So even though I didn’t do my teacher education here, I was the benefactor of our excellent teacher education program.

Very early in my tenure as a teacher, I joined the union’s bargaining team and learned how complex education policy is, how important it is to balance the needs and interests of various stakeholders, and what can be done to reach agreements that are not based on sheer power politics. After negotiating a few contracts, I was elected president of the union and worked very closely with the school and district administration, the school board, and local legislators. Those leadership roles taught me how to work with different people who had different needs and interests.

The Constitutional Rights Foundation Chicago is a non-profit, non-partisan civic education organization that develops and runs all sorts of programs to help teachers teach students how to engage effectively in political and civic life. I primarily ran programs and led professional development opportunities for teachers all over the United States and in central and eastern Europe.

**Question:** You’ve done important work in recent years related to examining ways to help teachers talk about difficult — potentially controversial — political topics in the classroom. This past winter, you and Paula McAvoy published, “The Political Classroom: Evidence and Ethics in Democratic Education.” How does your work on this subject help you talk about some of these educational hot-button topics when speaking with others?

**Hess:** Many education and health issues are extremely contentious. I have personal views on a lot of those issues — as many people do. We need to debate these issues with respect and vigor. In particular, we all need to listen carefully to those we disagree with if we are to make real progress.
“I NEED TO MAKE SURE WE CONTINUE TO RECRUIT AND RETAIN HIGH-QUALITY AND DIVERSE STUDENTS, FACULTY AND STAFF. IT’S THE PEOPLE OF OUR SCHOOL THAT MAKE IT WHAT IT IS.

BY WORKING TOGETHER WE CAN BUILD UPON THE SCHOOL OF EDUCATION’S LEGACY OF EXCELLENCE.”

QUESTION: What do you hope to accomplish in the next year?

HESS: I’m interested in learning more about what people across the School would do if they could build any kind of program they wanted, or if they could create any kind of class that they wanted, or if they could conduct any kind of research that they wanted to do. I’m really struck by how much work is already going on across the School to develop new programs — both new academic programs for undergraduate and graduate students, and lots of new research and service programs.

I’m interested in innovation, and in the many conversations I have had with faculty, staff, alumni, current donors and potential funders, it is clear to me that others are, too. I want to listen very carefully so I understand what faculty and staff yearn to do — and then we need to find ways to support them. My sense is that higher education is going to change more dramatically in the next decade than it has in the past 50 years. And that’s the opportunity — to make sure these changes are responsive to the needs of the people.

I also need to make sure we continue to recruit and retain high-quality and diverse students, faculty and staff. It’s the people of our School that make it what it is. By working together we can build upon the School of Education’s legacy of excellence.

DEANS OF UW-MADISON’S SCHOOL OF EDUCATION

C.J. Anderson, 1930–47
John Guy Fowlkes, 1947–54
Lindley Stiles, 1954–66
Donald McCarty, 1966–75
John Palmer, 1975–91
Henry Trueba, 1991–94
Michael J. Subkoviak (interim dean), 1994–95
W. Charles Read, 1995–05
Julie Underwood, 2005–15
Diana Hess, 2015–
John Diamond has spent more than a decade examining various aspects of academic disparities in schools and conducting in-depth research into the hot-button issue that’s commonly referred to as the racial achievement gap.

And over the years, one theme in Diamond’s investigations has consistently emerged.

“This is a very complex problem and there aren’t simple answers,” says Diamond, UW–Madison’s Hoefs-Bascom Associate Professor of Education. “The challenges that kids are facing in schools — and that schools are facing trying to provide a better education — relate to the broader racial inequalities that exist in society.”

In an effort to bring in-depth research, new data and some much-needed clarity to a debate that too often is hijacked by bombastic rhetoric, Diamond co-authored a book with Amanda Lewis that’s titled, “Despite the Best Intentions: How Racial Inequality Thrives in Good Schools.”

What makes this publication, released by Oxford University Press in September, unique is how Diamond and Lewis closely look within the school for information and evidence about what’s “racial” about the racial achievement gap.

Diamond first started taking a closer look at this topic in 2003, while working as the research director for the Minority Student Achievement Network, a consortium of multi-racial suburban school districts that work together to understand and eliminate academic disparities. A principal had asked Diamond to look into why so many African American boys in this particular school were struggling. What made this problem so puzzling was the fact that these black students were lagging behind their peers even at a place that, on the surface, appeared to have plenty going for it. The school was well-funded, the teachers were well-trained, and many of its students were high achieving.

“We started interviewing students to see how they were experiencing school, and from there the project grew into examining the experiences of students from various racial backgrounds who were succeeding at high, moderate and low levels,” says Diamond.

Lewis and Diamond then spent five years closely examining Riverview High School, a pseudonym for this suburban school located in a relatively wealthy community. They dug deep for clues that could help explain why the racial achievement gap stubbornly persisted at Riverview.

Based on five years’ worth of data gathering and interviews with more than 170 people, both in school and around the community, Diamond and Lewis were able to produce an illuminating book that helps explain how the racial achievement gap bedevils American schools.

Much research on this topic to date has centered on the role of poverty, family stability, and other external influences in explaining poor performance at school, especially in inner-city contexts. But Diamond and Lewis, an associate professor in the departments of Sociology and African American Studies at the University of Illinois at Chicago, not only closely examined a suburban school, but also studied what factors within the school itself could be causing the racial achievement gap.

In addition, they disputed common explanations of the gap by exploring what race actually means in this situation, and how it matters.

“Race, essentially, is a non-biological social idea that attaches meaning to people’s bodies based on arbitrary characteristics, and those things change how people interact with each other on a day-to-day basis,” says Diamond, who spent 2004-13 as a faculty member with Harvard’s Graduate School of Education, before coming to UW–Madison and joining the faculty of the Department of Educational Leadership and Policy Analysis in August 2013. “It’s those broad structural issues, and how our institutions respond to them, that have led to inequalities.”

In particular, the book explains how race and structural issues at Riverview led to discipline policies for students that were meted out unequally, and how tracking and performance expectations were uneven. Similarly, Diamond and Lewis highlight examples of how middle- and upper-class white families were able to help their children maintain a racial advantage in school.
“The book took a look at routine, day-to-day practices in schools and the difference between how we typically characterize them and how they actually work,” says Diamond. “We all have a basic idea of how discipline or tracking practices work, and how parental involvement should work. And we often think of it as being fair and of people being treated fairly.

“But in the book, we argue that race fundamentally shapes how those routines are actually performed, and that’s how inequality gets into the system and is reproduced.”

As examples of this, Diamond notes how if a black student or a white student is walking down a hall, it was much more common at Riverview for the black student to be asked for his hall pass. This pattern was noticed consistently across the community by both black and white observers. It also was common for teachers to view white students as academically capable and black students as less capable, even if they shared similar academic characteristics.

“It’s not this overt racism, per se,” says Diamond. “It’s not always obvious but it’s imbedded in the system. It’s more that the regular functioning of the organization perpetuates inequality. It highlights the idea of racism without racists.”

One of the more surprising aspects of this research, says Diamond, is the fact that people of all colors tend to notice such inequalities.

He explains that white, black and Latina/o students, as well as teachers, administrators and parents, see that these issues exist and how they play out on a daily basis.

“In interviews they all tend to see how the white students are expected to do well, and that there are different expectations for black and Latina/o students,” says Diamond. “The problem is that even though they all seem to see this, they feel like there isn’t a whole lot they can do to change it.”

To change the system, Diamond says it’s paramount that schools and districts be committed to cultivating long-term, institutional reform. To do so, schools will need to convince all stakeholders that such efforts aren’t a zero-sum game in which some will lose out.

“Everyone needs to buy into the common interest of everyone doing well,” says Diamond, who is one of UW–Madison’s faculty leads on the Forward Madison partnership with the Madison Metropolitan School District that’s designed to tackle the racial achievement gap within MMSD.

In addition to his current work with the Madison Schools, Diamond also continues to deliver presentations to groups associated with the Minority Student Achievement Network (MSAN), which today is housed within the Wisconsin Center for Education Research at UW–Madison’s School of Education.

Moving forward, Diamond says he and Lewis will continue to work with Riverview High School to try and build successful race and equity intervention models. The two also are working on a follow-up book that will be “even more practical” in examining potential solutions to the racial achievement gap conundrum.

“There has been a lot of work done by people in Madison and in other communities to raise the level of the conversation around this topic beyond the sort of knee-jerk reactions or assumptions,” say Diamond. “And that’s a good start, but there now needs to be a much deeper conversation that better examines the complexities of these issues.”

Diamond adds: “I’m optimistic and think there are lots of people who are very invested in this topic. Folks in communities of color have been interested in this for a long time and fighting for social justice and educational equity for many years. This is very challenging work that requires a lot of self reflection. I’m hoping our book will give educators, policymakers and concerned citizens some important insight into how to address this complex issue.”
UW–Madison’s Timothy Tansey and Fong Chan will be collaborating with partners across Wisconsin and the nation on two new initiatives that are designed to provide technical assistance to state vocational rehabilitation (VR) agencies in their efforts to help people with disabilities obtain employment and increase their opportunities to be involved in their communities.

The state-federal VR program serves about 1 million individuals per year and spends more than $2.5 billion annually in helping people with disabilities achieve their independent living and employment goals. Nonetheless, these state agencies vary in their employment outcomes for people with disabilities.

The first project — the “Vocational Rehabilitation Technical Assistance Center for Targeted Communities: Educate, Empower, and Employ (Project E3)” — will work with state vocational rehabilitation agencies and their partners across the United States to address these issues. This initiative will work specifically with people from economically disadvantaged communities to better identify and address the persistent, pervasive, multi-layered economic and disability-related barriers to employment for marginalized groups with disabilities.

This $12.5 million, five-year federal grant is being led by a team at Southern University, along with co-principal investigators Tansey and Chan. Researchers at UW–Madison will receive $2.5 million in grant support to lend their technical expertise in evaluating the effectiveness of the initiative.

In addition, Tansey and Chan will also be playing key roles as co-principal investigators on a project called the “Technical Assistance Center for Vocational Rehabilitation Agency Program Evaluation and Quality Assurance.” This initiative is being led by UW-Stout colleagues at the Stout Vocational Rehabilitation Institute (SVRI), and will establish this center in Menomonie, Wisconsin.

This project will aim to help state VR agencies transform their service delivery models and help develop the program evaluation capacity to determine the most effective services that help people with disabilities find good-paying jobs consistent with their abilities and career interests.

It is in this aspect of evaluating the effectiveness of various evidence-based programs and practices that those associated with UW–Madison will play a leading role.

The UW–Madison researchers were awarded a total of $775,000 over the next five years to track the effectiveness of the program evaluation and quality assurance project, with the overall project funding during that period at $2.5 million.

Both research projects, which got underway Oct. 1, are being funded by the Rehabilitation Services Administration. This agency is housed within the U.S. Department of Education’s Office of Special Education and Rehabilitative Services.

Tansey and Chan both are faculty members with the School of Education’s Department of Rehabilitation Psychology and Special Education. Tansey notes that these projects will also provide UW–Madison students with an opportunity to conduct national research and provide technical assistance. These initiatives include funding for project assistantships that will allow Ph.D. students to learn and develop their professional skills, and increase their opportunities to network with other researchers and service providers.

“The capacity to provide students with these research opportunities is invaluable in helping us attract high-quality doctoral applicants,” says Tansey. “Such efforts also are integral in assisting the Department of Rehabilitation Psychology and Special Education retain its ranking as the home of the nation’s No. 1-ranked Rehabilitation Psychology program. Collaborative efforts like this will continue to keep the Rehabilitation Psychology program, the department and the School of Education at the forefront of research and practice.”
Many veterans of the Gulf War, which took place from 1990-91, suffer from a complex and chronic illness that can cause pain, fatigue and cognitive problems.

UW–Madison’s Dane B. Cook notes that prior research into Gulf War Illness (GWI) has mainly focused on various individual physiological systems in an effort to find answers to this ailment that is poorly understood.

But thanks to a recent grant he received from the Department of Veterans Affairs, Cook hopes to more closely examine how these various systems are affected together as they relate to GWI. The hope is that this research can identify the mechanisms involved in GWI, and in the long run help veterans better deal with the range of issues caused by the illness, for which there are currently no confirmed effective treatments.

Cook, a professor with the School of Education’s Department of Kinesiology and a research physiologist with the Department of Veterans Affairs, explains that much of the research that has been done to date on GWI has categorized and looked at the types and severity of symptoms experienced by veterans. Some studies have looked separately at the immune system, for example, while others have examined things like heart rate, blood pressure regulation and how the brain is operating.

“But none of them have looked at how these separate but related physiological systems interact,” says Cook, who has spent the past decade studying the psychobiological mechanisms of pain and fatigue.

For the next four years, Cook will more closely study GWI by working collaboratively with researchers at the War Related Illness and Injury Study Center in East Orange, New Jersey.

Unlike with healthy individuals, prior research has shown that patients with chronic multi-symptom illness, like GWI, have a worsening of symptoms when they exercise — a condition called post-exertion malaise. To accomplish their goals, Cook and colleagues will use acute exercise to stress these physiological systems and test how they interact and whether these interactions are responsible for the veterans’ symptoms.

Cook and his team hypothesize that dysfunction across multiple physiological systems interact to produce and maintain the symptoms of GWI.

“I expect we’re going to see changes in how the autonomic nervous system regulates blood pressure and heart rate,” says Cook. “We’re going to see up-regulation in pro-inflammatory cytokines — proteins that can cause fatigue and pain. And we’re going to see that these systems are communicating with one another. These communications are going to help explain why that veteran became more sick when he tried to exercise.”

In order to study this complex issue, Cook and his colleagues will also utilize neuroimaging experiments using functional magnetic resonance imaging (fMRI). This process will also allow the researchers to explore neural responses related to pain, fatigue and exercise.

Cook hopes this research will significantly enhance our understanding of GWI and will begin to determine the physiological systems that are most impaired. He says the findings from this research will help us better understand not only ailments inflicting Gulf War veterans, but also disorders affecting veterans from our current and future affairs.

“The purpose of this research is to understand the pathophysiology of today’s Gulf War veterans and use this information to guide future treatments for the men and women who have selflessly served this country,” says Cook.

Cook awarded grant to examine perplexing illness in Gulf War veterans

by Houa Lee

Cook awarded grant to examine perplexing illness in Gulf War veterans

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NEUROSCIENCE
IN THE DEPARTMENT OF KINESIOLOGY

In addition to Dane Cook’s work, several other faculty members with the Department of Kinesiology also are involved in cutting-edge neuroscience work, including:

Dorothy Farrar-Edwards: Alzheimer’s disease and stroke
Brittany Travers: Motor skills and autism
Bill Schrage: Link between fitness, blood flow in the brain and obesity
Jill Barnes: Risk factors for cardiovascular disease and dementia
Kristen Pickett: Gait and Parkinson’s disease
In total, the Morgridge match effort has generated more than $250 million in new endowment dollars for the university. Once fully funded, these gifts will generate more than $11 million in annual payments to schools and colleges for the faculty who hold these chairs. These are vital because state, federal and tuition dollars can’t be used to fund named faculty chairs.

By the time these gifts are paid, UW–Madison will have 300 fully endowed professorships and chairs, up from 142. The Morgridge Match was instrumental in helping the School of Education double the number of its named professorships and chairs.

“The School of Education’s excellence flows from our dedicated and highly regarded faculty and staff,” says School of Education Dean Diana Hess. “And the Morgridge Match is a game changer in helping us maintain our excellence.” A 1955 graduate of the School of Education, Tashia Frankfurth Morgridge has maintained close ties with the School, serving on its Board of Visitors and, with her husband, sponsoring scholarships to support students preparing to become teachers. A retired special education teacher, she has been a volunteer teacher for students with learning disabilities.

THE SCHOOL OF EDUCATION EXTENDS A HEART-FELT THANKS TO THOSE WHO TOOK ADVANTAGE OF MORGRIDGE MATCH DOLLARS TO THE UNIVERSITY, INCLUDING:

Alumni Tom and Karen Falk, who gave $10 million to support student scholarships and faculty. That gift, in part, will fund the Karen A. Falk Distinguished Chair of Education, and the Karen A. Falk Diversity Scholarship Fund in Education, which will back students from underrepresented groups. Karen is a graduate of the School of Education.

Jerome and Simona Chazen, who made a $28 million gift, including $3 million to establish the Chazen Family Distinguished Chair in Art. This will support the first endowed chair for the Art Department, which is housed within the School of Education.

Dorothy “Dottie” Jones King and her husband, Robert “Bob” Eliot King, whose $10 million gift will enable UW–Madison to recruit new interdisciplinary faculty that focus on children and well-being to the Center for Investigating Healthy Minds at the Waisman Center, and the School of Education.

Alumni Ted and Mary Kellner, whose generous gift created a new distinguished chair for a faculty member who specializes in child development, social-emotional learning, and mindfulness-based approaches. Their gifts also enhanced the Kellner Family Distinguished Chair in Urban Education. Mary is a graduate of the School of Education.

Jim Thompson and Georgia Thompson, whose gift of $1.5 million to the School created the Jim and Georgia Thompson Distinguished Chair in Education Fund. Jim is chair of the School’s Board of Visitors and co-chair of its Comprehensive Campaign Committee.

Alumna Susan Engeleiter, whose generous gift will create the Susan S. Engeleiter Professorship in Education, which will be used for faculty to effect positive change in K-12 schools.

Professor Emeritus Norm Berven and Barbara Mittelstaedt Berven, who committed $500,000 to start the Norman L. and Barbara M. Berven Professor of Rehabilitation Psychology Fund.

School of Education alumna Susan Cellmer and Jeffrey Neal, who bolstered their support of a named professorship to enhance the Susan J. Cellmer Distinguished Chair of English Education.

Sarah Harvey Wilkinson and W. James Wilkinson, whose generous gift created the John Grover Harvey Professorship Fund in his memory. Professor Harvey was an influential mathematician and math educator at UW-Madison from 1966 until his retirement in 2001.
THE UNIVERSITY OF WISCONSIN–MADISON

COMPREHENSIVE CAMPAIGN

“All Ways Forward” — the University’s largest-ever fundraising campaign

The State of Wisconsin, through investments made over 167 years, has given us a university out of proportion to anything we could have expected.

The University of Wisconsin-Madison has forever been financed by a completely informal partnership between the state, our students and their families, our faculty, staff and the research grants they generate, and private gifts from our alumni and friends.

And now we stand at the crossroads of our past and our potential. In order to continue being an inspiration and a force for change, we need to move forward.

We need everyone. We need you.

BE PART OF OUR POTENTIAL. allwaysforward.org/schools-colleges/education/

I graduated from Physical Therapy (PT) school in May 2015, and have officially passed my board exam! It has been a long journey and a long time coming but it feels great to finally be done.

I had been thinking about what I was going to do with my first paycheck now that I was finally employed — and decided I wanted to use a portion of it to donate to the different people, places, organizations and programs that had a great impact on my life and have influenced me along the way.

The Adapted Fitness Program within the School of Education’s Department of Kinesiology touched me in a very unique way and I feel blessed and honored to have been a part of it. It was likely the single biggest reason I decided to pursue a career in PT.

It helped teach me character and humility, to cherish and appreciate the worth of every individual — and, most of all, to celebrate each person’s ability. I’m not looking for any recognition but simply wanted to give back to the program in a small way because it meant so much to me.

Codi Halbur
DPT 2015 — Physical Therapy
BS 2012 — School of Education’s Rehabilitation Psychology Program
Recent studies have indicated that close to one-third of teachers leave the profession within the first three years — with nearly half calling it quits within five years. Such reports have helped increase awareness of the stress a majority of teachers are feeling in the classroom and the impact it’s having on their careers and well-being.

Ilana Nankin, who is wrapping up her Ph.D. work with UW–Madison’s Department of Curriculum and Instruction, says it was near the end of the 2014 fall semester when this issue grabbed her attention. Nankin was working with a cohort of teachers-in-training and also keeping tabs on a group of first-year educators that she was following as part of her dissertation research.

She explains that the social and emotional well-being of many young teachers she knew was “totally shot.” The persistent focus of teaching-to-the-test and pressure associated with helping students meet various academic standards — while often receiving limited resources — was taking its toll. Add in the fact that teachers were also often working with children coming from challenging home lives, and these young educators frequently felt overwhelmed, says Nankin.

“Teachers didn’t have the tools to cope with it all,” she says. “It just got to the point where I said, ‘This is it. I have to try and do something to help.’ ”

This past summer, Nankin launched Breathe for Change (breatheforchange.org), a non-profit dedicated to providing affordable programming that trains educators in yoga and mind-body practices that have demonstrated the power to improve emotional, mental and physical well-being.

Meanwhile, researchers with the School of Education and UW–Madison’s Center for Investigating Healthy Minds (CIHM) at the Waisman Center recently joined forces to study the effects of a novel mindfulness-based well-being training designed specifically for pre-service teachers in the university’s Elementary Education program. The training being examined is based on a long history of contemplative practices secularized and popularized in Mindfulness Based Stress Reduction, and grounded on different forms of meditation as ways of training the mind to attend to the present moment with ease, calm, clarity and equanimity.

This study is investigating the effects of mindfulness training on two dimensions of pre-service teacher education: whether it reduces the stress and mental health concerns that are often part of teaching and teacher education; and whether pre-service teachers trained in mindfulness demonstrate qualitatively and quantitatively better classroom management behaviors.

Matt Hirshberg, a Ph.D. student with UW–Madison’s Department of Educational Psychology and a graduate research assistant with CIHM who is leading the quantitative part of the study for his dissertation, explains how research has demonstrated that socially and emotionally competent teachers tend to have more supportive relationships with students and healthier classroom environments. Conversely, when teachers struggle to manage the emotional components of their job, studies have indicated that low job-satisfaction and antagonistic student-teacher interactions become more common.
FALL 2015

For the next two-and-a-half years, students in the Elementary Education program entering their senior year will be recruited to participate in the study. This program offers four undergraduate certification options, and over the course of the study two of each of these certificate programs will be enrolled in the study, with half randomly assigned to receive mindfulness training and the other half assigned to serve as controls. Participants will be tested on a number of measures of well-being before and after training, and again at the end of student teaching. Following graduation from the Elementary Education program, participants will complete a yearly follow-up assessment for three years to determine persistence in teaching as well as to monitor their well-being.

Similarly, Beth Graue and Curriculum and Instruction graduate students Evan Moss and Sophia Diamantes are conducting a qualitative study of pre-service teachers’ experiences in the program. It was Moss who first asked CIHM if anyone had conducted a study on mindfulness training for pre-service teachers. These researchers will do interviews with pre-service teachers and conduct ratings of classroom quality in field placements at various points in the project.

“This program is a unique collaboration that builds on the groundbreaking research on mindfulness conducted at CIHM, extending into teacher education,” says Graue, chair of the Department of Curriculum and Instruction, and UW–Madison’s Sorenson Professor of Childhood Studies. “Most importantly, it is a brilliant example of fusing the Wisconsin Idea with high-quality scientific inquiry. In an era that has many purveyors of mindfulness ‘activities,’ we’re excited to offer something that is research based and relevant.”

Lisa Flook, an associate scientist with CIHM, is the principal investigator for this project, which is being supported by the School of Education and CIHM, and with grants from the Mind and Life Institute and the Trust for the Meditation Process.

Diamantes, Hirshberg and Moss all are former teachers who were driven into their current roles with this project by a desire to better support students and teachers.

“There is an interest in the School of Education in one day incorporating this project more widely in teacher education programs,” says Hirshberg. “But first we need to find out if it is effective and, if so, how we can optimize the training for pre-service teachers.”

Nankin explains how the genesis for Breathe for Change came from personal experience. Prior to arriving at UW–Madison in August 2012, Nankin had also often felt emotionally spent while working for three years as a pre-kindergarten teacher in San Francisco. It was during this period that she started learning yoga and mind-body techniques that greatly improved her frame of mind.
Nankin brought some of those techniques into her classrooms, and in the fall of 2014 started teaching yoga to many of her UW-Madison teachers-in-training. Not only did the students consistently relay to Nankin how helpful yoga and wellness practices were to their own well-being, but these young educators also explained how they would try some of the techniques in their own classrooms — often with great success.

Over the past year Nankin has assembled a management team and board of directors that includes experts from the education, business, research and law realms. In May 2015, the Breathe For Change concept received the $3,000 Education Award, presented by the Wisconsin Center for Education Products and Services (WCEPS), at UW-Madison’s prestigious G. Steven Burrill Business Plan Competition. And in June, the Breathe For Change team became the first non-profit organization accepted into the Madworks Accelerator, which offers early-stage startups a 10-week program that includes tailored mentorship, exposure to experts throughout the local entrepreneurial ecosystem, and a small grant upon completion of the program.

From June 23 to July 8 on the UW-Madison campus, five Breathe For Change trainers delivered instruction to an inaugural cohort of 34 educators. The group was led through a yoga teacher-training seminar and Breathe For Change provided educators with comprehensive and accessible yoga teacher training, with special attention being paid to broadening the availability of yoga and wellness practices to diverse, currently underserved segments of the community. Educators were also taught how to integrate these practices into their classrooms and lives, positively impacting their schools and broader communities.

“This is the first time I have seen so many school and community organizations all coming together with the same purpose of bringing yoga and mindfulness training back to the schools,” said Marci Speich, an instructional resource teacher at Madison’s Stephens Elementary School who took the 16-day Breathe For Change seminar this past summer. “This feels like a powerful start to something big and important.”

This fall, Breathe For Change launched a school membership program with six Madison area schools to enhance teacher, student and community well-being. This program is designed to reduce teacher and student stress, increase teacher retention, and build community among staff, students and families.

Nankin says Breathe for Change will hold another summer institute on the UW-Madison campus June 17 to July 2, 2016, and also will head to the West Coast with a training at the University of California-Berkeley July 8 to 23 as Nankin looks to expand Breathe for Change in the Bay Area.

“Breathe for Change has been a transformational experience for educators, and we want to keep growing and helping others,” says Nankin, who continues to connect with a range of leaders, organizations, schools and companies across the nation to build partnerships and share her vision.
Ask UW–Madison’s Lesley Bartlett for a synopsis of her unique work that straddles the fields of anthropology and international and comparative education, and she explains how she is looking for ways to improve reading programs for impoverished children across the globe.

“The field of international education is littered with well-meaning people from far away places coming in and starting new educational programs with the intention of helping those in need,” says Bartlett. “But we rarely think about the population we are working with, listen to the teachers who are on the ground or build off of the strengths and knowledge that already exist in these locations.”

Adds Bartlett: “I think we can do better.”

Bartlett, who joined the faculty of the Department of Educational Policy Studies in 2014 after spending 12 years at Columbia University’s Teachers College, is getting the opportunity to further study some of these multi-layered and controversial topics thanks to a 2015-16 Spencer Foundation Mid-Career Grant. These awards are designed to help faculty build on and further enrich their research in an effort to reach beyond familiar ways of thinking about puzzling education issues.

Bartlett says early grade reading has become a central focus in the field of comparative and international education, with billions of dollars being directed toward reading assessments, curriculum development and teacher professional development. The problem, she explains, is that most international literacy work is based on models of reading instruction and assessment that have been developed in the United States and minimally adapted before being exported.

“In the field of education, we can get too domestic in our focus and miss a lot of learning that a comparative lens brings us,” says Bartlett, who also is a faculty affiliate with UW–Madison’s Department of Anthropology.

Bartlett adds that in many areas of the world in which this literacy work takes place, students speak two or more languages, complicating the task of learning to read. In addition, there are often vital differences in language structures and social, cultural and political conditions in which children learn to read.

The Spencer Foundation funding is allowing Bartlett, a critic of the idea that reading is a universal process, to more closely examine how learning to read depends on the language or languages being learned, and the contexts in which the learning occurs.

To better answer these questions, Bartlett says she will need to develop expertise in psychological approaches to multilingual literacies, as these methods are currently dominating international discussions about reading. She is taking courses with colleagues in the School of Education’s No. 1-ranked Department of Educational Psychology and with UW–Madison’s Department of Psychology to gain expertise in cross-linguistic differences in how reading is acquired, and how early learning experiences shape literacy learning.

Similarly, Bartlett plans to learn about alternative assessment models for multilingual populations and review the research basis for reading pedagogies in key languages. In particular, she plans to focus on KiSwahili and Spanish, as both are the medium of instruction for early grade reading in multiple countries that currently experience radical reading reforms. In this regard, she will study with reading pedagogy and assessment specialists in the School of Education’s No. 1-ranked Department of Curriculum and Instruction, and will also study Swahili through UW–Madison’s world-class African languages program.

“The Spencer Foundation is interested in helping scholars cross-train and use new methods and think about issues from different perspectives,” says Bartlett.
When discussing higher education these days, internationalization and globalization are topics that often can’t be avoided, says Weijia Li, a native of China who has earned degrees in Germany and the United States, and today works on the UW–Madison campus.

Although a number of institutions offer coursework on K–12 or K–16 international education, Li says UW–Madison is one of the very few places where students can earn a degree focused on global higher education. Since 2013, he has directed the Global Higher Education Master’s Degree Program, within the Department of Educational Leadership and Policy Analysis.

As globalization becomes a signature feature of the higher education landscape, Li says it’s imperative that institutions prepare leaders and researchers for our rapidly changing world. The Global Higher Education (GHE) program is designed to give students the global competencies they need to think critically and help solve issues in this realm.

GHE is a cohort program in which 15 to 20 students do much of their coursework together. Li explains how this helps the students form a dynamic, interactive and collaborative learning community that provides them with a consistent platform for exchanging ideas and sharing expertise and experiences.

Indeed, Li stresses that while the content in the syllabus and coursework itself is important, it’s the perspectives of the students themselves that plays an integral role in bringing a range of viewpoints to the table and helping students learn and grow. When pulling each cohort together, Li says he works hard to bring in a highly qualified mix of international students and those from the United States. In 2014, for example, there were nine international students and eight from the U.S., and in 2015 that GHE split is eight and seven.

“As an international student, I appreciated every opportunity that I got to communicate with American students, and cherished every chance that allowed me to express my own ideas,” says Tianrong Zhang, who came to UW–Madison from Shanghai, China, and graduated from the program this past spring. “Within this friendly cohort family, we exchanged thoughts and changed our opinions quite freely. Being part of a cohort helped me network with others and allowed me to transition from an international students’ mindset to a global-citizen’s mindset.”

The GHE program can be completed in three semesters, although Li says a number of students have wanted to prolong their stay at UW–Madison and take four semesters to complete their work. Upon graduation from the program, Li reports that students tend to head in one of four directions – with a nearly identical split between the options. About a quarter land in U.S. higher education institutions, working in places like international student services offices, while another quarter work in non-university educational organizations. The others are split between working at higher education institutions or organizations back in their home countries, or are pursuing an education Ph.D. degree in the United States.

The GHE program had 15 applicants during the 2013-14 academic year and 37 in 2014-15 as it starts to get recognized more broadly as a high-quality program.

“With a relatively new program like the GHE, we continue to learn how to further strengthen the program and support our students,” says Li, who in addition to directing GHE also is an assistant professor with UW–Madison’s Department of German. “We are both very excited and confident about the direction of the program. The strong support from ELPA’s departmental leadership (Julie Mead, Carolyn Kelley and Eric Camburn) since GHE’s inception, as well as the expertise and student-centeredness among our dedicated faculty, are what makes the GHE program special and continue to thrive.”

For more information, including a link to the GHE website, check out the program’s Facebook Page at: www.facebook.com/globalhighereducation

Students from the 2014–15 cohort pose for a photo.
The School of Education’s Martina Rau, Percival Matthews and David Kaplan are all part of a uniquely diverse team of faculty members from across the UW–Madison campus that was awarded a $3 million graduate training grant from the National Science Foundation this past summer.

This interdisciplinary program in learning, understanding, cognition, intelligence and data science is called LUCID. The initiative will support graduate students working on interdisciplinary projects that focus on translating theories of learning into technological innovations. Students in this program will go through a personalized curriculum featuring many opportunities for cross-disciplinary training, junior trainee mentoring, internships, seminar series and summer retreats.

“Solving today’s problems requires an interdisciplinary perspective,” says Rau, one of LUCID’s co-investigators who is an assistant professor with the nation’s No. 1-ranked Department of Educational Psychology. “The grant will allow us to prepare a new generation of interdisciplinary scholars who have a strong footing in their home discipline, but who are also experienced in working in collaborative teams to develop and apply state of the art data science approaches to problems at the intersection of human cognition, machine learning and education.”

The LUCID team is being led by principal investigator Tim Rogers, a professor with the Department of Psychology. In addition to Rau, other co-investigators include: Jerry Zhu, associate professor, Department of Computer Sciences; Rob Nowak, professor, Department of Electrical and Computer Engineering.

Other core UW–Madison faculty involved with the grant include the Department of Educational Psychology’s Matthews and Kaplan, and the Department of Electrical and Computer Engineering’s Bilge Mutlu and Rebecca Willett.

The grant proposal explains that LUCID will train students in the collaborative pursuit of data-enabled research at the intersection of human and machine learning and teaching. The initiative will allow about 40 graduate trainees from the Departments of Engineering, Computer Sciences, Psychology and Educational Psychology to work collaboratively on central problems, concepts and applications relevant to understanding learning, teaching, cognition and behavior in humans and machines.

The LUCID project will train young scientists to advance basic and applied research in domains where machines are used to instruct, predict, understand, respond to or learn from human users.

“There’s this perspective that computers don’t work like human brains and that perspective is true in certain important respects,” says Matthews. “However, we continue to find ways to make computers come closer and closer to approximating the type of learning that human brains do. The closer computers get to us, the more opportunity there is for us to use them to help us optimize the ways we teach real people.”

This cross-disciplinary project will allow for a range of diverse expertise that is hard to acquire through traditional channels, since the core areas of study are traditionally segregated.

Through this process, LUCID aims to provide the graduate students with sufficient knowledge and experience to collaborate effectively in cross-disciplinary partnerships.

“It’s really interesting to see how people from different research perspectives tackle very similar problems — often without even realizing the basic similarities in what they do,” says Matthews. “LUCID helps bring a really strong group of interdisciplinary researchers together so that we can each benefit from the other’s strengths. It’s the sort of shared mojo that helps us move forward, and that’s what UW–Madison is all about.”

“Solving today’s problems requires an interdisciplinary perspective.”
— Martina Rau

“The closer computers get to us, the more opportunity there is for us to use them to help us optimize the ways we teach real people.”
— Percival Matthews
The School of Education’s Student Ambassadors group has been very busy during its second semester as an organization.

This group, made up of 30 students from across the School, has been following its mission to connect, educate and engage students and alumni to participate and become active members in the School of Education community.

The Ambassadors kicked off the fall semester in August, even before classes began. The students served faculty and staff during the School’s annual Welcome Back Bash, where faculty, staff and students mingled with new Dean Diana Hess and new department chairs, and enjoyed some Babcock ice cream.

The Student Ambassadors then held their first meeting of the semester on Sept. 10. The group divided itself into three committees, and got to work.

**COMMUNICATIONS COMMITTEE**

Composed of some of the organization’s most creative members, the Communications Committee continued to connect students and alumni to the School of Education through Twitter, Instagram and, most recently, the “Behind the Red Doors” monthly electronic newsletter.

The e-newsletter, created completely by students for students, highlights events, achievements and insightful information for other School of Education students. The newsletter includes club events for current students, staff spotlights to recognize the incredible leadership in the School and resourceful websites that help make the School, and the university as a whole, feel like home.

**EVENTS COMMITTEE**

This committee, filled with a range of energetic and outgoing students, worked hard this semester creating community service and social events. In October, a dozen members of the Student Ambassadors group picked 45 pounds of apples at Appleberry Farm in nearby Cross Plains, Wisconsin. The fresh apples were then donated to the Salvation Army and the women’s shelter in Madison.

During American Education Week in November, the group celebrated education by handing out treats to fellow students wishing them luck as the semester winds down. Group members also planned socials that aim to connect students, faculty, staff, alumni and the community. Being a Badger, the members report, means giving back.

**DEVELOPMENT AND PHILANTHROPY COMMITTEE**

This committee continues to focus on connecting alumni of all ages back to the School and local community. On top of creating and signing “Thank You” letters to donors, these students have thoroughly embraced and spread the message of the university’s new Comprehensive Campaign — “All Ways Forward” — to other students. The Development and Philanthropy Committee will lead other students in giving back to the School and UW–Madison upon graduation in December and into the spring semester.

Most recently, the committee wrote and designed the year-end young alumni holiday message that will hit inboxes in December.

**SPRING SEMESTER PLANS**

Beginning in the Spring 2016 semester, the Student Ambassadors will recruit new students from across the School to fill the positions of those Ambassadors that will be graduating in May. A new Executive Team will be elected in April that will lead the Ambassadors as the group continues to connect students, faculty, staff and alumni in new and more meaningful ways.

The Ambassadors stress that they look forward to connecting and meeting with alumni, and are always willing to meet and chat about your experience at the School of Education.

If you are interested in meeting or talking to the Ambassadors, email the group at ambassadors@education.wisc.edu.
POLL RELISHES CLOSE-KNIT FAMILY, FULFILLING LIFE

Marial Poll earned her master’s in Kinesiology/Physical Education and Dance in 1944, studying under the legendary Margaret H’Doubler, who taught the first modern dance class at UW–Madison in 1926. Poll likes to say: “I was never a university president, a published author, a politician or a billionaire. My main claim to fame is longevity and my wonderful family!”

Poll, who today lives in Hazel Crest, Ill., turned 93 in May 2015. She celebrated her 57th wedding anniversary and has six children, 15 grandchildren and 12 great grandchildren — and they all remain very close.

She took early retirement in 1982 from teaching high school health and physical education. Poll says she has lived a “wonderfully full, happy life filled with much travel, many cruises, and varied experiences – including owning and operating a 240-acre ranch in the mountains in Colorado, adjoining Pike’s Peak National Forest and facing Pike’s Peak.” There, she and her husband operated for many years a ranch for boys.

“I couldn’t have dreamed of a happier or more fulfilling life then the one I have experienced,” she says.

Marilyn Williamson Collins
BS 1952 — English/Speech Education
After teaching in Wisconsin for 33 years, Marilyn retired and started taking photography instruction. She now owns Windsong Photography, specializing in images of this beautiful state and concentrating on images of the University of Wisconsin and Madison.

Geraldine Klitzkie
BS 1953 — Education and Speech
Geraldine has been retired for over 20 years and is enjoying retirement in beautiful Wisconsin in the spring, summer and fall. During the winter, she enjoys the sunshine state of Florida for six months each year.

Kathleen Daly Cavanaugh
BS 1956 — English Education
Kathleen is still teaching at Assumption High in Wisconsin Rapids. She teaches creative writing and American literature. She taught a writing seminar for adults last spring. She reports that her combined love for literature and students is a perfect fit for her.

Richard C. Neumann
MS 1960 — Education and Speech
Richard taught for 35 years at Richland Center (Wisconsin) High School, serving as assistant principal for five years. He retired after the 1990-91 school year but recently completed his 26th year as the Flag Corps director of the RCHS marching band. He also is the Morse code (CW) instructor of the Pine Valley Repeater Amateur Radio Club.

Marcia E. Topel
BS 1982 — Secondary Education, History
After teaching in the Madison public schools for 36 years, Marcia retired in 1998 but remained in the workforce by taking a part-time job with the Monona Terrace Community and Convention Center. This September she was recognized for having served in her position there for 15 years.

Konstance Klumpar McCaffree
BS 1964 — Physical Education and Biology
Konstance completed her Ph.D. from New York University in Human Sexuality Studies, developed curricula and taught in the K-12 public school system, developed training programs for teachers at the University of Pennsylvania Graduate School of Education and continued to train educators in human sexuality education delivery at Widener University and international settings such as South Africa, Zambia, Nigeria and the Philippines. After retiring, Konstance served as the president of the Society for the Scientific Study of Sexuality and is now continuing her last year as president of the American Association of Sexuality Educators, Counselors and Therapists.

Kay Jarvis-Sladky
BS 1965 — Secondary Education, Spanish
Kay is serving as immediate past president of the University League, a non-profit organization dedicated to supporting scholarship funding that benefits students at UW–Madison.

Pamela Rotter Lazarus
BS 1969 — Elementary Education
Pamela lives in Israel and is the program coordinator of a program called Sar-El, which brings volunteers from all over the world to do logistics work on army bases.

Ronald A. Smith
Ph.D. 1969 — Physical Education
Since the 2011 Jerry Sandusky scandal at Penn State, Ronald has been researching and writing a book on how PSU officials have dealt with major athletic problems historically and how this may have influenced their decision making prior to the scandal. The book will be published in January 2016 and is titled: “Wounded Lions: Joe Paterno, Jerry Sandusky, and the Crises in Penn State Athletics.”
Susan Lobeck-Krug
BS 1971 — Elementary Education
Susan has been very involved on a board of concerned citizens opening a preschool in Madison called Once City Early Learning, whose mission is to prepare young children from birth to age 5 for success in school and life, and to ensure they enter grade school reading-ready. Learn more at www.oncecityearlylearning.org

Jean K. Wiggins
BS 1971 — Physical Education
Jean spent 33 amazing years as a physical education teacher at Madison La Follette High School. Jean has retired to northern Wisconsin and loves spending time participating in outdoor activities.

D. Thomas King
Ph.D. 1972 — Curriculum & Instruction
Tom started teaching as an adjunct professor at the University of St. Thomas back in 1974 and is currently teaching there — but now most of the courses are online. He reports that his UW–Madison education “prepared me well to open a new school known as the Saturn School of Tomorrow and were dedicated to educational reform back in the early 90’s. We were visited and acknowledged by then President Bush for our achievements and had over 10,000 international visitors in five years.” He adds that he is grateful for the “many positive, research-based changes we caused and the ripples of reform we left on the sea of school reform.”

Bernard Wiggins
BS 1972 — Physical Education
Bernard has been a physical education teacher for 32 years and views it as “the best job in education!” He also coached football his entire career, with short stints as girl’s basketball and softball coach.

Karen Krng Wixson
BS 1972 — Behavioral Disabilities
After four years as dean of the School of Education at the University of North Carolina, Greensboro, Karen stepped down to assume the role of director of Reading for the National Assessment of Educational Progress (NAEP).

Rollie Cox See
MS 1973 — Curriculum & Instruction, Business/Education
After almost 40 years as a business technology education instructor at Madison College, Rollie retired to Palm Springs, Calif., in June 2014. He is beginning his second season with the Coachella Valley Symphony.

Conrad Walter Worrill
Ph.D. 1973 — Curriculum and Instruction

Barry Neal Heyman
Ph.D. 1974 — Educational Policy Studies
After a 23-year career in international development with the United States Agency for International Development, Barry has continued working on a part-time basis for the U.S. State Department. For the last 17 years, he has been a crisis management analyst, reviewing emergency plans from embassies and consulates around the world.

Lynda C. Warner Leque
BS 1976 — Special Education
Lynda completed her master’s in reading at the University of Akron in 1981. Since May 2012, she has retired from 37 years of teaching in various areas of special education. Lynda is currently a tour guide at a winery in Ohio.

Janet Norsetter
MFA 1975 — Art
Janet has returned from a six-week plein air painting spree. She painted for two weeks in the Scottish highlands and four weeks in County Cork and County Kerry in Ireland.

Bradley Holtman
BS 1976 — Secondary Education, French/German
Bradley has been teaching French and German at Mansfield University of Pennsylvania since 1991. In recent years, budget-induced program and staffing cuts have led him to teach English composition, English Grammar, History of the English Language, and introductory Italian as well.

Donald R. Whitaker
Ph.D. 1976 — Curriculum and Instruction
Donald and his wife, Sue H. Whitaker (M.S. 1973, Ph.D., 1976, Continuing and Vocational Education), recently

BONNER INDUCTED INTO UW ATHLETICS HALL OF FAME

School of Education alumna Paula Bonner was inducted into the UW Athletic Hall of Fame’s Class of 2015 during a ceremony in September.

Bonner, who today is president and CEO of the Wisconsin Alumni Association, earned her master’s degree from the School of Education’s Department of Kinesiology in 1976.

Prior to joining WAA, Bonner was an associate athletic director at UW–Madison, with responsibility for directing the 11 sports that comprised the women’s athletics program. Title IX had just been passed in June 1972, while Bonner was an undergraduate and student-athlete at the University of North Carolina-Greensboro, where she earned a degree in physical education and coaching.

She then came to UW–Madison in 1976 to earn her master’s degree in higher education and physical education, with the goal of moving into intercollegiate athletic administration. Bonner is credited with helping build the university’s women’s athletic program during her years with the athletic department.
received the Ball State University Alumni Association’s 2015 Honorary Alumni Award, the highest recognition given to those who are not Ball State graduates. They are emeriti faculty and administrators at Ball State, having retired in 2010 after 34 years of service to the university.

**Thomas J. Lundstrom**  
BSE 1978 — Education, Social Studies  
Thomas transferred to a new position within the Department of the Navy, Office of the General Counsel. Recently, Thomas transferred to the Naval Heritage and History Command in June 2015, taking over the duties of Counsel.

**Isabel Hubbard**  
BS 1957 — Elementary Education  
MS 1979 — Educational Administration  
Isabel recently received the Rose of Honor Award from Sigma Alpha Iota, an international music fraternity. The award is given for community volunteer work in the Madison area and outstanding work within the fraternity.

**Linda McIsaac**  
MS 1976 — Educational Administration  
Ph.D. 1979 — Curriculum & Instruction  
Linda’s company Xyte, Inc. is helping students nationwide through workforce centers and prisons with the Xyting Insight assessment that identifies a person’s innate capabilities, which are linked to O’NET jobs/careers.

**Dorit Bergen**  
MS 1980 — Curriculum and Instruction  
Dorit has become a volunteer instructor for AARP’s Smart Driver class. Dorit writes: “I am glad to be able to do some more teaching in my retirement.”

**Deborah Hoffman**  
Ph.D. 1980 — Counseling Psychology  
Deborah is enjoying her private practice as a psychologist in Madison.

**Mark A. Shircel**  
BS 1979 — Behavioral Disabilities  
MS 1980 — Behavioral Disabilities  
Mark is currently the vice president of human resources at Newly Weds Foods, Inc. in Chicago.

**Eydie Barttnes Cohen**  
BS 1981 — Communicative Disorders  
Eydie has been the local union president for a large suburban school district for the last decade. She negotiates contracts, and leads committees on mentoring, insurance and continuous improvement.

**Todd Kuckkahn**  
BS 1981 — Education, Social Studies  
As of May 27, Todd has been serving as executive director of the Portage County Business Council (PCBC) in Stevens Point, Wis.

**Robert James Lurie**  
BS 1982 — Social Studies  
Even after 31 years of secondary school teaching, Robert reports that he is reaching out for new opportunities to serve his students at Waverly High School in Lansing, Michigan, and to better himself. During the 2014-15 school year, he applied for and was awarded a Teachers for Global Classrooms Fellowship through the U.S. Department of State. In completing this fellowship, he took an on-line course focusing on global education, attended a global education seminar in Washington, D.C., completed an international field experience and finished his capstone project. Robert traveled to India for nearly a month with 12 other American teachers as part of the international field experience. Robert reports that this experience has also set in motion a district-wide effort to infuse and create more globally focused learning opportunities for the entire school district.

**Mary Lou Krase**  
BS 1983 — Art Education  
Mary accepted a position at Tulane University with the Division of Student Affairs.

**Tom Seidl**  
BS 1983 — Education/Speech, English  
Tom Seidl will be retiring in June after a 32-year career in education. Tom started as an English teacher in Oconomowoc and has spent the 17 years as an administrator in the Wauwatosa School District.

**Deborah A Verstegen**  
Ph.D. 1983 — Education Administration  
Deborah’s newest edition of her popular textbook, “Financing Education in a Climate of Change,” was recently released.

**Shelley Brown Brundage**  
BS 1984 — Communication Sciences and Disorders  
Shelley co-authored a recently released book titled, “Writing Scientific Research in Communication Sciences and Disorders.” She received the Knowledge Development and Innovation Award from the International Fluency Association in recognition of her research using virtual reality to improve stuttering assessment and treatment.

**David R. Brown**  
Ph.D. 1985 — Kinesiology/Exercise & Sport Psychology  
David is currently a Senior Behavioral Scientist with the Centers for Disease Control and Prevention (CDC), National Center for Chronic Disease Prevention and Health Promotion, Division of Nutrition, Physical Activity and Obesity, Physical Activity and Health Branch. He was deployed to Sierra Leone, Africa, last June/July as a member of a CDC Ebola Response Team.

**BROST NAMED WISCONSIN’S HIGH SCHOOL PRINCIPAL OF THE YEAR**

Wisconsin’s 2015 Principals of the Year were announced in June by Tony Evers, state superintendent of public instruction, and Jim Lynch, executive director for the Association of Wisconsin School Administrators (AWSA).

And among those being recognized was UW–Madison alumnus Paul Brost, who was named High School Principal of the Year. Brost is principal of Monona Grove High School, located in Monona.

He earned a master’s degree (1992) and a Ph.D. (1998) from the School of Education’s Department of Educational Leadership and Policy Analysis.
HUGGETT EARNS ENDOWED PROFESSORSHIP
AT UNIVERSITY OF VERMONT

UW–Madison alumna Kathryn Huggett has been named the inaugural Robert Larner, M.D. ’42 Endowed Professor in Medical Education at the University of Vermont’s College of Medicine. She was honored during a ceremony in October.

This past summer, Huggett was named the inaugural director of the Teaching Academy at the University of Vermont’s College of Medicine.

Huggett earned a Ph.D. in 2003 from the Department of Educational Leadership and Policy Analysis. She previously served as the assistant dean for medical education and the director of medical development and assessment at Creighton University’s School of Medicine in Omaha, Neb.

Eric I. Farness
BS 1986 — Secondary Education
Eric is finishing his first semester of teaching a phlebotomy class at Madison College.

Ron Poniatowski
MFA 1986 — Art Education
Ron, who has been teaching for more than 25 years, recently published a new book, “Ghosts, A Collection of Wraiths and Shadows.”

Kedmon Hungwe
MS 1987 — Teacher Education, Curriculum & Instruction
Kedmon is currently an associate professor of cognitive and learning sciences at Michigan Technological University.

George P. Dreckmann
BS 1988 — Secondary Education
George was honored with the National Recycling Coalition’s Lifetime Achievement Award at its annual meeting in Indianapolis in October 2015. George has been with the City of Madison since 1989 and was chosen for his “leadership, innovation, and environmental commitment.”

David Hursh
Ph.D. 1998 — Teaching and Curriculum Development
David’s new book, “The End of Public Schools: The Corporate Reform Agenda to Privatize Education,” was published by Routledge.

David A. Moyer
BS 1988 — Secondary Education, English
David was recognized as a Superintendent of Distinction in the State of Illinois in April 2015. He was inducted into the Sheboygan A’s Baseball Hall of Fame in June 2015.

H. Adam Steinberg
BS 1988 — Art
H. Adam is the art development editor for Pearson and Freeman publishers on some of the best-selling science textbooks used in colleges and universities around the world. He writes: “Being both a scientist and an artist allows me to speak both languages and work directly with the authors developing not only their art pieces but also their text.”

Richard Kennell
Ph.D. 1989 — Curriculum & Instruction/Music Education
After serving two terms as dean of the College of Musical Arts at Bowling Green State University in Ohio, Richard retired and is enjoying winters in Florida.

Kara Lynne Shultis Rowbotham
BS 1989 — Secondary Education, Chemistry
Kara is in her 25th year as a chemistry and physics teacher, and in her 22nd year at Williams Bay High School. She was recently hired by the University of Chicago’s Yerkes Observatory as the McQuown Scholars High School Education Outreach Coordinator.

Sue Ellen Peterson
MS 1990 — Education Administration
After retiring from teaching after 34 years, Sue is now writing and marketing her own line of educational materials: over 450 children’s books with reading levels K-7, about 50 creative plays for children, and an elementary language arts series.

Fred Swanson
MS 1990 — Rehabilitation Counseling Psychology
Fred is working at Madison West High School in the Transition Program for Students with Long-Term Support needs. Employed with MMSD for 25 years.

Frances Wills
Ph.D. 1990 — Educational Administration
At 73, Frances continues to serve as a superintendent of schools in New York. He also is an adjunct faculty member at St. John Fisher College, teaching and advising doctoral students in a very diverse and exciting executive leadership program. Frances writes: “I am quite sure that none of these opportunities would have existed without the doctorate I earned at UW–Madison under the supervision of Dr. Kent Peterson. I am very grateful for the support and rigorous program provided at UW.”

Randall K. Zentner
MS 1980 — Educational Administration
Randall retired from full-time teaching in 2011 after 33 years in vocal and general music, choral music, and district vocal music coordinator positions, primarily in the Oshkosh (Wis.) Area School District, UW–Fox Valley-Menasha campus, and Rice Lake High School. He continues to substitute teach in the Fox Valley, and continues to grow I.A. Sound & Light, an audio reinforcement and production services business.

Bob Carskie
MS 1991 — Educational Administration
Bob is in his 40th year as head football coach/teacher at Centaurus High School in Boulder, Colo. He was a former member of Coach Barry Alvarez’s 1990-91 staff as a graduate assistant.

Corinna Morse
BS 1991 — Elementary Education
Corinna is currently a licensed school counselor at Centennial Middle School in Lino Lakes, Minn. She writes: “I love my Badger heritage! Go Bucky!”
Lauretta D. Doyle  
BS 1992 — Secondary Education  
This past June, Laurette travelled to Peru for a traditional healing class through Madison College. She spent two weeks in Peru learning about Peruvian cosmology and working with local healers. She says it was a breathtaking experience. She has been teaching alternative education for the past 23 years.

Rebeca Yepez  
BS 1984 — Elementary Education; MS 1986 — Educational Administration; MA 1992 — Educational Policy Studies  
Rebeca was raised in a bilingual and bi-cultural setting, spending much of her life in Caracas, Venezuela, and Madison. She has been a teacher all her life; especially in ESL. She has been working at the Beloit (Wisconsin) School District as an ESL/Bilingual teacher for the last seven years. Rebeca has also founded and coordinated an English language school in Venezuela named “Allen Academy” for children and adults from 1992-2005. Recently, she presented a workshop on Cultural Considerations for Hispanic ELL students at the Wisconsin TESOL Conference. She is studying for her doctoral degree in educational leadership.

Cynthia Zwicky  
BS 1992 — Elementary Education  
Cynthia has joined the faculty of the University of Minnesota, Twin Cities, as a lecturer in elementary education in the Department of Curriculum & Instruction in the College of Education and Human Development.

Christina A. Miller  
MS 1994 — Curriculum and Instruction  
Christina recently became the assistant principal of Sacred Heart of Jesus School in New York City. She is also currently an adjunct professor for St. John’s University and is working on her doctorate.

Aileen McCann Trebesch  
BS 1994 — Secondary English Education  
Aileen is in her 21st year at Sierra Vista Middle School in Covina, California. She has served as English Department Chair and now PLC Leader for ELA for 15 years.

Diana Elena Moran Thundercloud  
MS 1995 — Curriculum and Instruction  
Diana began her new position as the principal at “Pahin Sinte Owayaw” Porcupine Elementary & Middle School in the village of Porcupine, South Dakota (Oglala Lakota). Porcupine Elementary (K-8) is on the Pine Ridge Reservation home of the great Lakota Nation.

Sara Tortomasi  
MS 1995 — Special Education  
Sara returned to the University of Wisconsin and was a fellow in the Department of Psychiatry from June 2014-June 2015. She earned a capstone certificate in Infant, Early Childhood and Family Mental Health.

Connie Finnegan  
MS 1996 — Curriculum & Instruction  
After teaching English for more than 20 years in Middleton, Connie and her husband spent the last two years in Venezuela. Connie writes: “Living on the Caribbean, falling in love with South American culture, and teaching in a small K-12 international school reenergized our teaching spirits. After the turmoil of Act 10, we found ourselves reveling in the freedom and opportunities offered by teaching abroad and we would highly recommend the experience to any adventure-seeking educators who are ready for a change.”

Linda Tuchman Ginsberg  
MS 1978 — Behavioral Disabilities  
Ph.D. 1998 — Special Education  
In 2013, Linda retired from her position as program director for Early Childhood and Education Professional Development at UW-Madison’s Waisman Center after 30 years. Linda has returned to part-time work with UW-Madison to co-direct the UW Capstone Certificate Program in Infant, Early Childhood and Family Mental Health through the Department of Psychiatry. She also co-founded and co-directed this Certificate Program in 2009 while at the Waisman Center and upon retirement chose to continue to serve the UW and promote the Wisconsin Idea with early childhood, mental health and health professionals throughout Wisconsin.

Rebecca Ropers Huilman  
MS 1993 — Educational Administration; Ph.D. 1998 — Educational Administration  
Rebecca was appointed vice provost for faculty and academic affairs at the University of Minnesota, Twin Cities, starting in the spring semester.

Chip Hunter  
Ph.D. 1998 — Counseling Psychology  
Chip has just retired from the University of New Mexico and will be going back to work for Doctors Without Borders.

GONZALEZ RECOGNIZED  
BY WISCONSIN ASSOCIATION OF SCHOOL COUNCILS  
Years of service to Wisconsin’s public schools culminated this past spring with alumnus Mike Gonzalez being named the Junior and Middle School Administrator of the Year by the Wisconsin Association of School Councils in the spring of 2015. Gonzalez earned a master’s degree in Educational Leadership and Policy Analysis in 2006. He wanted to be a teacher early on but studied business and worked in that field instead for a few years — until his spark for teaching was reignited while mentoring at an after school program.

He then worked to get his certification and taught for a few years until pursuing his master’s degree at UW-Madison to become an educational administrator. He worked as a vice principal for six years and is now in his third year as principal at Gordon Olson Middle School in Mauston, Wisconsin.
Kevin Boatright  
MS 1997 — Higher Education Administration  
Kevin continues, since 2005, as director of external affairs in the Office of Research at the University of Kansas.

John S. Carlson  
MS 1993 — Educational Psychology; Ph.D. 1997 — Educational Psychology  
As considerable media attention has been placed on teacher shortages in recent months, John (professor of School Psychology at Michigan State University) has recently published a new book titled, “101 Careers in Education,” that is bringing attention to careers not only in teaching, but in many other aspects of education. To learn more, visit: facebook.com/101CareersinEducation

Ron Jetty  
Ph.D. 1998 — Curriculum & Instruction  
In July, Ron joined UW–Madison’s Division of Information Technology (DoIT) as the Assistant Director of DoIT Academic Technology and Executive Director of the Information Technology Academy, leading DoIT’s IT Pre-College Outreach efforts.

Carey Bubolz Grieves  
BS 1999 — Occupational Therapy  
Carey has continued to use her OT skills, but in a different avenue. She works as a health coach in a large health care system, both internally with employees, as well as externally, onsite with companies.

Kimberley Murphy  
BS 2000 — Elementary Education  
Kimberley was teaching virtually throughout the state to students of all ages, including adults, who have dyslexia and/or other learning disabilities. Teaching via a web-based platform was exciting. Currently, she and her three business partners have embarked on a new career path and have started a new business. Virtual Choice, LLC., is a person-centered web-based tool which allows any individual with a disability to choose the facility or home in which they want to live and/or receive treatment.

Becky Rosenberg  
BS 1993 — Elementary Education; MS 2001 — Curriculum & Instruction  
Currently starting her second year as IB Primary Years program coordinator at the Washington International School, in Washington, D.C., after five years in the same role at the International School of Helsinki (Finland).

William C. McCoy  
MS 2002 — Continuing & Vocational Education  
William is presently working at Northern Illinois University as the director of the ethics program for the College of Business. This program is called “BELIEF” — Building Ethical Leaders using an Integrated Ethics Framework. This is a nationally ranked program with international reach.

Jill Baker Gower  
BS 2003 — Metals and Art Education  
Jill is currently an associate professor of art and teaches all levels of undergraduate jewelry and metalsmithing at Rowan University in southern New Jersey. She is one of five recipients of a 2015 New Jersey Individual Artist Fellowship in the Crafts category.

Karen Searles  
BFA 2003 — Dance  
Karen teaches ballet, jazz, dance, and a brand new Dance & Media course as lead program teacher at Cedar Ridge High School in Round Rock, Texas. She also teaches at Cedar Park Dance Company.

Peter Youngs  
Ph.D. 2003 — Educational Policy Studies  
Peter will be serving as co-editor of Educational Evaluation and Policy Analysis from 2016 to 2018.

Benjamin Madeska  
BS 2004 — Art  
This year, Benjamin has received two awards for painting: — second Prize in Painting, A Taste of Art — The Dairy Center for the Arts, Boulder, Colo.; and the Kantgias Award, Michigan Fine Arts Competition at the Birmingham Bloomfield Art Center, Birmingham, Mich.

Steven Pruett  
Ph.D. 2004 — Rehabilitation Psychology  
Steven has recently returned to Wisconsin and is working for the Division of Community Corrections as a Chief Regional Psychologist.

KNOESTER CO-AUTHORS, ‘TEACHING IN THEMES’

UW–Madison alumnus Matthew Knoester is the co-author of a book recently published by Teachers College Press that’s titled, “Teaching in Themes: An Approach to Schoolwide Learning, Creating Community, and Differentiating Instruction.”

Knoester, who earned his Ph.D. from the School of Education’s No. 1-ranked Department of Curriculum and Instruction in 2010, is an assistant professor of education at the University of Evansville.

Deborah Meier, Katherine Clunis D’Andrea and other current and former teachers at the Mission Hill School in Boston also co-authored the book.
MCCURTIS DELIVERS KEYNOTE AT INTERNATIONAL COLLOQUIUM FOR BLACK MALES

UW–Madison alumna Bridget R. McCurtis delivered a closing keynote talk Oct. 9 at the International Colloquium for Black Males event in Kingston, Jamaica.

McCurtis talked about the importance of making sure there are safe spaces for black men to be able to express themselves, enrich themselves and be themselves. McCurtis, the assistant vice provost of diversity initiatives at New York University, also asked those in attendance to discuss their limitations and frustrations on their respective campus environments.

McCurtis earned her Ph.D. from the School of Education’s Department of Educational Leadership and Policy Analysis in 2012.

Alex Redd
MS 2006 — Counseling
Alex serves as theological writer and lecturer in systematic theology and apologetics at the Christian Bible Academy in Napa, California.

Jeff Oloizia
BS 2007 — Secondary Education, English
After graduating, Jeff spent three years teaching English to public school students in Tokushima, Japan. He now works as an Associate Features Editor at T: The New York Times Style Magazine.

Craig A. Kohn
BS 2008 — Elementary Education, Biology
Craig was recently accepted into the Curriculum, Instruction, and Teacher Education doctoral program at Michigan State University. Named one of the Top 40 under 40 in the American Ag Industry in 2014.

JJ Vold
MS 2008 — Educational Leadership and Policy Analysis
JJ completed his K-12 Principal License at the University of Minnesota, Twin Cities, and is in his seventh year as a school principal, and his second year as K-12 principal at Onamia Public Schools in Onamia, Minnesota.

Kevin Mason
Ph.D. 2009 — Curriculum & Instruction

Sarah Pamperin Cram
BS 2010 — Elementary Education, Spanish
Sarah was accepted at Iowa State University and is currently enrolled in her first semester as a Ph.D. student. She is looking forward to focusing on ELLs and bilingual programming in the United States as well as teacher job satisfaction and how to improve it. She is thankful every day for all of the doors that UW–Madison opened to her and is looking forward to where this next step takes her professional career.

Sydney Erin Eckert
MS 2010 — Kinesiology
Sydney received her doctorate of physical therapy from the University of Minnesota, Twin Cities, in 2013, and has been working as a physical therapist at Hennepin County Medical Center in Minneapolis for the past two and a half years.

David Gagnon
MS 2010 — Curriculum & Instruction
David was recently named a fellow at the Wisconsin Institutes for Discovery and started a new lab called “Field Day,” which recently was awarded $350,000 per year project with the Wisconsin Department of Public Instruction to co-design a series of apps, games, simulations and learning-through-design activities with state teachers.

Elizabeth Sowatzke Bagley
Ph.D. 2011 — Educational Psychology
After designing educational science experiences for young children at LeapFrog for three years, Elizabeth has accepted a position with the California Academy of Sciences working on initiatives dedicated to exploring, explaining and sustaining life on earth.

Kimberly Kriege
2011 BS — Secondary English
Kimberly says that she and her husband are finishing up their third year teaching in Cambodia at Northbridge International School. She is teaching grades 8-12 English and also is the Community & Service Coordinator for the school.

David Simkins
MS 2008 — Curriculum and Instruction, Ph.D. 2011 — Educational Psychology
Early in 2015, David published his book, “The Arts of LARP: Design, Literacy, Learning and Community in Live-Action Role Play.” He continues to teach, research role play and learning, and develop curriculum at the Rochester Institute of Technology’s School of Interactive Games and Media and the MAGIC Studio.

Teddy Bruce
BS 2012 — History Education
After having recently returned from two years with the Peace Corps in the small West African country of Burkina Faso, Teddy is now working as a Management & Program Analyst at the United States Department of Education in Washington, D.C.
PAIDER HELPS
SAVE LIFE OF YOUNG ATHLETE

The quick actions of UW-Madison alumna Brenda Paider helped save the life of a high school athlete who collapsed at a summer basketball camp in June, the Salisbury (North Carolina) Post reported.

Paider earned her bachelor’s degree from the Department of Kinesiology’s Athletic Training Program in 2013 and was completing a one-year internship at Catawba College in Salisbury. Paider has started pursuing a master’s degree at Belmont University in Nashville, Tennessee.

According to the newspaper report, Paider used an automated external defibrillator (AED) in her athletic training pack and CPR to revive the young man.
Brett is teaching 6 through 12th grade BS 2015 — Art Education
Brett Albin

Annie is working as a second grade classroom teacher in the Minneapolis Public Schools. She currently works with elementary aged students who have emotional behavioral disabilities. Annie Jenkin

Thomas is in his third year as a dental student at the University of Iowa. Thomas Welk

Jessica spent her first year teaching as a classroom teacher in the Minneapolis Public Schools. She currently works with elementary aged students who have emotional behavioral disabilities. Jessica Rowoldt

Saili is working as a faculty member at California State University Dominguez Hills. She works in a teacher preparation program supporting credential candidates in the fields of moderate-severe disabilities and early childhood education. Saili also is working with master’s candidates on thesis topics which will be submitted at an annual research symposium this coming spring. She reports using the information that she gained at UW–Madison to restructure department courses into a hybrid and online format. Saili also has an article coming out in Teacher Education Quarterly titled, “Preservice Teachers’ Student Teaching Experiences in Eastern Africa.” Saili S Kulkarni

Abigail was hired as a kindergarten teacher at Madison’s Lowell Elementary’s summer school last summer. She reports that it was “amazing to be in front of my own class full of bright students with diverse backgrounds. I was amazed at how much I loved lesson planning and creating a curriculum that embraced my class’ interests and needs.” After multiple offers from various schools around Wisconsin, she has decided to stay working for the UW football and men’s basketball teams while also looking for the perfect elementary school to work in. Abigail Atkins

Emily was an early childhood educator at UW–Madison’s Eagle’s Wing early childhood facility. She reports that, “this place is a dream for any early childhood teacher!” Starting mid-November, she became a kindergarten teacher at Thoreau Elementary in Madison. Emily Castrova

Saili also has an article coming out in Preservice Teachers’ Student Teaching Experiences in Eastern Africa.” Saili S Kulkarni

Kesha was hired as the campus coach of the Impact Badger chapter on the UW–Madison campus of the Impact Movement — an organization that works specifically with students of African descent. The organization’s mission is to produce leaders of African descent who are spiritually focused, morally fit, financially responsible and morally fit. Kesha Wilkinson

Abigail Atkins

BS 2015 — Early Childhood Education, ESL
Abigail was hired as a kindergarten teacher at Madison’s Lowell Elementary’s summer school last summer. She reports that it was “amazing to be in front of my own class full of bright students with diverse backgrounds. I was amazed at how much I loved lesson planning and creating a curriculum that embraced my class’ interests and needs.” After multiple offers from various schools around Wisconsin, she has decided to stay working for the UW football and men’s basketball teams while also looking for the perfect elementary school to work in.

Saili S Kulkarni

BS 2015 — Early Childhood/ESL
Emily was an early childhood educator at UW–Madison’s Eagle’s Wing early childhood facility. She reports that, “this place is a dream for any early childhood teacher!” Starting mid-November, she became a kindergarten teacher at Thoreau Elementary in Madison.

Gabriel Parker

BS 2015 — Communicative Disorders
Gabriel is teaching high school social studies electives (sociology, econ, and business entrepreneurship for grade 11 and 12) at a private American school in the Kingdom of Bahrain. She absolutely loves the students and the general atmosphere. Gabriel encourages current students of the School of Education to consider teaching abroad as this experience has broadened her sociocultural perspective from both an American, as well as global, perspective.

Kesha Wilkinson

MS 2015 — Education Leadership & Policy Analysis
Kesha was hired as the campus coach of the Impact Badger chapter on the UW–Madison campus of the Impact Movement — an organization that works specifically with students of African descent. The organization’s mission is to produce leaders of African descent who are spiritually focused, morally fit, financially responsible and morally fit.
On July 1, the number of academic departments housed within UW-Madison’s School of Education jumped from nine to 10 with the addition of the Department of Theatre and Drama.

The Department of Theatre and Drama is a collaborative community of artists and scholars whose faculty and staff are comprised of working professionals in both academic and creative areas. Coursework leads to both undergraduate and Master of Fine Arts degrees in Theatre. Students from across campus also regularly engage in both production and coursework to enhance their liberal arts education.

The School’s other nine departments include: Art; Counseling Psychology; Curriculum and Instruction; Dance; Educational Leadership and Policy Analysis; Educational Policy Studies; Educational Psychology; Kinesiology; and Rehabilitation Psychology and Special Education.
The UW–Madison School of Education is the land of boundless possibilities. And our amazing story will never be complete. We want to share all the incredible accomplishments and outcomes that are happening everywhere a Badger is working to advance the boundaries of possible. Because to continue our history of looking forward—we need to advance in all directions. We need everyone. We need you.

Because every story is another step forward.
2015
Homecoming Tailgate

UW–MADISON’S SCHOOL OF EDUCATION HOSTED MORE THAN 200 OF ITS ALUMNI, FACULTY, STAFF AND FRIENDS AT THE ANNUAL HOMECOMING TAILGATE CELEBRATION AT UNION SOUTH ON SATURDAY, OCT. 17.

People connected with old friends, met new School of Education Dean Diana Hess and partied with the UW Marching Band. Some even got a quick glimpse of Bucky Badger himself while enjoying a Wisconsin-style tailgate prior to the big win over Purdue at Camp Randall Stadium.