The School of Education held its annual Honors Banquet on Sept. 26 to put the spotlight on many of its most talented students and to celebrate the incredible generosity of the numerous alumni and friends who provide scholarships. Each year students in the School of Education receive about $1.3 million in scholarships.

Thank you to all who attended the event and made this memorable night possible! We hope you enjoy these wonderful shots taken by photographer Andy Manis.

Congratulations!

TO SOME OF OUR BEST & BRIGHTEST BADGERS!
FROM THE DEAN: Diana Hess

At our annual “Welcome Back” celebration for faculty and staff in August, we were dazzled by the Grand Challenges poster fair, in which cross-departmental teams of faculty and staff displayed their innovative thinking. It was the perfect way to start our year, inspiring us to think creatively and motivating us to work collaboratively.

The overall goal of the Grand Challenges initiative is to inspire, support, and fund innovative new projects for community engagement and research across Wisconsin and around the world. In the first “Engage” phase of the project, a review panel of community leaders, faculty, and staff selected eight teams to receive up to $25,000 each to design and implement new ideas that address challenges in education, health, and the arts. I cannot wait to see the ideas proposed for our upcoming “Transform” phase of the project, in which the chosen teams will receive grants of up to $250,000.

In this issue of “Learning Connections,” the Grand Challenges initiative is just one example you will learn about that showcases how seriously we are taking the adage “All Ways Forward” in the School of Education. I hope you notice and appreciate that as a community, we are working intensely on crafting solutions to serious problems. Building on our strengths, I am confident that what our faculty, staff, and students are creating will make a difference.

I am excited by and proud of the work our community is doing — and I hope you are, too.
**news & notes**

UW–Madison sixth in World University Rankings for education degrees

For the first time, the Times Higher Education World University Rankings rated the globe’s leading universities for acquiring an education degree, and UW–Madison is among the very best at No. 6.

According to an Oct. 4 news release accompanying the rankings: “An education degree can open the doors to a career working and teaching in schools as well as carrying out research into how we learn. Times Higher Education has ranked the 100 best universities for education degrees for the first time this year to help you decide on the best university for you.”

The only institutions ranked higher than UW–Madison are: Stanford University, Harvard University, the University of Oxford (United Kingdom), the University of Hong Kong and the University of California, Berkeley.

“It’s an honor to see UW–Madison being recognized by the Times Higher Education World University Rankings as one of the very best places across the globe to pursue an education degree,” says School of Education Dean Diana Hess, the Karen A. Falk Distinguished Chair of Education. “We realize these ratings are just one measure but I attribute this recognition to talented and driven faculty and staff who excel as both first-class educators and world-class researchers.”

Rankings were based on measures in teaching (the learning environment), research (volume, income and reputation), citations (research influence), international outlook (staff, students and research) and industry income (innovation).

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**Turner examines districts’ attempts to sell diversity**

**Erica Turner** recently studied the marketing practices of school districts that emphasize the “racial diversity” of their students and schools in an effort to attract new families.

Her findings were issued in a report titled, “Marketing Diversity: Selling School Districts in a Racialized Marketplace,” published in October by the online Journal of Education Policy.

Turner’s report explains that in order to target upper- and middle-class white families, some school district leaders “draw on discourses of global cosmopolitanism, and commodify racial diversity as a competitive advantage for upper- and middle-class White families that leaders believe do not see inherent value in students of color.”

School districts’ attempts to sell diversity in order to attract upper- and middle-class white families sometimes only present diversity as an abstract notion, without acknowledging that all students could gain value from interracial and intercultural interactions, writes Turner, an assistant professor with the Department of Educational Policy Studies.

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**Vlach, Lupyan receive NIH grant to study effects of early language experiences**

UW–Madison’s **Haley Vlach** and **Gary Lupyan** in September received funding from the National Institutes of Health (NIH) to conduct an innovative and interdisciplinary research project that will examine key questions of how early language experience shapes later cognitive and academic outcomes.

Vlach is an assistant professor with the School of Education’s No. 1-ranked Department of Educational Psychology and the director of the Learning, Cognition and Development (LCD) Lab. Lupyan is an associate professor with the Department of Psychology.

The research project will explore whether differences in children’s early vocabularies cause differences in cognitive and academic outcomes, as well as whether early knowledge of certain words helps to speed up later linguistic and cognitive development.

A key goal is to establish whether there is a causal link between early language knowledge and later cognitive and academic outcomes. “Finding this causal link would mean that poorer language skills in children lead not only to greater difficulties in communicating, but also difficulties with reasoning and certain types of learning,” says Lupyan.

As part of the grant, Vlach and Lupyan will develop an app to help parents track their children’s language development. Such an app also has long-term potential to be used for educational interventions.

Vlach describes the project as “high-risk, high-reward,” as well as far-reaching. “I look forward to bridging neuroscience, linguistics, psychology and education to discover the words that drive cognitive and academic success,” says Vlach.
Field Day Lab inspires learning with interactive media

Teachers from across Wisconsin eagerly join a fellowship wait list to learn how to create digital educational games that engage students and boost learning.

These fellowships for K–12 teachers, which include face-to-face, virtual and hands-on learning, are available through the Field Day Lab, a digital media learning laboratory at the Wisconsin Center for Education Research within the School of Education.

This past summer, Field Day designers, engineers, researchers, teachers, artists and storytellers developed apps and games for educators and subject experts to help them engage their students in learning. The lab also develops large-scale distribution partnerships to ensure the games are played, allowing education researchers to study how students learn from digital media and to connect education research to the public.

Fellows design and construct subject-specific games that fit into their curriculum. They reflect on what they teach, read and discuss academic literature, collaborate with UW–Madison faculty and staff, and produce games that will help other teachers.

The Field Day Lab, led by David Gagnon, posts and maintains games players can access from anywhere. The “Yard Games,” for example, teach about the carbon cycle, water cycle and magnetism. Students have fun building a hot air balloon, learning how earthquakes develop and figuring out how nitrogen atoms move around the world. The molecular simulation “AtomTouch,” meanwhile, allows learners to explore principles of thermodynamics and molecular dynamics in a tactile, exploratory way.

Bringing researchers, content experts and teachers together is why the games succeed. Field Day Lab staff know teachers and students will use them. “We want the games to be designed with teachers so the games connect with the curriculum and fit with what the teachers want,” Gagnon says.

“The Field Day Lab Fellowship allows our school, our students and teachers like myself, to connect to the research of the University of Wisconsin–Madison,” says DeForest School District social studies teacher Beth Stofflet. “In our rural school district ... it’s often unclear how to link in to some of the learning opportunities on campus. The fellowship was a way for me and my students to be involved in new approaches to online interactive game design.”

— By Paul Baker, Wisconsin Center for Education Research

“Inasmuch as we can capture that wonder, that pure excitement about the complexity and beauty of the world — that will be how much we actually inspire kids with a love for learning.”

— David Gagnon
The School of Education welcomed five new faculty members to campus for the start of the 2017–18 academic year. The new hires are (left-to-right): Jordan Conwell, assistant professor, Department of Educational Policy Studies and Department of Sociology; Melinda Leko, associate professor, Department of Rehabilitation Psychology and Special Education; Natalie Zervou, assistant professor, Dance Department; Nicole Louie, assistant professor, Department of Curriculum and Instruction; and Peter Wardrip, assistant professor, Department of Curriculum and Instruction.

An engaging classroom discussion can be a beautiful thing — both a vital part of the learning process and a microcosm of the way we hope democracy functions.

Yet a high-quality discussion doesn’t just happen, says UW–Madison educational researcher Paula McAvoy. It needs structure and planning.

“As faculty and academic staff members, we often try to improve writing skills in our classes but it is just as important to think of discussion as a skill that needs to be carefully developed,” McAvoy says.

The Discussion Project, a new professional development opportunity that kicked off during the fall semester at UW–Madison, addresses that goal. It is intended to help faculty and academic staff members from across campus both facilitate high-quality classroom discussions and prepare their students to participate in them, says McAvoy, the project’s director and primary instructor.

McAvoy, the program director for the Center for Ethics and Education, is developing and implementing The Discussion Project for the School of Education, in collaboration with Dean Diana Hess. The two co-authored the 2015 award-winning book, “The Political Classroom: Evidence and Ethics in Democratic Education.”

Hess says the primary purpose of The Discussion Project is to improve the quality of classroom discussions across the board, regardless of the discipline or whether a topic is considered sensitive, controversial or political.

Yet the project, by its very nature, also should aid the university’s efforts at ensuring a welcoming and inclusive learning environment, she says.

The project itself will serve as an ongoing research effort, with participants helping McAvoy and Hess continuously fine-tune the curriculum so that other teaching institutions can benefit from what is learned. The program is being offered again during the 2018 spring semester.

— By Doug Erickson, University Communications
around the school ...

- UW–Madison’s Richard Halverson and Carolyn Kelley co-authored a book released this summer titled, “Mapping Leadership: The Tasks that Matter for Improving Teaching and Learning in Schools.” Drawing on 20 years of research in school effectiveness, this book outlines the tasks school leadership teams must focus on to improve teaching and learning. Halverson is a professor with the Department of Educational Leadership and Policy Analysis, and co-director of the School of Education’s Wisconsin Collaborative Education Research Network. Kelley is a senior associate dean for academic programs in the School of Education, and the Jim and Georgia Thompson Distinguished Professor of Education with the Department of Educational Leadership and Policy Analysis.

- In an effort to better connect her education research with people outside the realm of academia, Martina Rau this summer launched a video blog, or vlog, called, “Learning with Visuals.” Rau directs the Learning Representations and Technology Lab on campus, which studies how educational technologies can best support student learning with visuals. She is an assistant professor with the School of Education’s Department of Educational Psychology. To check out the vlog, visit YouTube.com and search for “Learning with Visuals.”

- Rachelle Winkle-Wagner, a faculty member with the Department of Educational Policy Studies, co-authored a paper published in the July issue of the Journal of College Student Development titled, “Encouraged or Weeded Out: Perspectives of Students of Color in the STEM Disciplines on Faculty Interactions.” The study examines the different experiences of students of color pursuing STEM degrees at historically black colleges and universities (HBCU) versus predominantly white institutions (PWI). As the paper explains: “The findings suggest that students at PWIs felt as if faculty attempted to ‘weed them out’ of STEM disciplines, whereas students at HBCUs reported feeling encouraged and well socialized to enter STEM disciplines. There are important lessons from this data on how to better support Students of Color in STEM disciplines.”

- School of Education Dean Diana Hess took part in a national summit on Sept. 21 titled, “Democracy at a Crossroads: Our Nation’s Future Needs Innovative Civic Learning Now!” The event took place in Washington, D.C., and was designed to raise awareness about civic learning issues and showcase promising solutions to make the case that resources are needed to expand proven practices. Hess took part in a panel discussion moderated by Judy Woodruff, anchor of “PBS NewsHour.” Also participating in the panel were: Danielle Allen, director of the Edmond J. Safra Center for Ethics and the James Bryant Conant University Professor at Harvard University; and Daniel Stid, director of the Madison Initiative, William and Flora Hewlett Foundation.

- “At Play in the Cosmos,” an educational video game developed at UW–Madison, won the third annual Mashable + Games for Change People’s Choice Award. This new educational resource for introductory college astronomy received the highest number of online votes among the 11 games nominated in the category. Gear Learning, part of the School of Education’s Wisconsin Center for Education Research, developed the game in partnership with publisher W.W. Norton & Company.

- The School of Education’s Career Center and MERIT launched a podcast for students and alumni called “CareerCast.” This series of podcast episodes take listeners through the different phases of the job search — from finding job leads and preparing an elevator pitch, to evaluating offers and accepting a position. To learn more visit careercenter.education.wisc.edu

- Teachers from seven rural school districts across Wisconsin — Barneveld, La Farge, Markesan, Mauston, Mercer, Phillips and River Valley — gathered on the UW–Madison campus this past spring for the inaugural “Teacher Speakout!” — a daylong event organized by the Wisconsin Center for Education Research during which rural educators shared their experiences with university researchers and with each other. More than 70 people attended, including education researchers, graduate students, local media and policymakers. Officials for the state’s U.S. senators and two state Assembly members, as well as representatives from the Wisconsin Department of Public Instruction, Public Education Network and Rural Schools Alliance, attended and spoke one-on-one with teachers.
The UW–Madison School of Education launched a Grand Challenges initiative earlier this year that’s designed to form and fund interdisciplinary teams to address critical problems that span education, health and the arts.

In September, eight teams competing in the inaugural Grand Challenges Engage initiative were selected to receive a combined $200,000 to carry out the Wisconsin Idea on behalf of the School of Education over the next two years. These award winners were selected from 14 proposal teams representing 55 faculty, staff and community members.

While the grant dollars — made possible with support from UW–Madison’s Office of the Provost, the Wisconsin Center for Education Research and donors — supporting these projects are important, the unique aspect of Grand Challenges is the initiative’s ability to help faculty make connections across areas of expertise and to make the School’s culture more interdisciplinary.

Such resources and efforts, notes Richard Halverson, stamp Grand Challenges as Dean Diana Hess’ signature initiative.

“The Dean wants to support the talent of the School of Education staff to make a bigger difference in the world,” says Halverson, who directs Grand Challenges and is a professor in the Department of Educational Leadership and Policy Analysis.

After taking over as dean of the School of Education in August 2015, Hess was seeking ways to build on the innovative research and programs of the School. She invited the Wisconsin Collaborative Education Research Network (The Network), under the direction of Jack Jorgensen and Halverson, to design an initiative that would engage campus and community partners in groundbreaking work. Sarah Archibald joined the Network in July 2016 to co-design and co-lead Grand Challenges, which launched in February 2017.

“Grand Challenges is part of the School of Education’s innovation strategy,” Halverson says. “The Grand Challenge process is about making new connections so that faculty and staff can envision new directions for their work. We feel that it is helping to create the conditions where people from different corners of the School are coming together and seeing each other as collaborators.”

Indeed, a sampling of Engage projects receiving funding highlights how people with different backgrounds and interests are working together on cutting-edge ideas and initiatives. (See examples of Engage projects, Page 7)

While discussing the Engage grant proposals, a School of Education faculty member who served as an anonymous review panelist noted, “This is cutting-edge work that will have a profound impact on teaching and learning.”

The various unique partnerships didn’t happen by accident. After the kickoff event in February drew more than 200 faculty, staff and students from across the School, the Grand Challenges team held several “meet-ups” where faculty, staff and community members with similar interests met to make new connections. There also were “Spark Dinners” that provided an opportunity for teams of diverse expertise to move toward proposals.

(Continued on Page 8)
Glassblowing for Individuals with Parkinson’s Disease

One project will explore the feasibility of utilizing the art of glassblowing as a therapeutic intervention for people with Parkinson’s disease. Art Department Assistant Professor Helen Lee and Department of Kinesiology Assistant Professor Kristen Pickett are co-leading this project, which allows them to test glassblowing as a new form of arts-based therapy.

What the Moon Saw: Interactive Performance Research

Dan Lisowski and Shuxing Fan from the School of Education’s Department of Theatre and Drama are working with leaders from the Children’s Theater of Madison, the School of Education’s Department of Curriculum and Instruction, and UW–Madison’s School of Human Ecology to develop an interactive performance project. “What the Moon Saw” will be designed to engage young audiences in live theatrical performances through the use of video gaming and interactive technology.
“It can be challenging to become innovative when you have so many different ways of thinking at the table,” says Halverson. “In the School of Education we have 10 departments. We wanted to break people out of their siloed approach by inviting them to consider pathways for working together.”

Add Halverson: “Our goal was to create opportunities for people to interact socially around their ideas. So far, I think we’ve done a good job of creating the conditions where people can get to know each other and then see each other as possible collaborators. The best ideas happen when smart people get a chance to meet and talk with one another and move their work to the next level.”

Speaking of that next level, Halverson says that four of the groups that received Engage grant support are already drafting related proposals for potential funding via the National Science Foundation, the National Institutes of Health, the National Endowment of the Arts and the U.S. Department of Education.

Meanwhile, the Grand Challenges initiative has now moved on to the Transform Phase and is accepting proposals for Transform Grants of up to $250,000 each. Transform will support two to three teams to develop solutions for big problems in education, health care and the arts, establish new programs for community impact, and explore revolutionary ideas through interdisciplinary projects. Transform proposals are due Feb. 1.

“I am so impressed by the collaboration and innovation the Grand Challenges initiative has sparked across the School of Education,” says Hess. “We are successfully facilitating new alliances for faculty and staff across departments, with other schools, and with community partners.”
There’s no shortage of data in the digital age.

Every time someone searches for information online, posts on social media, takes a standardized test or swipes a credit card, they leave behind a drop in the vast stream of information that computers collect.

This might seem like a bonanza for education researchers but too often computers only look for trends and associations in big data. To actually understand what students and teachers are doing, and why they are doing it, researchers need to go beyond searching blindly for patterns.

That is why social scientists in the School of Education and across the UW–Madison campus collect detailed “thick” data through qualitative research. These help researchers understand how people learn: how a teacher designs small-group activities or how students learn from talking with each other. But while these methods work with observations or video from a few classrooms, they do not scale well to the big data that computers now collect.

For the past 15 years, UW–Madison’s David Williamson Shaffer has been developing innovative tools that bridge the gap between quantitative and qualitative research.

In April, Shaffer published “Quantitative Ethnography,” a groundbreaking methods book that describes a new science for understanding what people do and why they do it. Now, Shaffer and his team have received another $2.5 million in funding from the National Science Foundation to help researchers use quantitative ethnography to analyze classroom videos, educational games, interviews, focus groups, social media and a host of other kinds of data.

“The book is the culmination of nearly two decades of work,” says Shaffer, the Vilas Distinguished Achievement Professor of Learning Science with the No. 1-ranked Department of Educational Psychology. “It explains, in straightforward language, how we can understand our increasingly data-rich world. This new grant will let us make these tools much easier to use.”

Shaffer explains that what makes this work revolutionary is the way it helps researchers combine qualitative and quantitative methods, using statistical methods on field notes, interviews, observations and other kinds of “thick” data.

“This is a book about understanding why, in the digital age, the old distinctions between qualitative and quantitative research methods, between the sciences and humanities, and between numbers and understanding, limit the kinds of questions we can ask, in some cases, and lead us to accept superficial answers in others,” Shaffer writes in the book.

Education scholar Morten Misfeldt of Aalborg University in Copenhagen says that “Quantitative Ethnography” offers an introduction to the humanities for statisticians, an introduction to data science for qualitative researchers, and provides a compelling philosophical and intellectual journey for anyone looking to better understand learning, culture and behavior in the digital era.

In his role as a data philosopher and director of the Epistemic Games Group in the Wisconsin Center for Education Research, Shaffer has collaborated with colleagues across campus and around the globe, including researchers studying everything from fMRI and eye-tracking data, to classroom video, surgical simulations and teacher interviews.

“In the 21st century we need tools that can capture complex collaborative thinking in science, technology, engineering and mathematics — learning that goes beyond conventional tests of knowledge or measures of basic competencies,” says Shaffer. “We need to be able to assess how well students work together to make connections between ideas and understand complex problems. The tools of quantitative ethnography are designed to do just that.”
Innovation is baked into the very nature of the School of Education’s Dance Department.

Thanks to the vision of dance pioneer Margaret H’Doubler, UW–Madison became the first university to offer a degree program in dance in 1926.

Some nine decades later, Kate Corby is a driving force behind making sure the department keeps its place as a leader in dance and dance education well into the 21st century.

The associate professor and chair of the Dance Department launched a pilot project in 2011 that brought dance education and dance/movement therapy principles to middle school girls at Madison’s Kennedy Heights Community Center. The initiative came about, Corby explains, after trying to help her little sister through the Big Brothers Big Sisters program.

“Her only options as a sixth-grade girl were tennis and wrestling,” says Corby. “I thought that was absurd.”

Corby shared her frustration and vision of starting a community dance program with colleague Mariah LeFeber, then an adjunct professor in the Dance Department and a board-certified dance/movement therapist.

The duo started Performing Ourselves, a combined dance education and dance/movement therapy initiative to foster resilience in young girls.

“We at Performing Ourselves and in the Dance Department believe dance has the power to change lives and impact communities, and that every child has the right to embodiment and creative expression,” says Corby.

Over the years, Performing Ourselves has grown significantly. During the 2017-18 academic year, the 30-week dance outreach program – which is taught by undergraduate UW-Madison dance students – will serve about 700 girls and boys in seven area community centers and four Madison public schools.

About 90 percent of the first through 12th graders taking part in Performing Ourselves are students of color, and 95 percent live in poverty.

Corby is a firm believer that art and movement are an essential and enriching part of youth’s lives. She notes how award-winning educator and author Carla Hannaford wrote in her 1995 book, “Smart Moves: Why Learning is Not All in Your Head,” that “movement activates the neural wiring throughout the body, making the whole body the instrument of learning.”

Corby is convinced dance improves motor skills, decision making, creativity, risk-taking, cultural understanding, attentiveness and more. But like many other endeavors in the arts, Performing Ourselves struggles with both sustainability due to a lack of funding, and research-based results proving its value.

“We know this work is effective in building social and emotional health in kids but its efficacy is challenging to prove with just great photos and anecdotes,” says Corby.

Corby is hopeful her innovative work is ready for yet another breakthrough. In September, Education Outreach and Partnerships within the School of Education helped launch the UW Community Arts Collaboratory. Corby, Art Department faculty member Faisal Abd’Allah and Erica Halverson of the Department of Curriculum and Instruction are partnering to develop evaluation tools that can measure and demonstrate the impact of their arts-based education programs.

“This collaboration is one of the most exciting things I’ve worked on since coming to UW–Madison 10 years ago,” says Corby. “It’s an honor to be a part of the most unique School of Education in the country, where I get to work daily at the nexus of education, health and the arts while being surrounded by brilliant, passionate colleagues.”

To learn more, visit: performingourselves.com
“IT’S AN HONOR TO BE A PART OF THE MOST UNIQUE SCHOOL OF EDUCATION IN THE COUNTRY, WHERE I GET TO WORK DAILY AT THE NEXUS OF EDUCATION, HEALTH AND THE ARTS WHILE BEING SURROUNDED BY BRILLIANT, PASSIONATE COLLEAGUES.”

– Kate Corby
When Darren Ackley is traveling around north-central Wisconsin and learning about the needs of the many manufacturing companies in the region, he often hears how these businesses are desperate for skilled employees knowledgeable in the fields of science, technology, engineering and math (STEM).

“Our district is very large and very rural,” says Ackley, the vice president for learning at Northcentral Technical College, which features a main campus in Wausau, and regional campuses in Antigo, Medford, Merrill, Phillips, Spencer and Wittenberg. “I’ve had numerous conversations about how difficult it is for these companies to find engineers. It’s not easy finding people today who are looking for the ‘rural life.’”

Thinking outside the box, Ackley and colleagues from Northcentral Technical College partnered with area school districts and community-based organizations, the Science Museum of Minnesota and a team of researchers from the University of Wisconsin-Madison on an initiative that’s designed to spark interest in STEM learning and help the region “grow its own” STEM workforce.

The project is called Exploring Making through Mobile Emerging Technology. It will utilize a mobile trailer with highly technical equipment that can be driven to communities across north-central Wisconsin. The initiative will also train 32 “Maker Mentors” from local high schools and technical college classrooms to staff the trailer and deliver STEM making and computer programming curriculum to rural communities with limited access to this type of opportunity.

The project is backed by a $1.1 million grant from the National Science Foundation, marking the first time Northcentral has been the lead institution on an NSF award. Michael Hladilek, a faculty member with Northcentral’s School of Advanced Technology and Engineering, is the principal investigator on the grant.

“This is an outstanding opportunity to break out of the academic bubble and work on building important relationships with educators and communities around Wisconsin.”

— Michael Dando

“This is the Wisconsin Idea in action,” says UW-Madison’s Erica Halverson, an associate professor with the Department of Curriculum and Instruction who worked closely with the Northcentral team to secure the NSF funding. “We are incredibly excited to be working with so many partners across north-central Wisconsin in an effort to engage with young people and see if we can find new and innovative ways to spark learning and interest in STEM fields.”

The vehicle delivering the STEM training is being dubbed the mobile emerging technologies trailer. It will feature 3-D printers, laptops equipped with 3-D design software, various microcontrollers, a computer controlled laser engraver/cutter, and additional fabrication equipment.

The trailer can accommodate up to 12 participants at a time and brings the technology and instruction to targeted audiences for a range of activities. Local high school partners from four districts will work with Northcentral Technical College to align formal with informal learning activities.

In addition to Halverson, the team of researchers involved with the project from UW–Madison includes: Annalee Good, a researcher at the Wisconsin Center for Education Research (WCER) and co-director of the Wisconsin Evaluation Collaborative; and Michael Dando, a postdoctoral research fellow with WCER, which is housed within the School of Education. This group is leading the research side of the project and will be evaluating the initiative in an effort to understand what people are getting out of their experiences with the mobile emerging technologies trailer.

“This is an outstanding opportunity to break out of the academic bubble and work on building important relationships with educators and communities around Wisconsin,” says Dando, who earned his Ph.D. this past spring from UW-Madison’s School of Education.
The benefits of various forms of exercise are both far-reaching and well known by most in the general public. Studies have consistently shown that exercising reduces the risk for ailments like cardiovascular disease and Type 2 Diabetes, strengthens bones and muscles, helps control weight and can even improve one’s mood.

And now, there is a growing body of research examining how the anti-aging effects of exercise may blunt cognitive decline, including Alzheimer’s disease and other dementias, in aging adults.

“It wasn’t that long ago when I’d apply for funding for this type of research and I’d get a lot of critical reviews because people were having a very hard time understanding how the cardiovascular system could affect the brain,” says UW–Madison’s Jill Barnes, an assistant professor with the School of Education’s Department of Kinesiology. “Many people researching Alzheimer’s and other cognitive declines weren’t interested in the cardiovascular system.”

The Barnes Lab of the Bruno Balke Biodynamics Laboratory is working on several projects investigating the underlying mechanisms associated with age-related changes in cardiovascular and cognitive health.

Such research is increasingly important as it’s estimated that by the year 2030 more than 20 percent of the U.S. population will be over the age of 65. Advancing age is associated with an increased risk for dementia and a decrease in cognitive function that ultimately impacts quality of life. The Barnes Lab’s work on understanding potential adverse effects of aging on brain blood flow and cognition could help lead to effective strategies to mitigate the effects on the population.

One of Barnes’ current projects is being supported by the National Institutes of Health and includes a sequence of experiments designed to take a look at the mechanistic link between blood vessels and blood flow to the brain, and cognition. The team has worked with 120 participants, who regularly exercise or who do not exercise at all, to see how blood vessels in their brain respond to different mental and physical challenges.

The researchers monitor everything from blood pressure to the intensity and velocity of blood flow in the brain using Doppler technology. The team uses ultrasound machines to view the response of arteries and also a magnetic resonance imaging — or MRI — machine to collect images showing how and where blood is flowing in the brain.

“In the last five years, this type of research has really taken off,” Barnes says of examining potential links between vascular health, blood flow and cognitive decline. “We’re seeing how someone with high blood pressure during middle age has more damage to brain tissue compared to someone with lower blood pressure, for example. We’re also finding interesting results that show a relationship between mid-life cardiovascular risk profile and the potential for cognitive decline in later years.”

One of the more interesting aspects of her current research, says Barnes, is the range of physical and mental health of the participants age 50-and-over.

“There is so much variability — not only in their physiology and how they respond to various tests — but in their lifestyle and medical history,” says Barnes. “It’s very eye opening. We’re constantly trying to tease out what is actually happening in an aging human and what are the truly important environmental and lifestyle factors we need to be paying attention to.”
Ron Schwarz has many fond memories of his time as a student at UW–Madison. One that stayed with him for the 40 years since he graduated from the School of Education had little to do with a classroom.

Schwarz and his roommate went to a party, he recalls, when a homeless man wandered in. Some at the party began teasing the man and someone burned a hole in his jacket. “My roommate and I were moved,” says Schwarz. “It was starting to get cold. We took him home. He slept on our couch. We gave him clothes, he took a shower, we had breakfast and he left and we never saw him again. His name was Elmer, and I will never forget him.”

What might be an early act of giving was certainly not the only one. But between his graduation in 1977 and his daughter’s enrollment at UW–Madison in 2006, Schwarz doesn’t think he ever made a gift to UW–Madison. “Her going to school here reinvigorated my love for UW–Madison,” he says. “So I give because I think this is a really special place. I know people love the universities they went to, but no one loves theirs as much as Badgers love ours.”

Schwarz earlier this year volunteered to match every gift to the School of Education’s Annual Fund, up to $50,000. Because of the match, the number of gifts made and amount of dollars donated to the Spring Campaign more than tripled from the previous year. “I wasn’t sure a match would make a difference,” Schwarz says. “But Dean Diana Hess has always thought they do. So being able to make that kind of difference, to spur that kind of enthusiasm, was really fun.”

For Schwarz, philanthropy has to be meaningful. In addition to the School of Education, he also supports and serves on a board for the Ackerman Center for Holocaust Studies at the University of Texas-Dallas. “My father was a holocaust survivor and that is a very important cause to me.”

Although Schwarz’s parents didn’t give to charity on a regular basis, giving is a lesson he has tried to teach his adult children. “My kids see this. I teach them we’re fortunate to have what we have and that it comes with a responsibility to give back,” he says. “I can’t force them to do anything, but I tell them, you give. You can give $25 to your university. Do something. It feels good to make a difference, to see how you’re having an impact.”

Schwarz has served on the School of Education’s Board of Visitors since 2011. He was recruited by the former dean, Julie Underwood, and wasn’t quite sure what to expect. “I came for the first meeting and I loved it. And I still love it,” he says. “It has completely re-inspired my love for the University.”

Schwarz has lived in Dallas since 1982; his two children live in Dallas and Chicago. After graduating from the School of Education, he taught high school math in Nicaragua and Colombia for three years before pursuing an MBA from the University of Texas, Austin in 1982. Schwarz has founded multiple companies and now works in a variety of startup areas.

— By Sarah Fuelleman, Alumni Relations Coordinator
It’s the people of Wisconsin — via state funding and by sending talented students to our university — who have helped make UW-Madison great. The 72 counties of the state have sent UW-Madison their very best educators, thinkers, athletes, builders, scientists, leaders, reformers, writers, heroes, and heroes.

It is the accomplishments of these remarkable individuals that have given the university its reputation as a world-class institution. For that, we offer the people of Wisconsin our deepest gratitude.

Here are just a few examples of people with ties to the School of Education who are being featured in the university’s Thank You 72 campaign. For additional examples from across Wisconsin’s 72 counties, visit: ThankYou72.org

**Mark Tauscher | Wood County**

Mark Tauscher is best known as a Green Bay Packers offensive lineman. He graduated from UW-Madison in 1999 and earned his master’s degree in educational administration in 2003. He also served on the School of Education’s Board of Visitors for three years.

Since his retirement from professional football, Tauscher has given time to many local charities, founded the TRIFECTA Foundation (Tauscher’s Reading Initiative For Every Child To Achieve) and co-owns Isthmus Publishing. Although his football career had a slow start, he ended his UW career with a Rose Bowl win and went on to play 11 seasons with the Packers.

Thank you, Wood County, for Mark Tauscher, who continues to show that with passion and perseverance, great success is possible — on and off the field.

**Marissa Gatzow | Florence County**

Marissa Gatzow earned her degree from the School of Education in 1986. She said one lesson she learned is the value and richness of building personal relationships.

“I use that every day with students and with service agencies in the community, where you sometimes have to be creative because resources can be limited,” says Gatzow, who taught in Milwaukee, Grafton and Port Washington before returning to her alma mater in 1994. “Relationship-building was a common thread woven through my whole experience at UW-Madison and in my career.”

Thank you, Florence County, for teachers who are fostering lasting relationships and improving education in rural Wisconsin.

**Jerry Apps | Waushara County**

Jerry Apps earned his Ph.D. in 1967 from the School of Education. His stories helped shape our understanding of rural Wisconsin. And as a writing instructor, he urges others to remember their own history as well. Apps has written more than 35 books on rural history, 12 professional books for educators, and more than 800 articles.

Apps has combined a passion for speaking, writing and storytelling with his belief in the importance of the past to create a career and a body of work that allows every reader to discover the joys of rural life.

Thank you, Waushara County, for Jerry Apps, who has shared the richness of rural life with readers everywhere.
HONORS & AWARDS

Hess receives Distinguished Career Research in Social Studies Award

UW–Madison’s Diana Hess received the 2017 Jean Dresden Grambs Distinguished Career Research in Social Studies Award from the National Council for the Social Studies (NCSS).

This prestigious award recognizes professionals who have made extensive contributions to knowledge concerning significant areas of social studies education through meritorious research. Hess, who is dean of the School of Education and the Karen A. Falk Distinguished Chair in Education, was honored for her outstanding career that includes important and groundbreaking work on teaching controversial political issues in the classroom.

Since she began her career as a high school teacher in Downers Grove, Ill., in 1979, Hess has contributed greatly to the advancement of the field of social studies through her research, teaching, developing new curriculum and programs, and mentoring. Her research includes, most recently, a five-year longitudinal study involving observations, interviews and surveys with more than 1,000 students in 21 schools and multiple states. This work provided compelling evidence that engaging young people in discussion of controversial political issues is an essential component in preparing them for full participation in civic life.

“Perhaps no social studies education scholar now living has done so much and achieved so much as Dr. Hess,” said Walter Parker, a former winner of the award and a professor at the University of Washington-Seattle.

“Dr. Hess’ research conveys important understandings about the role of discussion and deliberation of controversial topics in the classroom,” says Lawrence Paska, NCSS executive director. “It demonstrates the essential role that teachers play in ensuring that we provide our students with the content knowledge and skills necessary to be effective participants in our democracy.”

Hess has shared her research broadly with educators and researchers through extensive professional development programs, conference presentations, speaking engagements and articles in peer-reviewed journals. She also has authored two award-winning books. “Controversy in the Classroom: The Democratic Power of Discussion,” won the NCSS Exemplary Research Award in 2009, while “The Political Classroom: Evidence and Ethics in Democratic Education,” co-authored with Paula McAvoy, won the American Educational Research Association’s Outstanding Book Award in 2016 and the prestigious Grawemeyer Award in 2017. Hess received her award at the NCSS 97th Annual Conference on Nov. 15.

Hilyard screens ‘Катюша (Katyusha),’ earns top honors at New York film festival

Stephen Hilyard in October screened his three channel experimental movie titled “Катюша (Katyusha)” at the Artists Forum Festival of the Moving Image (AFFMI) in New York City and took home numerous top honors.

Hilyard is a professor of digital arts with the School of Education’s Art Department. The festival ran Oct. 10-13 and included 31 other films from 11 countries. “Катюша (Katyusha)” was awarded the Juror’s Award for the best film in the festival by the 15-person AFFMI jury, as well as Best Director, Best Experimental Short, Best Editing and Best Sound Design.

“Катюша (Katyusha)” tells the story of Pyramida, a showcase community created by the Soviet Union in the Svalbard International Territory in the high Arctic. Pyramida, once the northernmost town on earth, was evacuated in 48 hours in 1998 leaving a ghost town.

While shooting “Катюша (Katyusha),” Hilyard undertook two expeditions to Pyramida and filmed at various locations in the Madison area. Hilyard also collaborated with local actors and dancers, as well as the University of Wisconsin Russian Folk Orchestra, which made a number of special recordings of Russian folk songs for the soundtrack.

Stephen Hilyard poses with festival founder Amos White V after capturing five awards at AFFMI.

Trio from Athletic Training Program collect significant awards

David Bell, Shari Clark and Andrew Winterstein of the School of Education’s highly regarded Athletic Training (AT) Program each received significant honors this past summer.

Clark received the Wisconsin Athletic Trainers Association’s (WATA) Outstanding Educator Award. Clark is an associate faculty associate with the Department of Kinesiology and the clinical education coordinator for its AT Program.

Bell, an assistant professor with the AT Program who directs the Wisconsin Injury in Sport Laboratory, in June received the 2017 New Investigator Award from the National Athletic Trainers’ Association (NATA) Research and Education Foundation.

And Winterstein received the 2017 Sayers “Bud” Miller Distinguished Educator Award in June from the NATA’s Executive Committee on Education.

(left-to-right) Winterstein, Clark and Bell
Budge nets Outstanding Paper Award from The Counseling Psychologist

Stephanie Budge co-authored four papers comprising a “Major Contribution” that was recognized by The Counseling Psychologist with an Outstanding Paper Award. Budge and co-authors received this prestigious honor for their research articles examining a range of topics related to transgender individuals and communities.

“Transgender individuals are among some of the most marginalized groups in the current political landscape,” says Budge, an assistant professor with the School of Education’s Department of Counseling Psychology. “There are multiple bills at the highest government levels that could either allow for more equality and influence a reduction in health disparities — or have significant consequences on the health and well being of transgender populations. It was our hope in publishing this major contribution that we could assist researchers with conducting more justice-focused research.”

An outstanding paper for The Counseling Psychologist is broadly defined “to include exceptional empirical, theoretical, conceptual, applied and methodological contributions that substantially and significantly advance a particular topic or area within counseling psychology. This could reflect an individual paper or a collection of papers in a Major Contribution.”

Maggie Hawkins was recognized in October as the Global Citizen of the Year at a United Nations Anniversary Luncheon hosted by the United Nations Association of Dane County. Hawkins, a professor with the Department of Curriculum and Instruction, has worked as a researcher and educational consultant in multiple countries in Asia, Africa, Europe and Central and South America. This award particularly honors the Global StoryBridges program that Hawkins developed and coordinates.

Bullock honored for examining race, place and STEM education

Erika Bullock received the Taylor & Francis Best Paper award Nov. 4 for her report, “Only STEM can Save Us? Examining Race, Place and STEM Education as Property.”

Each year, the American Educational Studies Association’s Taylor & Francis Best Paper Committee reviews all of the manuscripts published in the journal Educational Studies for the year. The committee then selects one as the paper of the year. Bullock’s paper was published Sept. 25.

“One of my goals in this paper was to recognize a community from which so much has been taken — and continues to be taken — over generations,” says Bullock, an assistant professor of mathematics education with the School of Education’s No. 1-ranked Department of Curriculum and Instruction. “This award is an honor both for me and for them.”

In the paper’s abstract, Bullock explains how “the rhetoric about science, technology, engineering, and mathematics (STEM) education in urban schools reflects a desire to imagine a new city that is poised to compete in a STEM-centered future. Therefore, STEM has been positioned as a critical part of urban education reform efforts.”

Bullock goes on to note how efforts to build a STEM education infrastructure in Memphis, Tenn., clearly reveal issues with educational inequity that are exacerbated by school choice and gentrification processes.

Bullock adds: “When one filters the STEM education conversation through critical race theory (CRT), it becomes apparent that efforts to build a selective STEM infrastructure in urban schools effectively reclaims urban space as White space.”

Bernadette Baker, a professor with the Department of Curriculum and Instruction, was one of 11 faculty members from across campus to receive a Vilas Faculty Mid-Career Investigator Award. These mid-career honors recognize research and teaching excellence, with the award providing flexible research funding for one year.

Nicholas Hillman received the Robert P. Huff Golden Quill for his contributions to the body of research on student financial aid. This honor was presented by the National Association of Student Financial Aid Administrators. Hillman is an associate professor with the Department of Educational Leadership and Policy Analysis.
Faculty and staff from across UW–Madison's School of Education are routinely quoted or featured in newspapers, magazines and online news sources. These experts are also interviewed on the radio and showcased in television news reports. Over the past 12 months, there have been more than 130 School of Education-related media mentions. Following are a few examples from the past several months …

The Atlantic interviews Jackson for report, ‘Why Men are the New College Minority’

The Atlantic in August published a report headlined, “Why Men are the New College Minority.” The article begins by noting: “Where men once went to college in proportions far higher than women — 58 percent to 42 percent as recently as the 1970s — the ratio has now almost exactly reversed. This fall, women will comprise more than 56 percent of students on campuses nationwide, according to the U.S. Department of Education.” And the trend shows no sign of abating.

Among the experts The Atlantic spoke with about this interesting but nuanced topic is Jerlando Jackson, UW–Madison’s Vilas Distinguished Professor of Higher Education and a faculty member with the School of Education’s Department of Educational Leadership and Policy Analysis.

Jackson, the director and chief research scientist at Wisconsin’s Equity and Inclusion Laboratory, has written about this topic and explains that the idea of going to college can seem like a lot of sacrifice for a vague payoff far in the future. The Atlantic report also notes how men who do enroll in college are more likely than women to drop out, and they graduate at lower rates.

Jackson tells The Atlantic that he thinks there’s a surprising racial component to some of this. There’s not much work being done to encourage boys to go to college, he said, because not all of those boys are from racial and ethnic minorities society regards as disadvantaged. A lot of them are white.

“It’s a tough discussion to have and a hard pill to swallow when you have to start the conversation with, ‘White males are not doing as well as one might historically think,’ ” Jackson tells The Atlantic. “We’re uncomfortable as a nation having a discussion that includes white males as a part of a group that is having limited success.”

• In October, the Toronto Star reported on The International Colloquium on Black Males in Education’s annual global summit, which was chaired by Jackson. The summit, held in Toronto, explored topics such as recruiting diverse male teachers, engaging black youth through redesigned curriculum, ways to increase graduation rates, workshops for students who are interested in pursuing post-secondary or graduate school, and more.

Teixeira’s video project examines lives of refugees in Cleveland

UW–Madison’s José Carlos Teixeira led a video project about refugees from Syria, Sudan, Somalia and Iraq that was featured in an August report from The (Cleveland) Plain Dealer.

Teixeira is an assistant professor with the School of Education’s Art Department.

In the 70-minute video project, “On Exile,” Teixeira interviews several refugees, exploring the struggles of adapting to life in the United States amid homesickness, the aftermath of traumatic events, their hopes for the future and a political climate that is often prejudiced against Muslims and refugees.

Overall, cleveland.com reports that the project is a “remarkably beautiful document that peels away layers of cliché and stereotypes to reveal the radiant humanity of Teixeira’s subjects.”
In other reports ...

- The Christian Science Monitor in August spoke with Gloria Ladson-Billings for an article that put the spotlight on a range of success stories that have come out of the Northport Apartments, a Section 8 housing development on Madison’s East Side. The article is headlined, “On-site learning centers offer benefits to students — and renters.” Ladson-Billings holds UW-Madison’s Kellner Family Distinguished Chair in Urban Education and in November became president of the National Academy of Education, the premier group of education scholars in the world.

In October, Ladson-Billings was quoted in a National Public Radio report discussing evidence that students who have teachers that look like them are more likely to do better in school. Hiring a more diverse population of teachers, while important, is not the only necessary factor in helping students of color succeed. Ladson-Billings tells NPR in the report that “we need teachers who view students of color as whole people.”

- Julie Underwood was quoted in July media reports from Education Week and National Public Radio highlighting U.S. Secretary of Education Betsy DeVos’ ties to the American Legislative Exchange Council. ALEC and DeVos are natural allies on school choice issues. “My concern about ALEC is that (it) takes the private corporation and gives them such incredible power,” Underwood tells Education Week.

Underwood also continues to author Under the Law columns for Phi Delta Kappan magazine. An October column examined the rights of student-athletes in public schools to kneel during the national anthem. That column was headlined, “Kneeling during the national anthem: At schools, it’s protected speech.” Underwood is the Susan Engeleiter Professor of Education Law, Policy and Practice at UW-Madison, and the former dean of the School of Education.

- Nicholas Hillman was quoted in a July 13 Wall Street Journal report talking about a 6 percent increase in applications for federal student aid in the latest cycle, reversing a four-year decline. Hillman is an associate professor with the Department of Educational Leadership and Policy Analysis who researches higher education finance and policy.

- The groundbreaking work of Robert Enright, who has pioneered the study of forgiveness in locations across the globe for three decades, was showcased in an August report from the Milwaukee Journal Sentinel. Enright is a professor with the Department of Educational Psychology.

- David Furumoto’s theatre experiences were featured in Madison Magazine’s “Stage Right/Stage Wrong” column in September. The column tells the stories of live performance mishaps. Furumoto is a professor with the School of Education’s Department of Theatre and Drama. He recalled how, during a 1994 performance in California of “The Woman Warrior,” the metal mechanism holding up a huge, heavy wooden prop door suddenly snapped and the door fell down onstage, missing Furumoto by inches.

Posey-Maddox quoted in Mother Jones report about school integration, gentrification

Linn Posey-Maddox in September was quoted in an article from Mother Jones headlined, “What White Parents can do to help Desegregate Schools.”

Posey-Maddox is an associate professor with the School of Education’s Department of Educational Policy Studies, and the author of “When Middle-Class Parents Choose Urban Schools.”

The article explores the issues that arise when attempts toward school integration from well-meaning white parents cause issues of exclusion and gentrification. White parents may focus on fundraising in parent-teacher associations, drawing in more middle class families, causing over-enrollment and pushing out poor students, the article notes.

Posey-Maddox tells Mother Jones that these processes of “school gentrification” could make more diverse and well-funded schools also more exclusive, unless school districts oversee the transition.

“It shouldn’t just be left up to parents to bear the burden of integrating and equity,” Posey-Maddox says in the article.

Ladson-Billings

Enright

To check out more In the Media reports, visit: news.education.wisc.edu/in-the-media
Brand New Badger: Brooks a passionate voice on race relations

During his undergraduate years at UW–Whitewater, Kyree Brooks increasingly sought to use his platform as a student leader to improve race relations.

It was a role he naturally gravitated to, but also one thrust upon him by campus events after the “n-word” was scrawled on sidewalks and in several UW–Whitewater residence halls.

Brooks worked with university housing officials in Whitewater to develop the “Stop the Slur” campaign, which included a series of panel discussions at residence halls attended by hundreds of students.

“I realized it was a moment to take our anger and really turn it into something that could educate people,” says Brooks, who was vice president of the Black Student Union at the time.

The Milwaukee native is now a first-year graduate student with UW–Madison’s School of Education.

“My advice to undergraduates when these campus climate issues arise is to continue to be present in the community, to keep your ears peeled and to educate others on your experiences and your views,” he says. “That’s the best way we can understand one another and be inclusive to all.”

Brooks is pursuing a master’s degree in special education. In his research, which he began as an undergraduate at UW–Whitewater as part of the McNair Scholars program, Brooks studies the impact of television viewing on children with autism.

— By Doug Erickson, University Communications

Bruecker analyzes fiscal effects of Wisconsin’s Parental Choice Program

Ellie Bruecker in October published a peer-reviewed policy memo analyzing the fiscal effects of Wisconsin’s expanded statewide Parental Choice Program. The report describes how the voucher program alters the relative share of public education spending borne by the state and by local districts.

Bruecker is a Ph.D. student with the School of Education’s Department of Educational Leadership and Policy Analysis. The policy memo, “Assessing the Fiscal Impact of Wisconsin’s Statewide Voucher Program,” was published by the National Education Policy Center.

In 2013, Wisconsin’s legislature added a statewide voucher program to its longstanding Milwaukee voucher program and a newly enacted voucher program in Racine. The state expanded the statewide program in 2015 and changed the funding mechanism of the program so that its cost was borne by local school districts. The program is already distributing tens of millions of dollars to pay private school tuition across the state.

Bruecker’s analysis finds that although the fiscal effects of the program on various local public school districts are still relatively small, they are likely to grow over time. She reports that the majority of students currently eligible to participate in the program live within 15 miles of a voucher school and that as participation grows even school districts with low participation rates could lose a substantial portion of their state aid. Small rural districts, as well as urban districts such as Green Bay, would be negatively affected, potentially exacerbating funding disparities in the public system.

Galvan reflects on study abroad experience in Argentina, Uruguay

While many UW–Madison students spend their summers working, taking classes in Madison or staying at home with family, others choose to do something a little more out of the ordinary: study abroad.

This past summer fifth-year senior Jesús Galvan, a School of Education student majoring in kinesiology, was one of more than 600 UW–Madison students studying abroad through International Academic Programs.

Galvan spent three weeks in Argentina and three weeks in Uruguay visiting different government based agencies and health care departments in the two countries. He got to speak with health professionals about a variety of topics, including mental health, drug usage, how to treat different populations and the money behind the health care system.
STUDENT HIGHLIGHTS FROM AROUND THE SCHOOL

- **James Pederson**, a master of fine arts student with the School of Education’s Art Department, was chosen this past summer as a Juror’s Selection Winner of the 2016 New American Painting MFA Annual Competition. This year’s competition drew more than 800 applicants from 112 programs throughout the country.

- **Alex Allweiss** was awarded the American Association of University Women’s American Dissertation Fellowship for the 2017-18 academic year. Allweiss is a Ph.D. candidate with the School of Education’s departments of Educational Policy Studies, and Curriculum and Instruction. Her dissertation explores the ways current policies and processes such as militarization, privatization and migration influence the lives and educational trajectories of indigenous Chuj Maya youth.

- Three graduate students with the School of Education’s Department of Kinesiology were honored by the American College of Sports Medicine for their scientific abstracts/posters at the ACSM Annual Meeting in Denver May 30 to June 3.
  
  Those being recognized, and their projects, are: **Adam T. Corkery** — “Cerebral Pulsatility and Habitual Exercise;” **Ryan J. Dougherty** — “Fitness, Independent of Physical Activity, Is Associated With Cerebral Blood Flow In Older Adults At-risk For Alzheimer’s Disease;” and **Kathleen B. Miller** — “Cerebral Autoregulation and Habitual Exercise in Young Healthy Adults.”

- **Valerie Crespín-Trujillo**, a Ph.D. student with the Department of Educational Leadership and Policy Analysis, received a 2017 Equity and Inclusion Fellowship from the Association for Public Policy Analysis and Management (APPAM). This fellowship supported her travel and participation in the 2017 APPAM Fall Research Conference, Nov. 2-4 in Chicago. Crespín-Trujillo’s research explores how public policies and institutional decision-making impact postsecondary access and outcomes for students at the national, state and campus levels. Crespín-Trujillo is especially interested in examining this topic as it relates to students from traditionally underrepresented backgrounds.

- **Laura Minero** received a grant from the Latino Center for Leadership Development (LCLD) to conduct a study titled, “Impact of Detention Proceedings and Solitary Confinement of Latinx UndocuTrans Populations.” Minero is a Ph.D. student with the School of Education’s Department of Counseling Psychology.

- **Morgan Sinnard** received a 2017 American Psychological Association (APA) Student Engagement Award from APA’s Division 44, the Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues. Sinnard is a Ph.D. student with the Department of Counseling Psychology. She received this honor for her research and activism on topics related to transgender individuals.

- **Regina Fuller** in June was awarded a prestigious Ford Foundation Predoctoral Fellowship. These fellowships are administered by the National Academies of Sciences, Engineering and Medicine on behalf of the Ford Foundation and are made to individuals who have demonstrated superior academic achievement, are committed to a career in teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are well prepared to use diversity as a resource for enriching the education of all students. Fuller is a doctoral student with the Department of Educational Policy Studies.

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Seven from School receive highly competitive 2017 NAEd/Spencer Fellowships

No institution in nation had more recipients than UW–Madison

The National Academy of Education (NAEd) this past spring announced the recipients of its prestigious NAEd/Spencer Postdoctoral and Dissertation Fellowship programs.

And no institution is home to more 2017 recipients than the UW–Madison School of Education and its seven awardees.

“We are thrilled that so many of our faculty and graduate students have been awarded NAEd/Spencer Fellowships,” says School of Education Dean Diana Hess, the Karen A. Falk Distinguished Chair of Education. “The fellowships are highly competitive, with many hundreds of scholars applying each year. In addition to receiving funding to support their research projects, these fellows are mentored by members of the National Academy of Education — an important component of the program that will positively impact their development as scholars.”

The 30 2017 NAEd/Spencer Postdoctoral Fellows — selected from a pool of roughly 300 applicants — are examining critical areas of education research and will each receive $70,000 for a period of up to two years to complete their work and attend professional development retreats. These fellowships support non-residential postdoctoral proposals that make significant scholarly contributions to the field of education.

The four faculty members with UW–Madison’s School of Education receiving these fellowships, and the projects they’ll be working on, are:

**Erika Bullock**, assistant professor, Department of Curriculum and Instruction, “Tracing Equity Discourses in Mathematics Education.”

**Nicole Louie**, assistant professor, Department of Curriculum and Instruction, “Empowering Teachers, Empowering Students? Mathematics Teacher Collaboration and Race in Chicago Public Schools.”

**Kathryn Moeller**, assistant professor, Department of Educational Policy Studies, “Rich Dividends?: The Political Economy of Corporations in Education.”

**Erica Turner**, assistant professor, Department of Educational Policy Studies, “Embracing Complexity: The Diverse Efforts to Address Racial Inequity in One School District.”

The Dissertation Fellowship Program seeks to encourage a new generation of scholars from a wide range of disciplines and professional fields to undertake research relevant to the improvement of education. The 35 dissertation fellows — selected from a pool of roughly 500 applicants — will each receive $27,500 for a period of up to two years to complete their research and also attend professional development retreats. These scholars are working on dissertations that show potential for bringing fresh and constructive perspectives to the history, theory, analysis or practice of formal or informal education anywhere in the world.

The three scholars with UW–Madison’s School of Education who received a 2017 NAEd/Spencer Dissertation Fellowship, and the projects they are working on, are:

**Kathryn Boonstra**, Ph.D. candidate, Department of Curriculum and Instruction, “First Time Out: A Qualitative Study of Classroom Discipline in Early Childhood Education.” Boonstra is being advised by Beth Graue, the School of Education’s Sorenson Professor of Curriculum and Instruction.

**Upenyu Majee**, joint Ph.D. candidate, departments of Educational Policy Studies and Development Studies, “(Re)imagining and (Re)enacting Competing Policy Imperatives: The Case of Post-Apartheid South African Higher Education.” Majee is being advised by Nancy Kendall, a professor with the Department of Educational Policy Studies.

**Rachel Silver**, joint Ph.D. candidate, departments of Educational Policy Studies and Anthropology, “Sex, Schooling, and the Paradox of Readmission Policy in Malawi.” Silver is being co-advised by Kendall and Claire Wendland, a professor with the Department of Anthropology.

“The NAEd/Spencer Fellowship programs not only promote important research, but also help to develop the careers of scholars who demonstrate great promise for making significant contributions to education.”

— Former NAEd President Michael Feuer, announcing this year’s NAEd/Spencer Fellowship recipients
CLASS NOTES

PATTERSONS CO-AUTHOR NEW CHILDREN’S BOOK, ‘BIG WORDS FOR LITTLE GENIUSES’

UW–Madison alumna Susan Solie Patterson and her husband James Patterson, the award-winning and best-selling mystery and children’s book author, recently released their new book, “Big Words for Little Geniuses.”

A preview of this children’s book explains: “There’s no ’gobbledygook’ in this clever picture book, with each letter of the alphabet providing a sophisticated word and definition for ‘Lilliputian’ children to learn. Adults will appreciate the juxtaposition of young kids properly using impressive words that many grownups may not have heard of before!”

Susan Solie Patterson was a two-time All-American swimmer at UW–Madison in the late 1970s and earned a bachelor’s degree in art in 1979 and a master of fine arts degree from the School of Education’s Art Department in 1982. James Patterson has sold more than 350 million books across the globe and holds the record for most New York Times bestsellers.

The Pattersons support future teachers and other students via scholarships at some 20 colleges and universities across the nation, including many students on the UW–Madison campus. Within the School of Education alone, Patterson scholarships support more than 20 students.

Jean Sanford Replinger
BS 1960 — Physical Education
Jean retired as a professor emeritus in 1996 after 44 years of teaching at the university level — 17 years at Antioch College in Ohio, and 26 at Southwest Minnesota State University. From 1983–2015, Jean designed and directed programs on the northern Minnesota island home of Ernest Oberholtzer, now a National Historic Preservation Site as Oberholtzer was a central figure in the work to set aside the Minnesota Boundary Waters Canoeing Area Wilderness. Jean continues to serve the Oberholtzer Foundation as Director Emeritus.

Marilyn Grabin Putz
BS 1964 — Physical Education
Marilyn is currently on staff at an animal hospital in Illinois, where she founded their dog therapy group about 27 years ago, and is still directing it.

Lelia M. Liebenberg Ladenburger
BS 1966 — Elementary Education
Lelia enjoyed teaching first grade at Longfellow School in Madison for three years, third grade in Blacksburg, Va., for three years, working as coordinator/evaluator of Title I programs in East Hartford, Conn., for five years and in the gifted area in the Rockford, Ill., area part-time. Teaching in various states helped Lelia realize and appreciate the excellent training she received at UW–Madison. Lelia and her husband are both retired, love to travel and enjoy the Road Scholar educational programs.

Corinne Sue Wick
BS 1958 — Education
Corinne had been teaching speech class at San Francisco State University and San Francisco College happily for around 40 years. At 80, Corinne retired. She is delighted to be with a community of women in Mothertongue Feminist Theater Collective, writing and performing largely in senior centers and at political rallies. In this political age, many resist by writing and calling representatives. Corinne says, “We all hope for a more humane government.”

Sandra Rosen Holubow
BS 1983 — Art, Art Education
Sandra is currently working on two exhibits for the 2018 Bicentennial Celebration of the State of Illinois. She has titled one “The First 200 Years,” from January to February at the Lincoln Village Town Hall. The second exhibition will be held at the Chicago Cultural Center from May 11 to July 8, and is a two-person exhibit featuring towns and cities Sandra has traveled through in her home state.

Natalie R. French
BS 1966 — Elementary Education
Natalie earned a master’s degree in special education, and then taught special education for 27 years in the Milwaukee Public School system. After retiring from the classroom, Natalie became a mentor to new special education teachers in Milwaukee. She moved to Chicago in 2007 and worked as a mentor for special education teachers for the Chicago Public School system and Accelerate Institute in Chicago. All Natalie’s education work since 1966 has focused on urban education in under-resourced schools and neighborhoods. Natalie is currently working for City Colleges of Chicago/Malcolm X College and Literacy Volunteers of Western Cook County, and does not plan on retirement.

Jerry Apps
Ph.D. 1967 — Curriculum & Instruction
Jerry published two new books in 2017, titled “Never Curse the Rain,” and “Old Farm Country Cookbook,” both from Wisconsin Historical Society Press. “Never Curse the Rain” was also a new public TV documentary in 2017, from Wisconsin Public Television. Jerry will publish two new books in 2018, titled “Once a Professor,” from Wisconsin Historical Society Press, and “Cold as Thunder,” a novel from the University of Wisconsin Press.

Alice Cohan Heiserman
MA 1966 — Education, English
Alice is using the skills she gained from the School of Education to help others write books. Her company, WriteBooksRight, has placed several books with publishers.

Ronald A. Smith
Ph.D. 1969 — Physical Education
Ronald is still active with researching and writing about sports history. Ronald’s new manuscript is titled: “Nailed to the Crossbar: From the NCAA–Penn State Consent Decree to the Joe Paterno Family Lawsuit.” It will likely be published in 2018.

Barbara Sorensen
BS 1968 — Art Education
Barbara continues to have a successful career as a professional artist in Orlando, Florida. Her work has been exhibited in numerous museums and galleries throughout Orlando, as well as around the country. Her most recent accomplishment is the purchase of her newest series, “Ripples,” by both the Orlando International Airport and the Brightline Florida Train Company. Both pieces are to be installed later this year as large-scale public art installations.
Chuck Nagle
BS 1970 — Physical Education
Chuck lives in Baltimore, Md., works as a private basketball trainer for college and professional athletes, and is the owner/operator of “Knock it Down Shooting Camps & Clinics.”

Louisa Dykes Arthur–Ofei
MA 1972 — Educational Policy Studies
Louisa has taught high school individual education students at Walt Whitman in Bethesda, Md., for the last 16 years, and says the need for qualified individual education teachers is vital. Louisa says in the next 10 years, research will prove qualified individual education teachers in urban schools can improve attrition and retention. Louisa is writing her dissertation and says hiring qualified individual education teachers for urban schools is emerging as a defining issue for contemporary education leaders.

Alice Dewey Goldstone
BS 1978 — Elementary Education, Theater
Alice just completed an animated movie for Paramount Pictures titled “Amusement Park,” and recently started developing a new film set in ancient Greece at Sony Pictures Animation. Previously, Alice was at Walt Disney Studios working on several movies including, “The Lion King,” “Hercules,” “Aladdin” and “Home on the Range.”

Terese Berceau
BSE 1973 — Communication Arts
Terese is in her ninth term as a representative in the Wisconsin State Legislature, and is currently the ranking member on the Committee on Colleges and Universities.

Thomas A Philabaum
MA 1973 — Art Education
Thomas is an Arizona glass artist and will again be making the winner’s trophy for the 2017 NOVA Arizona Bowl. The trophy will be football-shaped blown glass with copper inclusions. Thomas works out of Philabaum Glass Gallery & Studio in Tucson, Ariz.

Charles Slater
Ph.D. 1973—Curriculum & Instruction

George A. Goens
Ph.D. 1973 — Educational Leadership & Policy Analysis

Sandra S. Dahl
MS 1970 — Education & Speech
Ph.D. 1975 — Curriculum & Instruction
Sandra is the owner and director of Kids Express Learning Center in Madison, Wisconsin.

Erica Gruen
MS 1976 — Educational Psychology
After many years in media and entertainment, Erica has returned to education as an adjunct faculty member at New York University’s Steinhardt School of Culture, Education, and Human Development. Erica is pioneering a new curriculum in entrepreneurship and teaching it in two departments at Steinhardt: the Music Business program and the Nutrition & Food Studies program.

David Harris
MS 1970 — Curriculum & Instruction
Ph.D. 1976 — Curriculum & Instruction

Bill Langbehn
MS 1978 — Curriculum & Instruction
Bill worked in corporate communication, and retired early to start his own business — Langbehn Communication Services.

Joan M. Lakebrink
Ph.D. 1977 — Educational Leadership & Policy Analysis
Joan is a Vincent DePaul Professor Emerita and DePaul University League of Women Voters Evanston board member.

Steven Schneider
Ph.D. 1980 — Behavioral Disabilities
Steven is a faculty member in the School of Health, Human Services, and Science at Ashford University, editor for “Systems Thinking World Journal: Reflection in Action,” and project lead on “Visualization and Qualitative Text Analysis.”

Laura Pizer Gueron
BS 1983 — Physical Therapy
Laura co–wrote a chapter about physical therapy and treatment of survivors of torture and trauma with four other CVT physical therapists in the book, “Physiotherapy in Mental Health and Psychiatry: A scientific and clinical based approach,” which came out in October 2017 and is published by Elsevier.

Kimberly Kolstad Jordan
BS 1983 — Elementary Education
Rev. Kimberly is currently serving at Our Savior’s Lutheran Church in Oconomowoc, Wis.

ROSENBLITH NAMED TO UNIVERSITY AT BUFFALO DEAN POST

Alumna Suzanne Rosenblith on July 1 became dean of the University at Buffalo’s Graduate School of Education.

Rosenblith received a Ph.D. from the School of Education’s Department of Educational Policy Studies in 2001.

Rosenblith previously served as an associate dean and professor at Clemson University, where she played an important role in the reorganization and reimagining of Clemson’s School of Education. She is widely known for her research on the relationship between religion and public schooling.

According to a University at Buffalo press release, Provost Charles F. Zukoski said there was a highly competitive pool of candidates, but that “Dr. Rosenblith stood out because of her impressive administrative experience, collaborative approach to leadership, creative ideas for approaching issues facing education programs nationally and clear vision for furthering the Graduate School of Education’s mission.”
SCHEIB CHOSEN TO LEAD UNIVERSITY OF UTAH’S COLLEGE OF FINE ARTS

Alumnus John Scheib in July started his new position as dean of the College of Fine Arts at the University of Utah.

Scheib, who earned his Ph.D. from the School of Education’s No. 1-ranked Department of Curriculum and Instruction in 2002, had been serving as the director of the School of Music at the University of Kentucky.

Scheib’s research in music education is rooted in his experience as a music teacher in the Wisconsin public schools for nine years. He focuses on, among other things, the beliefs and practices of music teachers and their students, and music education reform.

His work has appeared in numerous journals, including the Journal of Research in Music Education and the Journal of Music Teacher Education.

Shelley Brown Brundage
BS 1984 — Communication Disorders
Shelley received the Alumni of Notable Achievement award from the University of Minnesota, in recognition of her teaching, research and service to the speech-language pathology profession.

Robert Grechesky
Ph.D. 1985 — Curriculum & Instruction
Robert was made a Sagamore of the Wabash by the Governor of Indiana in 2014, and was elected to the Butler University Athletic Hall of Fame in 2016. Robert received the Butler Medal in 2017, the highest award given to a faculty member by the Alumni Association for lifetime contributions to the university, the community, and the profession.

Steve Staniak
BS 1986 — Education, English
Steve is in his 29th year as a public school educator in the state of Oregon, and is serving as the superintendent of Pilot Rock School District.

Brian Kersten
MS 1989 — Educational Administration
Brian says he is blessed to be engaged in his 25th year serving as principal of Waunakee (Wis.) Community High School and to have served as a public school administrator for 29 years. Brian adds that he feels very thankful that he had the opportunity to have learned from wonderful professors as he completed his master’s degree at UW–Madison and for the education he received. On, Wisconsin!

Alison Kiesling Price
BS 1992 — Elementary Education
Alison is the executive director of Busy Brains Children’s Museum, and an emerging museum planned to open in 2018 in Lake Villa, Ill. It will be the first such museum in Lake County, Ill.

Nicole Reuter
BS 1995 — Rehabilitation Psychology
Nicole has received a master’s in educational psychology from the University of Minnesota, Duluth, and a master’s in theology from St. Catherine University in St. Paul, Minn. Nicole received a board certified chaplain certification, and is working as a hospice chaplain.

Jamie Schmidt
BS 1996 — Music Education
Jamie is the music director and conductor for “The Lion King” national tour. After 15 years, the national tour closed at the end of July. The show is rehearsing for the new tour about to open in Syracuse, N.Y. It is refreshed, reimagined in certain places, and with a smaller footprint, it now has the ability to play smaller theaters in smaller markets.

Susan B. Custer
BS 1987 — Dance
Upon graduation, Susan established a small business known as Dancing With Care LLC., teaching children’s ballet and contemporary dance in the Madison area. In November, 2007, Susan was diagnosed with Diffuse Large B–Cell Lymphoma. November, 2017 marks 10 years of post–treatment and “cure” status. As an undergrad, a former UW–Madison professor of Susan’s, Claudia Melrose, once told her, “You are made of courage.” As a wife and mother of two children, Susan believes her UW–Madison experience helped her to have courage to push on, a backbone to face adversity, and perseverance to create balance in career, health and happiness.

Stephen F. Murley
MS 1997 — Educational Administration
Stephen is beginning an eighth year as superintendent in Iowa City, Iowa. Stephen says “it’s a little lonely being a Badger in the land of the Hawkeyes!”

Allison Kirby
BS 1998 — Rehabilitation Psychology
Allison serves as the district grant writer for School District Five of Lexington and Richland Counties in Irmo, S.C. She was the primary author of a recently awarded $13.7 million Magnet Schools Assistance Program grant from the U.S. Department of Education. This grant will support the launch of four new magnet programs at the district to increase student academic achievement, student college– and career–readiness, teacher capacity, and socioeconomic and racial diversity in the district. This is the largest, single competitive grant ever to be awarded to the district.

Cindy Holzmann
BS 1994 — Education, French
MS 1999 — Counseling
Cindy was made a Sagamore of the Wabash by the Governor of Indiana in 2014, and was elected to the Butler University Athletic Hall of Fame in 2016. Cindy received the Butler Medal in 2017, the highest award given to a faculty member by the Alumni Association for lifetime contributions to the university, the community, and the profession.

Todd Alan Price
Ph.D. 1999 — Curriculum & Instruction
Todd was recently invited to chair the American Association for the Advancement of Curriculum Studies (AAACS) conference committee. In this capacity, Todd is receiving and reviewing proposals for the 2018 AAACS Annual Conference.
UW-WHITEWATER NAMES CHARLESTON ASSISTANT VICE CHANCELLOR OF STUDENT DIVERSITY, ENGAGEMENT AND SUCCESS

Alumnus LaVar Charleston in July was named assistant vice chancellor of student diversity, engagement and success at the University of Wisconsin-Whitewater.

Charleston is an alumnus of the UW-Madison School of Education, having earned his master’s (2007) and Ph.D. (2010) in educational leadership and policy analysis, with a concentration in higher, postsecondary and continuing education.

Charleston previously served as assistant director and senior research associate at Wisconsin’s Equity and Inclusion Laboratory (Wei LAB) at UW-Madison. Through this work, Charleston had been instrumental in receiving, facilitating and evaluating research grants and projects totaling approximately $6.6 million.

He also taught courses in the Department of Educational Leadership and Policy Analysis related to student identity development, navigating intersecting identities and leadership development within the School of Education.
Flowers’ current projects include “4a/b,” a collection of short-form comics centered on black hair through fiction, creative nonfiction and parody hair advertisements. Other ongoing work includes “Shannon O’,” Flowers’ long-form fiction comic that explores the everyday life of women in a tight-knit community loosely based on the Baltimore neighborhood where her mother grew up.

The Rona Jaffe Foundation Writer’s Award is given annually to six women writers. The awards are $30,000 each, and are meant to aid women who “demonstrate excellence and promise” by offering financial support and encouragement.

Flowers earned both her master’s degree (2012) and Ph.D. (2016) from the School of Education’s Department of Curriculum and Instruction, and is a prose writer and cartoonist. Her work focuses on the intersection of family, place and belonging.

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The School of Education’s Department of Theatre and Drama is producing two shows during the 2018 spring semester.

The productions begin with, “The Resistible Rise of Arturo Ui” by Bertolt Brecht, and adapted by George Tabori. A parable of corruption, power, and danger — Brecht’s reimagining of the rise of Nazi power in Germany is transposed to gangland Chicago. Small-time hood Ui climbs the ladder of authority, intimidating businesses and removing inconvenient obstacles through any means necessary. The show runs March 1–18.

And April 12–29 features “The Laramie Project” by Moisés Kaufman and members of the Tectonic Theatre Project. In October 1998, University of Wyoming student Matthew Shepard was kidnapped, brutally beaten and left for dead tied to a fence in the prairie outside Laramie. Members of the Tectonic Theatre conducted a series of interviews with the people of Laramie and developed a powerfully theatrical mosaic of a community forced to look at the darkness of humanity and searching to find compassion and understanding.

During the fall semester, the Department of Theatre and Drama presented “Almost Maine,” “Our Town” and “Is He Dead?”

For more information visit: theatre.wisc.edu/university-theatre-productions/current-ut-season/
Continue to be part of the story.
Join fellow Badgers in keeping the UW headed in a positive direction through the most ambitious fundraising campaign in the university’s 169-year history.

AllWaysForward.org/edu
Prior to the Badgers’ Homecoming football game against Maryland, UW–Madison’s School of Education hosted its annual Homecoming Tailgate at Union South on Saturday, Oct. 21.

MORE THAN 200 ALUMNI AND FRIENDS took part in the celebration by connecting with old classmates, mingling on Union South’s third floor patio and enjoying the Wisconsin-style tailgate, complete with brats and Babcock Ice Cream. We danced and partied with the UW Marching Band before heading over to Camp Randall Stadium to enjoy a Badger victory on a gorgeous fall day.