Today’s employers value the breadth and depth of Letters & Science majors. The L&S Annual Fund supports opportunities that enrich undergraduate education, including internship and hands-on research experiences. To read more about how an internship opened doors for a recent graduate, turn to page 10.

Please make a gift today by visiting supportuw.org/giveto/ls and help us provide a top liberal arts education. For more information, contact Ann Dingman at Ann.Dingman@supportuw.org or 608-265-9954. With a leadership-level gift to the L&S Annual Fund, you will be recognized in the 1848 Society.
FROM THE DEAN’S DESK
Dean John Karl Scholz is launching the Letters & Science Career Initiative, a new, coordinated approach to serving students across the college.

CHARTING A PATH
The new L&S Career Initiative will help students set goals, identify outcomes, connect with alumni and explore careers as they shape their futures.

THE HEART OF A GREAT UNIVERSITY
L&S explores emerging fields across disciplines, introduces undergraduate students to eye-opening opportunities, performs cutting-edge research and bolsters education around the state.

EMERITI VOICES
Harold Scheub, who traveled the South African countryside in search of stories as a graduate student in the 1960s, inspired generations of students during his four decades of teaching at UW-Madison.

LIBERAL ARTS ACHIEVERS
L&S students won some of the most prestigious academic awards in the country in 2013-14, while continuing to challenge conventional ways of thinking in their fields.

BY THE NUMBERS

Charting a new path for our students

Each year, my extraordinary colleagues in the College of Letters & Science make discoveries and advance the frontiers of knowledge — a reminder of why I am so privileged to lead this college.

I am equally astounded by the quality of L&S students, year in and year out. They’re not only bright, creative and hard-working; they are inquisitive, collaborative and bring fresh perspectives and energy to campus each fall.

Even so, our students face challenges as they prepare for life after graduation — whether it is four months or four years away. Competition for jobs is fierce in this economy, and though Badgers have much to offer the world, we need to make sure they can articulate what they have learned, both in and out of the classroom.

In the last decade, the employment landscape has drastically changed. Understandably, parents and students are increasingly asking about the return on investment of higher education, especially in the liberal arts. We must rethink the ways in which we prepare our students to join a changing, global workforce.

To meet these challenges, I am launching the Letters & Science Career Initiative (LSCI). This initiative, which is the focus of this edition of The Liberal Arts Advantage, will engage students in personal and career development from the time they step on campus to graduation.

The LSCI is a new, coordinated approach to prepare students across our departments and programs for careers. We aim to spark students’ imaginations about career
possibilities, help them find majors that align with their passions, connect them with alumni through strong networks and coach them to talk about the lessons and skills they have learned at UW-Madison. And once students graduate and move on to the next steps on their paths, we will routinely check in and collect data that will allow future students to make informed decisions when planning their own career trajectories.

We will do this by leveraging the strengths of L&S Career Services and our departments and programs. We will hire more academic and career advisors to guide students along the path to defining, articulating and achieving their career goals. Soon we hope to launch a new, second-year academic- and career-planning course that will coach students in personal and professional development while opening doors to alumni mentors who can share tips, strategies and opportunities with students.

I could not be more excited for this initiative. And we need you.

We have been hard at work designing, funding and implementing a fantastic program. We want alumni, friends and parents to get connected — you have valuable insights about the job market, internships, career development and more.

Please connect with us by visiting go.wisc.edu/lsci.

As the fall semester begins here in beautiful Madison, Wis., I remember that L&S has always aimed to transform lives through our world-class combination of teaching, research and public service. I believe the LSCI will continue that mission. Each student’s career path is truly a winding journey that is influenced by key steps along the way, some of which you will see highlighted on pages 6–13 of this report.

You can also read more about the people and discoveries that make L&S such a special place to teach, study and learn. We hope these stories will make you proud of your connection to the College of Letters & Science, the heart of this great university.

On, Wisconsin!

John Karl Scholz
Dean and Professor of Economics
Letters & Science Career Initiative:
Charting a Path

L&S students learn, grow and explore their passions as they prepare for life beyond Bascom Hill. The new L&S Career Initiative helps them set goals, identify outcomes, connect with alumni and much more.

Read on to find out how they achieve success.
In May, Gary Filipp, a double major in history and economics, walked straight into his dream job: an analyst with Huron Consulting’s Higher Education Division.

It was a sweet reward for a liberal arts graduate who took advantage of campus resources, but who also tapped into his own motivation to contact alumni who could help.

Consulting is a highly desirable field for many newly minted grads from top schools. Filipp knew he needed an edge.

Junior year, he joined the Wisconsin Consulting Club, an on-campus group that helps students prepare for consulting careers by linking them with alumni in the field. The group meets biweekly and schedules networking trips to nearby cities such as Chicago and Minneapolis.

“One of my best experiences was visiting a few major firms. Hearing what consultants do on a daily basis — problem-solving, working with a team, visiting clients — confirmed that consulting was for me,” Filipp says.

Through the club, Filipp set up personal meetings and phone conversations with dozens of alumni. He also searched for professional contacts through LinkedIn and the Badger Career Network, a service provided by the Wisconsin Alumni Association.

“Almost everyone I called got back to me,” he says. “Some alumni were particularly helpful. Tim Barry, an associate consultant at Bain & Company, went through half a dozen practice interviews with me and referred me for internal positions.”

Filipp powered through more than 100 practice interviews with fellow students and industry professionals such as Barry to make sure he was totally prepared.

“Originally I saw myself graduating early,” he says. “But then I added the economics major and a summer internship. And that changed my focus.”

Steps that matter

- **Connect with networked alumni.** They are usually happy to offer advice and possible referrals.

- **Find a mentor.** Filipp’s history professor, David McDonald, helped him remember the following: Your thinking may change over time. Keep lots of options on the table. Be open to the experiences that shape you.
Donya Khadem wanted to be an attorney years before she arrived at UW-Madison.

So, she filled her college experience with stimulating classes, inspiring service-learning opportunities and eye-opening internships in order to cultivate her interest: safeguarding immigrant rights. She hopes to go on to law school and eventually work to shape immigration policy.

“I like to be emotionally attached to the things I do,” she says. “I like to be passionate about them, and there’s nothing that I’ve been more passionate about, ever, than helping people with legal access.”

Khadem, a senior majoring in political science and legal studies, credits faculty mentors Donald Downs and Ryan Owens with helping to foster her interests in law and social reform. She homed in on immigration law, specifically, early in her college career after volunteering at the UW Law School’s Immigrant Justice Clinic — an opportunity she learned of in one of her Spanish classes (she also speaks Farsi).

This experience opened doors that led her to the White House internship program and interacting with various organizations about immigration issues.

To secure a spot in the competitive White House program, Khadem worked with her campus career advisor, David Nelson (now a leader of the L&S Career Initiative), to craft a policy proposal as part of her application.

“I think, personally, he’s one of the best advisors on campus,” Khadem says of Nelson, who has drawn on his previous work experience in Washington, D.C., to help political science, international studies and sociology students navigate the nation’s capital.

Eventually, Khadem hopes to serve as the executive director of an immigration-focused nonprofit, though she would also like to work in the federal government at some point.

“I hope to play a role in paving the way for reform of America’s immigrant justice system,” she says.
Eric Wielochowski (B.A. ’09, Communication Arts) logged long hours as an unpaid intern on “The Tonight Show” in 2009, distributing scripts, picking up props and creating content for the show’s website.

And his efforts paid off when he landed a job in the Hollywood television industry after graduation, thanks to the experience he gained and the connections he made that summer.

“It was the key that opened the door to my future, without a doubt,” says Wielochowski, who found a full-time gig at Conan O’Brien’s rebooted late-night show (“Conan” on TBS) a few months after returning to Madison.

Wielochowski pursued the internship through the Communications Industry Summer Internship Award Fund, supported with gifts from Edward M. Greenberg (BA’72, MS’76) and Janet K. Greenberg (BA’73, MS’75), which places students at companies, media outlets and nonprofits across the country.

Nowadays, when he’s not dreaming up segments, tinkering with scripts or making the occasional on-air appearance on “Conan,” Wielochowski lends his talents to other O’Brien/TBS productions such as “The Pete Holmes Show” and performs sketch and improv comedy at ImprovOlympic and The Second City. He’s working toward his dream of writing and performing on a late-night show.

Wielochowski also helps current UW-Madison students follow his path to Hollywood. He reads resumes and cover letters, and he offers tips for landing competitive internships. He says it’s his attempt to pay back the department that helped him discover his career path.

“Every semester, we get a new batch of interns from Madison. To see the thrill in their eyes during their first taping of ‘Conan’ brings me right back to my first day as an intern,” he says. “These students are a consistent reminder of where I come from, the values we share and that youthful energy and drive that got me here. They truly motivate me.”
Emily Wood (B.S.’13, Chemistry) works for Madison’s Arrowhead Research Corporation, a biopharmaceuticals company working on drugs that interfere with, or silence, disease-causing genes.

Wood, who joined the company full time right after graduation, makes polymers: bonded molecules that deliver the drugs to destinations within the human body.

It’s a job that synthesizes all the chemistry knowledge she gained at UW-Madison with the hands-on experience she accrued during her four-year internship with the same company.

“I never thought that I would ever find a job as great as the one I have, especially right out of college,” she says. “My degree from UW-Madison definitely prepared me and helped me gain the tools I have needed to succeed.”

Wood remembers supportive professors and an empathic undergraduate research coordinator, Cheri Barta, whose doors were always open.

“I would stop by Cheri’s office and chat,” she says. “She was always willing to talk over my options with me.”

Associate professor Mahesh Mahanthappa was another mentor. Wood says he was readily available to talk about the future.

“Knowing that I had someone in the department who was willing to take time out of his day to discuss the various opportunities in life — that really made a difference to me,” she says.

The department’s culture contributes to students’ sense of support. Alumni frequently visit, give talks about real-world opportunities and serve as mentors for students. And the department enjoys strong ties to industry as well.

Wood’s supervisor, Darren Wakefield, says biotech companies such as Arrowhead depend on proximity to large research universities, not only for access to research and knowledge, but for people. UW-Madison chemistry grads, he says, often make ideal hires.

“They’re bright; they’re taught to think; and if we can hire them while they’re still in school, like Emily, we find it’s often an easy transition to a full-time position,” he says.

**Steps that matter**

- **Talk over options** with undergraduate advisors and professors.
- **Build strong professional networks** on- and off-campus; they are bridges to the working world after graduation.

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report.ls.wisc.edu
Nan Rubin (B.A. ’73, English), a veteran of the New York corporate marketing world, has a rebuttal for anyone who says a degree in English won’t get you a job after graduation.

“I really believe that being an English major allows you to have the foundation for a very interesting and varied career path, and that there are many jobs and professions that kids don’t know about,” says Rubin, who spent 15 years at Hearst Magazines — the last five as a senior marketing director — and now guides marketing efforts at UJA-Federation of New York, a leading Jewish nonprofit.

“Your well-rounded liberal arts background prepares you for a lot of things beyond the usual subjects, which would be teaching and publishing, and I really want to get our undergrads out of thinking that way.”

That’s why Rubin is so motivated to help UW-Madison English students in their career searches. During the past several years, she has reached out to fellow alumni to create summer internship possibilities for students at companies such as Sony, the Weinstein Company and Fox News, sowing the seeds for the Department of English’s Badgers in the Big Apple internship program.

“Nan works tirelessly to find alumni who are willing to provide contacts and opportunities for our students,” says Karen Knipschild, the department’s career advisor.

Rubin wants English majors to apply their skills — in communication, analysis and problem-solving — in different settings to prepare for careers in anything from advertising to technical writing.

“Being an English major emphasizes the fact that you’re a communicator, that you can think critically and solve problems, that you can analyze,” she says. “And all those skills should not be minimized.”

How you can help

Interested in following the lead of alumni such as Nan Rubin? Get involved with the L&S Career Initiative.

Here’s how:

 mascot:

 Visit go.wisc.edu/lsci to get involved.

 Share internships, volunteer experiences and employment opportunities with young Badgers.

 Consider a gift to the L&S Career Initiative. Give online at supportuw.org/giveto/lscareerinitiative.
Drawing his way

Dylan Moriarty (B.S.’13, History, certificate in Mathematics) created the illustrations for the cover and the career-focused inside pages of this issue of The Liberal Arts Advantage.

Moriarty combines illustrated drawing and map-making skills to create lively, intricate scenes of campus that have been featured on posters, in publications and even on cakes.

While he enjoyed his history and mathematics classes, Moriarty “found his calling” working most evenings as a graphics editor for the Daily Cardinal, a student-run newspaper. During his senior year, he began to take classes in cartography, a subject that merged all of his interests, and he is now pursuing a graduate certificate in geographic information systems (GIS)/Cartography through the Department of Geography.

“It’s my hope that through the GIS certificate program, and by working at the UW-Madison Cartography Lab, I’ll further hone the skills necessary to put together beautiful, wonderfully intricate and enjoyable images that help convey the vast amount of old and new information about our world,” says Moriarty.

The path forward

A moment of inspiration can determine a life’s direction. The L&S Career Initiative aims to help students recognize those moments and make the most of them.

It can happen anywhere, anytime: a fascinating class sparks an unexpected interest; an academic or career advisor offers an intriguing set of options; an alum sets an admirable example of success or reaches out with real-world advice and mentoring; or an internship or volunteer experience unlocks previously untapped potential.

New interests, new experiences and new perspectives all lead to new opportunities. The L&S Career Initiative, anchored by the optional second-year academic- and career-planning course, will coordinate advising, teaching and mentoring efforts across departments, within classrooms and among alumni, and it will provide new options for helping all L&S students identify and pursue their own paths to a fulfilling life after graduation.

Visit go.wisc.edu/lsci to learn more.
Review session

What happens in a year in the College of Letters & Science? Research breakthroughs that transform fields of study, programs that bring scholars into the community and milestones that cause us to reflect on the people and places that make UW-Madison one of a kind.

Among the highlights from the 2013–14 school year:

A new age of astronomy

In November, the UW-Madison-led research team at the IceCube Neutrino Observatory in Antarctica reported the first evidence of cosmic neutrinos. The discovery earned the 2013 Breakthrough of the Year award from Physics World. “This is the dawn of a new age of astronomy,” says Francis Halzen, principal investigator of IceCube and the Hilldale and Gregory Breit Distinguished Professor of Physics.

Going public

Last fall, the Center for the Humanities’ first cohort of Public Humanities Fellows started work at Madison community organizations, including Wisconsin Public Radio, the Madison Children’s Museum and Madison public libraries. The program, funded by a $1.1 million grant from the Andrew W. Mellon Foundation, creates opportunities for graduate students and faculty in the humanities to contribute to civic life and explore career opportunities outside of academia.
A campus treasure
Science Hall, which originally housed all the sciences on campus, celebrated its 125th anniversary in October. A National Historic Landmark, it’s now home to the Department of Geography, the Nelson Institute for Environmental Studies and a handful of other programs.

Elder statesman steps down
During his 53 years at UW-Madison, Joe Elder built a global reputation in the field of international studies. The professor of sociology, languages and cultures of Asia, and integrated liberal studies retired in May.

Digging deeper
Professor of Anthropology John Hawks and graduate student Alia Gurtov helped unearth hundreds of fossilized bones — likely the remains of several distant relatives of humans — in a wildly successful National Geographic archaeological expedition in a South African cave in November and December.

31 new faces
Each year, L&S welcomes a new batch of talented scholars to its collection of more than 800 faculty members. Among the 31 new faces in 2013–14:

Sean Dinces, the Allan H. “Bud” Selig Assistant Professor of American Sports History, who launched American sports history as a field of study at UW-Madison.
There’s nothing fancy about the Newcomb Imaging Center (NIC) in the basement of Birge Hall. But the small, windowless rooms — some painted black to enhance eerie views of fluorescent cells — are home to some very fancy equipment.

This summer, a new, state-of-the-art Zeiss Elyra system, including a 780-confocal laser scanning microscope, joined the scanning electron microscope and the high-pressure freezer as part of the NIC’s elite collection of tools for studying the dynamic processes of cells. The new microscope is extra sensitive, extra fast and will shape the questions that scientists ask about how cells multiply, respond to stimuli, grow, adapt and die.

Professor of Botany Marisa Otegui led a unique, collaborative fundraising campaign for the new microscope, sparked by a seed gift from an anonymous donor (rather than a big federal grant). Otegui says the NIC — seen as welcoming, user friendly and stocked with essential tools — was a selling point.

“Botany’s NIC is great because it serves a whole community of researchers and students, campus wide,” she says.

The NIC is named for Dr. Eldon Newcomb, professor emeritus of botany, who pioneered the use of electron microscopy to study plant cells.

Sarah Swanson, NIC director, beams as she lists the roster of NIC users.

“Botany, of course. Also medical sciences, biochemistry, genetics, zoology, plant pathology and agronomy. Oh — geography, too! Students came to look at 3,500-year-old pollen from a core sample they’d collected from a lake in Indiana."

The NIC is a perfect example of how science at UW-Madison doesn’t happen in isolated settings, but through partnerships across disciplines. One reason is because resources aren’t cheap. High-powered microscopes such as the new Zeiss Elyra system cost anywhere from $500,000 to $1 million, and in 10 years — possibly sooner — they become obsolete. Even so, researchers need state-of-the-art equipment to do their work and remain cutting edge.

By working together, they can do that.

Botany’s anonymous donor, who enjoys volunteering in the botanical garden next to Birge Hall and visiting with faculty members who have become friends over the years, was “very excited” to hear that the new microscope had been purchased.

“She was happy to hear that her gift took us so far,” says Otegui.

Philanthropy lights the way
Private support ensures our longstanding excellence in teaching, research and service
Legacy gift preserves Danish studies

UW-Madison boasts a strong tradition of teaching and research in Danish language and culture, due in no small part to the large immigrant populations from Denmark, the Netherlands and Germany that arrived in Wisconsin in the 19th century.

Danish culture, moreover, holds a unique place in the history of Europe, having influenced the cultures of Norway, Sweden and Iceland, while inspiring scholarship in Danish design and a passion for Scandinavian heritage among Americans.

Yet, budget reductions have fallen heavily on the languages and the humanities, with little outside funding to preserve the university's historic strengths in those disciplines. Thanks to a $2 million gift from Drs. Paul and Renate Madsen last October, L&S will remain strong in Danish studies.

The Madsens, both longtime faculty members in the UW-Madison School of Medicine and Public Health, honored their family's heritage by establishing the Paul and Renate Madsen Professorship in Danish. Paul Madsen, who died on November 4, grew up on a farm in rural Denmark before attending the University of Copenhagen. During a fellowship at the University of Heidelberg, Paul met Renate, a German medical student.

“Paul and Renate Madsen’s gift is an extraordinary legacy,” says L&S Dean John Karl Scholz. “Thanks to this gift, future generations of Badgers will be able to learn about this historically important language and culture for years to come. The Madsens’ gift ensures continued excellence in Danish studies, which will ultimately strengthen our German and Scandinavian programs.”

Gifts make the difference

Your support is an investment in an outstanding liberal arts experience. Here are some ways in which gifts to the College of Letters & Science Annual Fund make a difference:

A $500 gift …
• Helps a professor teach a one-credit seminar to a small group of undergraduates.
• Provides financial assistance to purchase high-tech research equipment.

A $1,000 gift …
• Provides financial support to graduate-student teaching assistants.
• Allows a faculty member to present a paper at a competitive national conference.

A $5,000 gift …
• Covers books and supplies for a student’s entire undergraduate career.
• Funds a fellowship for a graduate student to pursue international field research.

A $10,000 gift …
• Helps buy lab equipment for an incoming scientist.
• Funds a student prize for an innovative business plan, launching the entrepreneurs of the future.

You can support our excellence with a gift of any size by visiting supportuw.org/giveto/ls.
A first for Wisconsin

From humble beginnings, Yang Sao Xiong lands a historic tenure-track position in Hmong American studies

In its heyday, the small town of Marysville, Calif., was the “Gateway to the Gold Fields,” a popular stop for miners hoping to strike it rich during the famed California Gold Rush.

But by 1987, the year Yang Sao Xiong’s family arrived in northern California, the river city of about 12,000 people didn’t offer prospects nearly as lucrative — particularly for a family of non-English-speaking Hmong refugees who had been dropped into an unfamiliar land.

“I felt my family’s struggle,” Xiong says. “That certainly is a driver of my research.”

That research perspective — built around a yearning to better understand inequality and stratification within U.S. society — made Xiong an ideal candidate for a historic position at UW-Madison. After spending last
year on the prestigious Anna Julia Cooper Post Doctoral Fellowship, he begins a joint appointment in the Asian American Studies Program and the School of Social Work in what is believed to be the first tenure-track position specifically dedicated to the emergent field of Hmong American studies in the United States.

It is a distinction Xiong holds with pride, in part because of his humble beginnings.

His parents were farmers before his father, like so many other Hmong men in Laos in the early 1960s, was recruited by the CIA to fight in the “Secret War” as part of the United States’ involvement in the Vietnam War. After the war ended, Xiong’s parents spent 12 years in refugee camps in Thailand, where Xiong and his older brother were born, before coming to the United States. Xiong’s parents attended adult school to learn English and acclimate to life in a new country on the other side of the world, but the adjustment wasn’t easy. His father struggled to find a stable job while his mother raised their 12 children.

When Xiong, the second oldest, left Marysville — first for the University of California, Davis, where he graduated with honors in sociology and Asian American studies before heading to the University of California, Los Angeles, for his master’s degree and Ph.D. in sociology — he found himself returning to his upbringing. Aware that his academic experiences may have been the exception rather than the norm for most immigrant and racial minority children, Xiong wanted to investigate how and why certain immigrant groups fared better than others.

Faculty, staff, students and community members first began advocating for the inclusion of Hmong-related topics in the UW-Madison curriculum in the late 1980s, as the Hmong population in the state continued to grow. As of the 2010 U.S. census, Wisconsin (with 49,240 residents) had the third largest Hmong population in the country behind California (91,224) and Minnesota (66,181).

But there was also sustained interest — from campus and the community — in adding a Hmong American perspective. UW-Madison began hiring a yearly visiting assistant professor to teach Hmong American studies courses in 2008 before creating Xiong’s position.

Timothy Yu, the director of the Asian American Studies Program, notes that, while other scholars have already worked in the field, this is “the first time a research university has sat down and said, ‘OK, we really want to commit a tenure-track position to this field. We want to make a long-term investment in this idea of Hmong American studies.’”

Xiong has begun forging connections in the community and developing courses on social-movement theories — how communities organize, build consensus and take action — and interracial dynamics in the United States. He used his fellowship to work on a research project on social-support systems and their effects on health in Hmong communities, with an eye toward conducting a broad, multi-state study on Hmong health in the coming years.

“I want my research to focus on Hmong as a group,” he says. “Not just as an isolated group, though: as a group within the large Asian American community, which is in turn embedded in the American society.”
Why does virtual reality makes us sick?

Undergraduate student Taylor Hanley teams up with psychology faculty members to look into the Rift

Strap on the Oculus Rift (OR), a new virtual-reality headset, and the world’s limits dissolve. Leap across tall buildings … plunge down foaming waterfalls … spin out on treacherous off-road trails! Unbound by gravity, safety concerns and, well, reality, Rift users reach a level of immersive pleasure that is mind-bending, intoxicating — and nauseating.

As exciting as it is, immersive 3-D is just too much for most people. Hardly anyone can handle what are called “full-field simulations” without feeling woozy. That’s a problem for developers, not only at Oculus VR (the makers of Oculus Rift), but in fields such as medicine and military readiness, where 3-D simulation could potentially serve as a powerful learning tool.

Determining who feels sickest, and why, was the focus of University of Wisconsin-Madison senior Taylor Hanley’s year-long research project, funded by her 2013 Hilldale Award for Undergraduate Research. Hanley, who graduated in May with a double major in communication arts and psychology, wanted a senior project that would allow her to explore an intersection between her two fields.

“I am extremely interested in how films affect people,” she says. “And 3-D is definitely a part of that now; we’re going in that direction. So how will people’s perceptions and experiences be influenced by 3-D technology?”

Assistant Professor of Psychology C. Shawn Green urged Hanley to apply for the Hilldale Award to explore a question of central interest to anyone studying the future of film, video games and 3-D learning: what exactly is making people feel motion sick?

Green’s Learning and Transfer lab, along with her co-advisor Bas Rokers’s 3-D Vision Lab, offered the perfect setting for Hanley to pilot and launch her experiment.

Using the OR, along with other 3-D
The science of seeing

Why do we see what we do?

How we perceive our world and respond to it has been central to inquiry about the human mind since the early Greeks. Here at UW-Madison, researchers in psychology probe the physical, emotional and cognitive underpinnings of perception.

Bas Rokers and C. Shawn Green both study perception from the same broad angle: how do we make sense of the data that come into the eye?

“Because perception seems so effortless, most people don’t consider how complex it is,” Green says. “But in real life, things farther away are not in focus. And the better your visual capabilities, the more you pick up on these discrepancies and are irritated by them.”

The experiment was noteworthy, says Green, because even though developers have been interested in simulator sickness since the 1970s, there have been only a handful of papers published on the topic and very little research into possible individual differences underlying discomfort. “This is a classic case of the science lagging behind the technology,” says Green. “We are testing something that’s been guessed at for a really long time. Taylor’s experiment was a clean test of the hypothesis.”

Hanley developed her hypothesis, piloted her tests and collected data using 30 subjects recruited from the psychology-subject research pool (made up of students looking to earn extra credit). In April, she presented her results at the Hilldale Undergraduate Research Symposium.

Working with Hanley was rewarding for both Green and Rokers.

“I like working with undergraduate students because they are very open to things,” says Green. “Their ideas are not enclosed by the bounds of the domain.”

tools such as stereo glasses, Hanley measured levels of sickness against people’s visual abilities, including their stereo vision. What Hanley and mentor Green discovered was that if stereo vision was excellent, subjects felt more nausea. That could be big news for developers looking to improve their systems.

“In 3-D, everything is in focus, no matter what plane it’s on,” explains Hanley. “But in real life, things farther away are not in focus. And the better your visual capabilities, the more you pick up on these discrepancies and are irritated by them.”

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Green asks test subjects to play video games that may improve their ability to process visual data, and thus make better decisions.

Bas Rokers and C. Shawn Green both study perception from the same broad angle: how do we make sense of the data that come into the eye?

“Because perception seems so effortless, most people don’t consider how complex it is,” Green says. “When we get a glimpse of a small coin, it could be a dime close by or a quarter somewhat farther away. The job of the visual system is to determine which of these possibilities is most likely.”

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Hanley developed her hypothesis, piloted her tests and collected data using 30 subjects recruited from the psychology-subject research pool (made up of students looking to earn extra credit). In April, she presented her results at the Hilldale Undergraduate Research Symposium.

Working with Hanley was rewarding for both Green and Rokers.

“I like working with undergraduate students because they are very open to things,” says Green. “Their ideas are not enclosed by the bounds of the domain.”

Green asks test subjects to play video games that may improve their ability to process visual data, and thus make better decisions.

In 2012, his work drew him to the White House, where he served on an advisory panel for a national conference on how video games might improve well-being.

Rokers studies the visual cues — size, texture, blur, velocity — that shape our perception of our 3-D environment, and also what happens when the perception of these cues is impaired. His work is shedding light on the neural cause of developmental visual disabilities such as amblyopia (“lazy eye”).
Angling for perch at sundown was just one of the perks of Wes Matthews’s research job last summer at Trout Lake Station in Wisconsin’s north woods. Another was donning scuba gear and diving for lost equipment. The most important task, though, wouldn’t appeal to everyone.

“Basically, I study what fish had for lunch,” says Matthews (B.S.’14, Geography and Environmental Studies). “We push the contents of their stomachs out and look at them under a microscope.”

Matthews was one of 24 UW-Madison undergraduates who landed a summer research job at Trout Lake Station in northern Vilas County, Wis., last summer. Undergraduate research assistance is vital to more than a dozen faculty and graduate students studying a wide variety of aquatic ecosystems at the year-round field station operated by the college’s Center for Limnology.

Most students are hired through grants from the National Science Foundation or as student hourly workers, while a handful are Juday Fellows (like Matthews) or Lane Fellows, thanks to fellowship programs made possible by the Juday and Lane families, both long-standing supporters of Trout Lake Station.

Matthews worked with graduate researcher Zach Lawson on the Crystal Lake Mixing Project. By inverting cold and warm water layers through a mixing process known as thermomanipulation, researchers hope to determine the effects of warmer water on invasive smelt. Limnologists also want to know if warmer waters are good or bad for native fish.

Around sundown, Matthews’s group typically headed out for night sampling, when they caught perch and monitored smelt movement. They wouldn’t finish up until around midnight.

Undergraduate research assistants also have the opportunity to pursue individual research. Because Matthews was already helping to fish for yellow perch as part of a larger study, he designed his own project focusing on how the warmer waters are affecting this Wisconsin fish.

“This can be a life-changing experience for undergraduates,” says limnologist and station director Tim Kratz. “Many decide on their career direction up here at Trout Lake.”

Eight miles from Boulder Junction, Wis., with a sand beach, swimming raft and volleyball court, Trout Lake Station looks and feels a bit like summer camp. Many students live in historic, 1920s-era cabins (fully remodeled inside, but with no bathrooms; a central facility is next door), and while they work hard — some research days run from...
dawn until well past midnight — there are plenty of opportunities for fun.

Ultimate Frisbee, grilling, swimming and fishing. Blueberry picking, biking and hiking. Weekly seminars, followed by a field trip, give undergraduates a closer look at what everyone else is working on. After seminars, everyone heads to the volleyball court. “Volleyball is pretty much the official sport of Trout Lake Station,” says Caitlin McAleavey (B.A. ’14, Zoology and Environmental Studies).

McAleavey was a member of the base crew for the Long-Term Ecological Research project (LTER), the longest-running project at the station and the “umbrella” under which many others fall. Since 1980, LTER has drawn hundreds of undergraduates to Trout Lake.

On a typical day, McAleavey checked monitoring instruments on lake buoys and took water samples back to one of the 20 labs at the station. There, she added radioactive carbon 14 and started an incubation process.

McAleavey says her summer at Trout Lake exposed her to skills she otherwise might never have learned. “I’ve learned practical skills, like how to drive a boat, back up a trailer, go out fishing,” she says. “I’d never worked in a lab before; now I know how to be orderly and thorough, to make sure I get good results. I have a much better general knowledge of how the scientific community operates.”
Introducing high school students to great literature

Teachers say the themes resonate across cultures

When English teacher Denise Beasley assigned *Snow,* by Turkish writer and Nobel Prize winner Orhan Pamuk, to her seniors at Osseo-Fairchild High School earlier this year, she got an earful from the class.

“They hated it at first,” she admits, of the novel rich in political and historical themes.

Every year, Beasley plunges her advanced seniors into a different work of world literature through the Great World Texts program, an outreach initiative of the Center for the Humanities. Drawing on critical resources provided by the program — from teaching guides to workshops with UW-Madison faculty — she strives to make the works exciting and memorable through close reading, discussion and projects.

A five-year veteran of Great World Texts, Beasley is committed to it for several reasons: She doesn’t want her students, all from small towns and farms in Wisconsin’s rural Trempealeau and Jackson Counties, to be “shell shocked” when they get to college. She wants to shore up their confidence in their own intelligence and abilities (a problem in small, rural schools such as hers, she says). And she wants to meet the requirements for the Common Core State Standards Initiative — a mandate adopted by Wisconsin and 45 other states.

High school teachers involved in the program say their students end up ahead of the curve when it comes to bringing a variety of perspectives — social, political, cultural — to a work of literature.

While some of the Great World Texts during the program’s nine years have been ancient classics (*Antigone,* Dante’s *Inferno*), others have reflected contemporary issues (Chinua Achebe’s *Things Fall Apart,* Arundhati Roy’s *The God of Small Things* and Pamuk’s *Snow*).

“We try to help teachers generate meaningful discussions tied to real events in society, the state, the world,” says
Heather DuBois Bourenane, Great World Texts coordinator.

Those links proved key for Beasley’s students. In September, Beasley traveled to Madison to attend a Great World Texts teacher workshop on Snow, taught by faculty specialists in world literature, Islamic traditions and Turkish history.

Back in her classroom in Osseo, a conversation about women who sacrificed their education for religious beliefs consumed students for days, Beasley says. Once their curiosity was aroused, “it was epiphany after epiphany.”

Great World Texts also turns out to be an ideal way for teachers and students to meet rigorous Common Core goals in a creative way.

Overall, Bourenane says, the program nails this stated Common Core goal:

> We try to help teachers generate meaningful discussions tied to real events in society, the state, the world.

— Heather DuBois Bourenane
Coordinator of Great World Texts

“Students … readily undertake the close attentive reading that … builds knowledge, enlarges experience and broadens world views.”

Erika May, an English teacher at Southern Door High School in Door County, says that what she finds wonderful about teaching world texts is what they reveal about human nature across centuries and cultures.

“What my students realize is that we’re not so different,” she says.
Storied professor Scheub retires after 43 years

Revered “African storyteller” brought ancient tales to generations of UW-Madison students

Long before there were cell phones, digital cameras or laptops, Harold Scheub lugged bulky tape recorders the size of small suitcases into the South African countryside on his hunt for stories.

At a time when apartheid roused suspicions and ill will, Scheub—a white, 20-something doctoral student from UW-Madison—somehow got himself invited into rural homes. The storytellers sat before fires, in the center of rondoval-style dwellings. Family members encircled them. They spoke in Xhosa, a language that Scheub, a student of African languages and literature, was only beginning to understand.
“The first time I heard a story, I thought I had learned the wrong language,” Scheub says. “It washed over me like a flood. But I knew I couldn’t work with interpreters, not if I was going to engage with something as intimately important as the storytelling tradition.”

Scheub, the Evjue-Bascom Professor of Humanities in the Department of African Languages and Literature, retired in December after four decades of teaching at UW-Madison. Looking back on the 1960s, when he was a young man starting his quest, Scheub remembers feeling “wide open to the possibilities.”

“I was an outsider, being invited into these homes to hear these intensely personal stories,” he remembers. “I wasn’t prepared for any of it. But it was very, very exciting.”

Scheub forced himself to learn not only the mechanics of the Xhosa language, but also its cadences and colloquialisms. He paid close attention to non-verbal cues such as body language and tone. After about six months, he remembers, it all “began to flow.”

From then on, Scheub lived and breathed the stories of Africa, tramping more than 6,000 miles through South Africa, Swaziland, Zimbabwe and Lesotho, recording poetry, tales and myths — including epic stories that could last for days. He learned Swahili and Yorùbá along the way. And he brought thousands of recordings and photographs back to UW-Madison (most are now part of the UW Digital Collections), where he introduced students to the oral traditions of Africa and embarked on a teaching and writing career that illuminated an art as old as human existence.

“Harold Scheub has had a storied career at the University of Wisconsin-Madison,” says Professor Aliko Songolo, chair of the Department of African Languages and Literature. “Teaching for him is not a job. It is a calling.”

Students crowded into his most popular course, The African Storyteller.

He taught them about how the old African stories deal with moments of great change. This year, he faced one himself: retirement.

“There are all kinds of themes, but a recurring one is transformation,” he says. “The movement from one state of being to another — puberty, marriage, all the change that one goes through in one’s life — the stories explore all manner of transformation. Sometimes it’s an easy, positive change, and sometimes it’s very, very difficult.”

Scheub joined the faculty in 1970; won numerous teaching, research and service awards; and digitized about 2,300 hours of taped oral narratives, poems, histories and epics collected during his research trips. In 2011, he established the Harold Scheub Great People Scholarship to support UW-Madison students with financial needs.

Scheub’s friends in Africa often puzzled over how he could be happy in a “landlocked university” so far from the cultures and traditions he loved. But Scheub always felt at home at UW-Madison.

“This university is so important — not just for the study of Africa, but for all world literatures and languages,” he says.

The Gatherer of Stories
For Harold Scheub

Every day I drive past
The professor who walks to work,
Who walked for years
Through Africa, gathering
Stories from the tellers
In dusty villages — I know
The stories repeat in his head
As he walks toward a Midwestern
Lecture hall where hundreds
Of faces lean forward
At his opening gesture
As, one by one
Voices begin to speak
Their stories through him
The common rhythm of walking
Pacing every translated word —
See how the banyan tree
Has canopied the room.

— Robin Chapman
Professor Emerita, Communication Sciences and Disorders, and Poet
Standing up to Socrates

Philosophy student invites more women to the conversation

When Macy Salzberger (B.A. ’14, Philosophy and History) joined the Socratic Society, an undergraduate club for students interested in philosophy, she was hoping to find like-minded friends eager to engage on complex topics: contemporary ethics, the nature of consciousness and more.

What she found instead was a fierce style of argument — and hardly any women. “People were yelling and banging on the table to make their points,” says Salzberger. What she was experiencing was the dialectical method — a style of argument used by philosophers to resolve a disagreement between two or more people holding different points of view. The Greek philosopher Socrates introduced the method in the fifth century B.C.; over the centuries, it has become much more combative.

As a first-year student, Salzberger often found herself drowned out at meetings. “The environment felt hostile, and often I was the only girl in the room,” she says.

Salzberger decided to do something about it. She sought advice from two philosophy professors she regarded as mentors: Claudia Card and Harry Brighouse.

“They said to invite more women, and be intentional about it,” she says.
Where do philosophy majors go?

Philosophy majors think critically, communicate clearly and solve complex problems. Logic, epistemology, ethics — all provide excellent preparation for careers that require high-level skills.

While plenty of UW-Madison philosophy graduates become distinguished professors, others go on to pursue different careers, such as:

- Civil rights attorney at Guantánamo Bay, Cuba
- Dane County circuit court judge in Wisconsin
- President and chair of Math Corporation, a financial industry software firm in Ripon, Wis.
- VP and senior physicist at JRM Technologies in Fredericksburg, Va.
- Director for infection control and consultant at Edward Hospital, in Naperville, Ill.
- Human resources specialist for the state of Wisconsin
- Counseling psychologist at Texas Tech University in Lubbock, Texas
- Assistant technical director for the San Francisco Opera
- Retail buyer at Adidas America in Portland, Ore.
- Sales associate in the Enterprise Business Services division of Google, Inc., in San Francisco
- Secondary education teacher in Concord, N.H.

The Letters & Science Career Initiative will routinely check in and collect data on graduates to help tomorrow’s students plan their career paths.
Highest achievers

Outstanding L&S students earn distinguished scholarships

The Churchill, Marshall and Rhodes Scholarships are three of the most prestigious academic awards in the United States, offering experiences that nurture the minds of future Nobel Prize-winning scientists, Pulitzer Prize-winning writers and some of the country’s leading public servants.

Yet the three honors call for different forms of excellence. The Churchill demands ingenuity in the sciences, engineering or mathematics; the Marshall looks for potential leaders and ambassadors; and the Rhodes requires, in addition to intellectual and academic achievement, a “commitment to others and to the common good.”

Three students in the College of Letters & Science fit those varying criteria in 2013–14: seniors Joshua Shutter (Churchill), Andrew Bulovsky (Marshall) and Drew Birrenkott (Rhodes). Their remarkable achievements boosted UW-Madison into elite territory as one of only four American institutions to graduate Rhodes, Marshall and Churchill scholars in the same year, joining Harvard, Princeton and the Georgia Institute of Technology.

Shutter, a chemistry major from Green Bay, Wis., was one of 14 American students selected for the Churchill, created by legendary British Prime Minister Winston Churchill in 1963. Shutter will complete a one-year master of philosophy at the University of Cambridge. He will carry lessons learned in Professor Bob McMahon’s lab with him to Cambridge’s Centre for Atmospheric Science.

“The ability to perform research early on in my undergraduate career at UW-Madison both motivated me in my classes and opened up a variety of opportunities, from NASA to the Churchill Scholarship, that would have seemed unimaginable to me four years ago,” says Shutter, a 2013 Goldwater Scholar who also spent several weeks at NASA’s Jet Propulsion Laboratory in 2012.

Bulovsky, who double-majored in communication arts and political science, was heavily involved in Associated Students of Madison during his time on campus. The Lodi, Wis., native will pursue a master of science in comparative politics, followed by a master of science in politics and communication from the London School of Economics as one of 34 Marshall recipients. The scholarship, named for Secretary of State George Marshall, serves as a symbol of British gratitude for assistance provided by the United States in the years following World War II.

“Learning how to interact with people from a variety of backgrounds has been
the most influential part of my Wisconsin Experience,” says Bulovsky, who spent a summer interning at the British House of Commons and hopes to one day run for Congress. “The key for finding those opportunities is simply taking a step forward and getting involved in organizations and meeting other people.”

Birrenkott, who triple-majored in biochemistry, biomedical engineering and political science, was one of 32 Rhodes winners. The Rhodes, founded in 1902 by British philanthropist Cecil Rhodes, is the oldest international study program in the world. The McFarland, Wis., native will spend two to three years at the University of Oxford, where he hopes to combine his academic interests to prepare for a career in global health and international development.

“Drew’s future contributions to society will come not because he is a doctor or an engineer or a political science professor, but because he is a doctor with a deep understanding of how the political environment can shape health care delivery and how mechanical innovations can be applied to solving some of the world’s pressing health crises,” says Assistant Professor of political science Nils Ringe, Birrenkott’s senior honors-thesis advisor.

More national scholarship winners

- Colin Higgins (environmental studies, geography and history) Udall Scholarship, for demonstrating a commitment to a career related to the environment, Native American healthcare or tribal public policy

- Brontë Mansfield (art history and English) Beinecke Scholarship, to support graduate study in the arts, humanities or social sciences

- Tong Wang (chemistry) Goldwater Scholarship, for pursuit of a career in science, mathematics or engineering
Top 5 majors at UW-Madison — all in L&S

Biology*
Economics
Political Science
Psychology
History

*Biology major is shared with the College of Agricultural and Life Sciences

L&S STUDENT SNAPSHOT
Undergraduates 16,326
Graduate students 4,153
Clinical doctoral students 39
Total: 20,518

Minority 3097
Women 10,892
Men 9,626

4.09 — the average number of years to graduate with an L&S major

BREADTH AND DEPTH
We have majors from African Languages and Literature to Zoology:

Undergraduate majors: African Languages and Literature • Afro-American Studies • Anthropology • Applied Mathematics, Engineering and Physics • Art History • Asian Studies • Astronomy • Atmospheric and Oceanic Sciences • Biochemistry • Biological Aspects of Conservation • Biology • Botany • Cartography and Geographic Information Systems • Chemistry • Chemistry Course • Chinese • Classical Humanities • Classics • Communication Arts • Communication Sciences and Disorders • Comparative Literature • Computer Sciences • Economics • English • Environmental Sciences • Environmental Studies • French • Gender and Women’s Studies • Geography • Geology and Geophysics • German • Hebrew • History • History of Science, Medicine and Technology • International Studies • Italian • Japanese • Jewish Studies • Journalism • Languages and Cultures of Asia • Latin • Latin American, Caribbean and Iberian Studies • Legal Studies • Linguistics • Mathematics • Medical Microbiology and Immunology • Medical Science • Microbiology • Molecular Biology • Music • Music: Education • Music: Performance • Philosophy • Physics • Polish • Political Science • Portuguese • Psychology • Religious Studies • Russian • Scandinavian Studies • Social Welfare • Social Work • Sociology • Spanish • Statistics • Theatre and Drama • Zoology

Majors on the rise
These saw student enrollments increase from 2009 to 2013

Economics 29%
Mathematics 66%
Computer Sciences 67%
Psychology 147%
Statistics 319%

DID YOU KNOW?
L&S is home to more than 60 interdisciplinary research centers and institutes.
Credit hours taught by division:

600,176

- Arts and humanities: 180,697
- Social sciences: 191,982
- Physical and natural sciences: 227,436
- Total: 600,176

L&S teaches nearly 60 percent of all the credit hours delivered at UW-Madison and more than 80 percent of freshman and sophomore credit hours.

If one professor taught all these credits in a 50-minute lecture, it would take 57.09 years to teach what we do in one academic year.

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TOTAL DOLLARS RAISED

More than $26.2 million

TOTAL DOLLARS RAISED for the L&S ANNUAL FUND

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