The Liberal Arts Advantage:
Make a Good Living, Lead a Good Life

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COLLEGE OF LETTERS & SCIENCE ANNUAL REPORT, 2011–2012

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As a close friend of the College, you will be excited to learn of our recent student achievements, research discoveries and teaching innovations.

The stories that follow demonstrate some of the many ways in which the College of Letters & Science continues to be an international leader in undergraduate education and a powerhouse in research. Indeed, the mission and vision of the College are built upon the cornerstone of liberal arts education and research of the highest quality spanning the social sciences, natural sciences, humanities and arts.

We have much to celebrate. Our recent achievements include narrowing the search for the elusive Higgs boson particle and getting to Z in the prestigious Dictionary of American Regional English. You can read more about these stories online at http://report.ls.wisc.edu.

We also graduated a Rhodes Scholar, built a world-class laboratory to study cosmic dynamos and continued our commitment to the Wisconsin Idea. You will find those stories and more in the pages that follow.

Within this culture of research in the liberal arts, the College prepares students to make a good living and lead a good life. We train them to be critical thinkers, to listen and learn, to effectively formulate and present arguments and to be respectful in all that they do. In our rapidly changing world of technology and globalization, a wide-ranging liberal arts perspective is more valuable than ever.

However, we face new fiscal realities that include less public funding and an increased reliance on private support. Like leaders in all
economic sectors, I am making hard decisions. These involve downsizing some programs while investing more in others to meet changing student and research needs.

Annual giving from alumni and friends is essential because it gives me the resources to support the core educational mission of Letters & Science and ensure a world-class university for future generations of Badgers. I am grateful to you for contributing to this mission and for sustaining the vitality and vision of the College.

Earlier this summer, I announced that I will step down from my position as Dean in the spring of 2013. I will take a research leave for one year and then return to the faculty of the Department of Sociology. I also plan to work on a book about the five Indian nations that were moved to Oklahoma in the 1800s, including the Chickasaws, my nation.

Over the next year, I want to make certain that the College and our future dean can take advantage of innovative opportunities and thrive in the face of the many challenges in higher education. Your generosity is critical in this endeavor.

I welcome your engagement as we continue to advance the liberal arts. Please visit www.ls.wisc.edu to learn more about how to stay connected with the College.

On, Wisconsin!

Gary Sandefur, Dean
dean@ls.wisc.edu
As chairperson of the Department of Psychology, Patricia Devine oversees one of the most respected programs in the country.

With rapid advancements in the field, she and her colleagues wanted to make sure that the department held on to its top-10 ranking. So Devine convened a faculty retreat, and, in the spirit of innovation, asked them to forget what they had been doing in the existing curriculum and to envision how they would build a new, modern psychology major.

Their answer: create rigorous courses on cutting-edge topics with intensive discussion groups and meaningful laboratory experiences for undergraduate students. Professors longed to be able to teach differently. They wanted more opportunities to bring their expertise to the classroom and to interact more closely with students. These aspirations collided with the fact that the number of faculty in the department was low compared to other research universities, leading to a much heavier teaching load. In order to remain competitive, explains Devine, curricular changes had to be accomplished without adding to that load.

“We have a long history of award-winning, dedicated teachers,” Devine says. “We just wanted to reinvigorate their teaching, get them excited in a new way.”

On the surface, there seemed little chance of meeting all needs. But then, says Devine, along came the Madison Initiative for Undergraduates, which enabled the department to hire new, top professors. Next, the department embraced the Letters & Science and campus-wide Educational Innovations imperative, creating a plan to enrich undergraduate education, while advancing graduate students’ teaching and research opportunities.

The new curriculum aimed for deeper learning earlier in the undergraduate experience, adding depth courses taught by faculty specializing in specific areas. One example is Professor Paula Niedenthal’s course on human emotions, where analysis spans the neuroanatomical and neuroendocrine functions, as well as social, developmental and cognitive processes.

With 80 to 100 students per class, the depth courses are small in comparison to the 500-person lectures that dominated the old undergraduate Psychology curriculum. With graduate teaching assistants leading intensive discussion sections for each depth course, students have the opportunity for deeper engagement.

“Reports from students are very positive,” says Devine. “And faculty are lining up to teach those courses.”

The new curriculum also frees faculty to spend more time in the lab with students. During a given academic year, more than 400 undergraduates participate in Psychology faculty research labs for credit. Some have earned authorship on scholarly publications. A few have become first authors on journal articles.

“Psychology is a lab science. We all run active and dynamic labs in which we involve undergraduates,” Devine says.

As the fifth-largest major on campus, Psychology has long attracted bright, curious students fascinated by the dynamic, changing nature of the field. Now there’s a cutting-edge curriculum that not only keeps that fast pace, but sets it.
Matt Steigerwald had an ambitious plan to advance his career, but he was not sure how, exactly, he was going to carry it out.

Steigerwald, who graduated from the University of Wisconsin-Milwaukee with a Bachelor of Social Work in 2007, already held a full-time position as a special-needs-adoption social worker. But he was well aware of the recent, widespread push state-wide for social workers to acquire additional training by obtaining master’s degrees.

Steigerwald was eager to take that next step, but there was just one problem. He did not have the necessary time for school. He had gotten married in 2007, had his first child a year later and was working to support his family.

He was planning on enrolling in a traditional master’s program anyway and slogging his way through it, class by class, because he did not see another viable option. “It was going to take me a looooon time,” he says.

Then a friend told Steigerwald about an alternative. The UW-Madison School of Social Work had just started a new, part-time Master of Social Work program. Classes were held exclusively on Saturdays, and he could

A Masterful Innovation

The state needed more well-trained social workers, so the College stepped forward to deliver a solution.
get his degree in two years. “It was perfect for what I needed,” says Steigerwald, who enrolled in the summer of 2010.

The School of Social Work created the part-time program to reach students like Steigerwald. Faculty and staff had long seen a need to help non-traditional students who wished to pursue a master’s degree while juggling family and full-time work, so the School stepped up to the challenge and partnered with UW-Eau Claire to launch the program in 2009.

It’s done nothing but grow ever since. Enrollment numbers have increased each year to the point where there are now more students in the part-time program than in the full-time offering.

The students are all enrolled at UW-Madison, but classes are also offered at UW-Eau Claire. And the program is truly reaching the entire state. Students drive from as far away as Sheboygan and Green Bay to attend classes in Madison, while some commute to Eau Claire from as far north as Hayward and as far west as Minnesota.

It’s not just the students who are benefitting, either. With no master’s program in northwest or southwest Wisconsin, agencies in those regions struggled to hire employees with master’s-level training. That is no longer the case.

“We are serving the state better than we were able to serve it before,” says Associate Professor of Social Work Tracy Schroepfer, the program’s director.

And, with a new revenue stream, the School has been able to upgrade its equipment. A new video lab is already in the works.

As for Steigerwald, he graduated in May and took a job as a program and policy analyst at the Wisconsin Department of Children and Families. He interned at the department to complete the fieldwork requirements for his degree and was thrilled to land a job dealing with policy.

“We are meeting a really important need,” Schroepfer says. “Students who have graduated have written us to say thank you, because they say they never would have earned their master’s degrees without our Saturday program. Some of our students have gotten their dream jobs.”

“We’re serving the state better than we were able to serve it before... We are meeting a really important need.”

— Tracy Schroepfer,
Part-Time Master of Social Work Program Director
Steven Olikara’s interest in public service began, interestingly enough, with music.

While in high school at Brookfield East in southeastern Wisconsin, Olikara was an avid musician who played with a variety of groups across a range of genres.

“I started meeting a lot of different people from different backgrounds,” he says. “And I think that sparked my curiosity in different cultures and different perspectives.”

That initial curiosity evolved into a full-blown passion for improving the lives of others during his time as a student in the College of Letters & Science at the University of Wisconsin-Madison. And when Olikara graduated in May with degrees in Environmental Studies and Political Science, he departed Madison having made a substantial impact on campus.

Olikara was the 2012 senior class president and played a pivotal role in creating the Wisconsin Idea Scholarship, a service-based award that is the first major student-created scholarship endowment at UW-Madison. He also helped to create the Office of Sustainability, a service initiative called Wisconsin Without Borders and a combination study-abroad/service program in China.

“I think the university’s public-service mission, known as the Wisconsin Idea, has always inspired me to think about how my involvement is making a difference in people’s lives in the state and around the world,” Olikara says. “I have experienced first-hand the extraordinary force of the Wisconsin Idea to bring people together across disciplines to address pressing issues locally and globally.”

Olikara twice won the prestigious Udall Scholarship, given nationwide to sophomores or juniors who are pursuing careers related to the environment, Native American public policy or health care. He was one of only three repeat winners in 2011, when he also won the coveted Truman Scholarship. Only 60 Truman Scholarships — given to juniors who are headed into public service — are awarded across the country each year, with each worth up to $30,000 toward graduate school.

Olikara is planning to pursue master’s degrees in Public Policy and Business Administration, with a focus on public leadership and social innovation.

Long term, Olikara wants to continue to make an impact — on an even larger scale.

“For the longest time, I have believed that there is a new economic paradigm out there based on service: alleviating poverty, restoring the environment, eradicating disease,” he says. “I hope to help unlock this potential by finding public-private models of more sustainable development. I am also passionate about youth empowerment and service initiatives and hope to lead a nonprofit in this area.”
“My liberal arts education helped me put the world in context and enriched my thinking with a multidisciplinary perspective. The College of Letters & Science provided the flexibility and freedom to take a pretty non-traditional array of courses — from Economics and Literature to Environmental History and Engineering. As someone who wants to drive new policy ideas and build broad consensus in the public sphere, these insights have been invaluable as we move ever closer to a more pluralistic and shared vision of the world.”

— Steven Olikara
When Alexis Brown, an English and History major, applied for a Rhodes Scholarship, she never thought she would win.

“Just getting up the courage to apply was difficult,” says the 2012 graduate of the University of Wisconsin-Madison. “It’s hard to convince yourself you could actually win a Rhodes.”

Her modest attitude may actually have played a role in her selection as one of 32 American scholars (out of 2,000 applicants) to win the international fellowship. When British magnate and statesman Cecil J. Rhodes set forth the standards for the scholarship, he called for “devotion to duty, sympathy for and kindness to the weak, kindliness and unselfishness.” It turns out that winners of the coveted award are not judged solely on their ferocious academic achievements — they are expected to be genuinely good people as well.

Brown, who logged many public-service hours while pursuing a rigorous double major, met the criteria. Now the Algonquin, Illinois,
Steven Olikara and Alexis Brown are just two of the award-winning students who have passed through the College in recent years. Here are a few others:

- **Beinecke Scholarship** — $30,000 for graduate study in the arts, humanities or social sciences: Asad L. Asad (Political Science and Spanish), 2010

- **Churchill Scholarship** — up to $50,000 toward postgraduate study at Cambridge University, given to American college graduates studying the sciences, engineering or mathematics: Daniel Lecoanet (Physics and Mathematics), 2010

- **Goldwater Scholarship** — $7,500 for undergraduate students pursuing careers in mathematics, the natural sciences or engineering: Steven Banik (Chemistry), 2010

- **Mellon Fellowship for Dissertation Research in Original Sources** — up to $25,000 toward dissertation research in the humanities or related social sciences: Frederick “Fritz” Schenker (Music), 2012

- **Mitchell Scholarship** — one year of postgraduate study in any discipline at universities in Ireland and Northern Ireland: Catherine Skroch (Political Science and International Studies), 2012

- **Truman Scholarship** — $30,000 for graduate study for students pursuing a career in public service: Nicholas Lillios (Political Science and Biochemistry), 2010; Steven Olikara (Environmental Studies and Political Science), 2011

- **Udall Scholarship** — $5,000 for undergraduates pursuing careers in the environment, tribal public policy or Native American health care: Emily Duma (Political Science and International Studies), 2010; Steven Olikara (Environmental Studies and Political Science), 2010 and 2011
Unlocking a Secret of the Universe

Many small gifts to the L&S Annual Fund may help solve an ancient puzzle of cosmology.

In the cosmos, all celestial objects — planets, stars, galaxies and clusters of galaxies — have magnetic fields. The magnetic field of our home planet is most easily observed in the fact that the needle of a compass points north.

But the origin of magnetic fields in the universe — including Earth’s — remains a puzzle of cosmology, despite many determined efforts by scientists to ferret out the secrets of how they first arose.

Now scientists in the College of Letters & Science are taking their turn at solving that puzzle. The Madison Plasma Dynamo Experiment, directed by Physics Professor Cary Forest and Astronomy Professor Ellen Zweibel, studies how magnetic fields are generated by replicating the process by which they are created — right on campus.

This groundbreaking research is funded by a $2.4 million grant from the National Science Foundation and leveraged by many small gifts from alumni and donors to the L&S Annual Fund. That backing allowed for the construction of a new, state-of-the-art laboratory to house the space-age-looking sphere that is the centerpiece of the experiment.

The hollow aluminum sphere, three meters in diameter, heats gas to 500,000 degrees Fahrenheit. At that searing temperature, the 10,000-pound sphere turns gases into plasmas: superheated gases in which atoms have been stripped of their electrons, like those in space. From there, the plasma is stirred using magnets and then, in the words of Forest, “we make a turbulent mess of flows” that creates magnetic fields.
The end result is the simulation of cosmic dynamos, which had not been done in a lab before the UW-Madison team accomplished the feat in January. Stars, including our own sun, and planets have dynamos — the Earth’s dynamo generates the magnetic field that shields us from solar winds — as do galaxies and clusters of galaxies.

The aluminum sphere has strong ties to the state of Wisconsin. Core pieces of equipment were manufactured by Wisconsin companies and tested without leaving the state. Chosen after a nationwide search, Portage Casting & Mold in Portage cast the sphere itself, and three other Wisconsin companies fine-tuned it. Milwaukee’s Lafayette Testing Services ensured that the cast was free of holes using X-ray analysis; Luxemburg’s D&S Machine Service sized the two halves before they were attached; and Beloit’s Metallic Bonds adhered to the sphere’s interior an alumina coat capable of handling scorching temperatures.

“We are particularly proud of this aspect of the project,” Forest says. “That, after a national search, we found we could do this in our back yard — with Wisconsin companies and local expertise — is exciting.”

— Terry Devitt contributed to this story
The Environmental Stewards of Tomorrow

A student hooks minority youth on caring for Wisconsin’s treasured tradition and resources

In Wisconsin, fishing means more than whiling away a lazy afternoon on the dock (although it is that, too). Fishing offers the opportunity to closely observe aquatic habitats, appreciate natural resources, understand environmental threats and participate in a time-honored tradition that draws people together in all kinds of ways.

In short, fishing is a way to feel connected. That’s why Latino, Hmong, African-American and Native American youth love the Fishing in the Neighborhood program piloted by Jannet Arenas, a recent graduate of the School of Social Work who also has a certificate in Environmental Studies.

“Learning to fish is a memorable experience, and for many it is an experience that they would not have been exposed to otherwise,” she says.

Arenas started the program’s first club, for Latino youth, as part of a summer service-learning course in 2011. She partnered with Wisconsin’s Department of Natural Resources and Centro Hispano of Dane.

Participants from the Centro Hispano fishing club, including club leader Jannet Arenas (fifth from right), gather during a field trip. Twenty-one students participated in the program during its first summer, prompting the creation of four more clubs around the state.
County, a nonprofit organization that serves the Madison-area Latino community. Her program proved immediately popular, and has since spawned four more fishing clubs around the state, led by five UW-Madison undergraduates and two recent graduates, including Arenas. The clubs draw a diverse array of minority youth.

Like many UW-Madison students, Arenas signed up for a service-learning course in order to combine traditional teaching with leadership and outreach. The courses offer unusual opportunities for students to work with businesses, agencies and other organizations to complete projects that make significant, positive impacts on communities and cultivate hands-on training.

Each year, Dean Gary Sandefur supports service-learning courses by using gifts to the L&S Annual Fund to sponsor the Office of Service Learning and Community-Based Research. The College strongly believes in this campus-wide initiative because of our commitment to the Wisconsin Idea, and more than half of the service-learning courses offered at UW-Madison are taught in L&S.

Arenas designed two four-week programs with a curriculum that includes hands-on activities, field trips and talks by UW-Madison lecturers who inspire students to pursue higher education. In addition to basic fishing skills, the students learn about fish anatomy, fish identification and fishing regulations. They also learn the importance of environmental stewardship and civic participation.

The beaming smiles from some of the 21 participants receiving their certificates of completion were ample proof of the program’s success.

“It is important for kids to have positive experiences outdoors today so that they can become the environmental stewards of tomorrow,” Arenas says. “It has been really rewarding to see the fishing club grow from Centro Hispano’s pilot program to different communities of color across the state.”
Intensifying Internships

A new L&S internship course is changing student experiences outside the classroom.

Students in the University of Wisconsin-Madison College of Letters & Science range from super-analytical Mathematics majors to ultra-inquisitive minds studying Philosophy — and everything in between.

Thanks to the efforts of one faculty member, the College now offers a course suited to any and all of those students as they prepare for professional careers. The online course, Inter LS 260, offers internship credit to any L&S student, regardless of major, who lands a professional placement somewhere, be it on an organic farm in rural Michigan or at the White House.

The course, designed by Professor Greg Downey, frees students to find their own, richly rewarding internships beyond campus. It requires them to keep weekly diaries of their work experiences and share them via a wiki, a collaborative website that can be easily edited. Throughout the week, course participants (writing in from various far-flung places) comment on each other’s notes. Overall, the goals are for students to contemplate how their internship experiences influence their career plans and to consider how their academic studies inform real-world situations.

“Students do not always see that everything we do — whether it is a class in poetry or medieval nation-states or contemporary politics or animal biology — is all going to offer great skills and experiences,” says Downey, a professor in the School of Journalism and Mass Communication and the School of Library and Information Studies. “The course forces them to think: How have your educational experiences prepared you for this crazy work situation that you’ve just been thrown into?”

Students are also tasked with completing weekly readings about workforce-related topics and reading an assigned book, the topic of which varies depending on the student’s field of employment. For example, Downey assigned Panic: The Story of Modern Financial Insanity, by Michael Lewis, to students interning in the financial sector in New York.

“We want to inculcate a perpetual curiosity about the world, and especially about your career,” Downey says.

L&S Deans encouraged the development of the course to give students more opportunities to pursue and get credit for internships. Some departments in the College offered internship courses, but not all. As fate would have it, Downey was the chair of the L&S curriculum committee at the time. He had developed a model while working with students in the School of Journalism and Mass Communication, and he submitted a proposal that was approved in the summer of 2009.

As part of the Madison Initiative for Undergraduates (MIU), a campus-wide effort to boost undergraduate education that began in the 2010–2011 academic year, the course was granted additional funding. That support enabled L&S Career Services to hire internship coordinator Stephanie Salazar Kahn, who interfaces with students and employers and
“How have your educational experiences prepared you for this crazy work situation that you’ve just been thrown into?”

— Professor Greg Downey, Journalism and Mass Communication

provides resume critiques.

MIU funding also allowed additional faculty to contribute to the course — Downey is now one of three instructors, along with Professors Russ Castronovo (English) and Tom DuBois (Scandinavian Studies) — and extended the course to a year-round offering.

As a result, the course’s popularity has grown dramatically. In the summer of 2010, 17 students were enrolled; in 2011 that number jumped to 36; this summer, it was at 61.

“It’s evolved bit by bit every time we teach it,” Downey said. “And that’s another one of the nice things about having a number of different faculty members and the career-services professionals involved, because we all can contribute.”

Even though they’re not working alongside one another, Downey says, students “can still talk about how their classes connect to what they’re doing or how each kind of workplace has its quirks or its social relationships or its set of challenges that are often really similar, even across very different places.”

Salazar Kahn and Downey both say that the feedback they have received from students has been overwhelmingly positive. That roughly 45 percent of the students enrolled in the internship course during the past two school years held internships that did not require credit — in other words, they did not need to take the course — backs up that anecdotal evidence.

“It really forced me to reflect on what I was doing at my internship while I was doing it,” says Kim Vosburg (BA’12, English and Communication Arts), who took the course in the summer of 2011 while interning at the Reader’s Digest Association in Milwaukee.

“I felt like that helped me find a lot more meaning in what I was doing, because not every task is this big, grand project. So it helped me understand the nature of the work world a little better.”

http://report.ls.wisc.edu
One Bright Idea

L&S students look to the Wisconsin Idea to define their passions in life after graduation

In a 1904 speech, UW President Charles Van Hise laid the foundation for a concept that would come to define the University of Wisconsin-Madison.

“I shall never be content until the beneficent influence of the University reaches every home in the state,” he famously declared — a quotation that was the genesis of the Wisconsin Idea.

This driving ideology and mission of the state’s flagship public institution has grown to include not just the rest of Wisconsin, but the world as well.

And it still rings true with new graduates such as Emily Kesner (BA’11, Journalism).

Kesner is now sharing the benefits of her Letters & Science education with elementary students in St. Louis, Missouri, as part of Teach for America. The program calls upon recent graduates and alumni to commit to two years of teaching in high-need schools across the country in an effort to close the achievement gap.

In joining Teach for America, Kesner joined a proud Badger tradition: Since 1990, more than 700 UW-Madison alumni have participated in the program, and she is one of 60 UW-Madison graduates from the Class of 2012 to join its corps of 5,800 teachers.

Kesner says she never envisioned herself working in education, but the concept of the Wisconsin Idea gave her a new perspective.

“Almost every class I had had some component of the Wisconsin Idea,” she says. “I got on board with the concept that it’s up to each of us to take our education and do something with it.”

In addition to her undergraduate coursework, Kesner was involved in several extracurricular activities that further spurred her interest in community involvement.

She was a founding member of the Dance Marathon, an overnight campus event that raises money for the American Family Children’s Hospital in Madison. She also served as a campus tour guide with Visitor and Information Programs. Her dedication and outstanding work did not go unnoticed — she was part of the inaugural class of the On Wisconsin Society, an award granted by the Wisconsin Alumni Association to honor exceptional student leaders who “exemplify the Wisconsin experience.”

Kesner says that her liberal arts education, combined with her unique Wisconsin experience, have truly prepared her for life after graduation.

As an educator, Kesner says, “you need to be able to ask questions, to talk to people. You have to be able to synthesize information.”

Adam Schmidt (BA’08, Geography and Political Science), the Teach for America recruiter for Wisconsin and Minnesota, notes that Letters & Science graduates are particularly well suited for this distinctive public-service role.

“L&S students value the role of education in society. That gives them a very strong mission orientation toward closing the achievement gap,” Schmidt says.

Kesner is using the breadth of her education to enrich the learning experiences of children in St. Louis for the next two years, but she knows that is only the beginning.

“Having a broad base of knowledge to pull from will serve you well in whatever you do,” she says.
She was a student who had done everything right: juggled a rigorous course load of Advanced Placement classes in high school while volunteering for service initiatives and tutoring elementary-school students.

But Calla Buttke, who graduated first in her class at Wausau West High School, was not sure she would land a scholarship from the University of Wisconsin-Madison. She wanted to study languages and History, and she had heard that scholarships in the College of Letters & Science were limited.

That’s when she learned about the new L&S Freshman Scholar Award.

In response to a tremendous increase in the number of scholarship applications from incoming first-year students in recent years, the College of Letters & Science created the award to provide much-needed financial assistance to 25 meritorious new students each fall. The awards are supported through the L&S Annual Fund, a critical discretionary fund that Dean Gary Sandefur uses to meet top needs.

“The need for additional student support is so clearly demonstrated,” says Allison Rice, L&S Undergraduate Scholarships Officer. “I am exceedingly grateful that our donors have responded to this need by generously donating to the College. We are able to help more students than ever before because of these important contributions.”

The cost of a UW-Madison education — tuition, fees, books, and room and board — for resident undergraduates for the 2012-2013 school year will be a little more than $23,000. Still, that figure ranks in the bottom half of the Big Ten for cost, and Kiplinger’s Personal Finance placed UW-Madison at 13th in the country for best value among public universities. Even so, UW-Madison is last in the Big Ten in providing financial aid, and nearly half of all undergraduates graduate with debt.

By creating additional scholarships, the College is better placed to recruit talented students.

Every year, the list of first-year scholarship applicants — this year there were 1,219, a College record — is pared down to a group of finalists. It is made up of promising high school students who, as Rice says, “have worked hard and done everything right.” They boast impressive test scores and grade point averages, and many were valedictorians of their classes.

Buttke is planning on majoring in German and History — and maybe Chinese, too — at UW-Madison. Thanks to the new scholarships, she will have some assistance in preparing for whatever lies ahead, be it law school, the Peace Corps or Foreign Service.

“I was really happy and surprised, because I didn’t think UW-Madison gave too many merit scholarships, especially in the College of Letters & Science,” Buttke says. “I’m excited to study the things that I really like, like languages and History.”
A Liberal Arts MVP

CEO Roger Gullickson’s liberal arts degree taught him the value of insight and creativity

When he writes and talks about revitalizing businesses in his home state of Michigan, Roger Gullickson (BA’71, History) draws from his liberal arts background to make compelling arguments for systemic change.

Encourage a “state of renewal,” Gullickson urges, by taking risks, asking new questions and investing in creativity. He subscribes to the belief that true knowledge comes from experience, judgment, learning and reflection. The next generation of leaders, he says, must operate from a position of knowledge, rather than simply from information.

Gullickson is CEO of MVP Collaborative, a strategic-communications firm in Madison Heights, Michigan, that counts Audi, Comcast and OnStar among its high-profile clients. Named one of the top 100 marketing agencies in the world by Event Marketer for six straight years, MVP places a high premium on creative thinking — and not just for clients. Gullickson believes in deep dialogue and bases his business on four core values: leadership, collaboration, creativity and culture. He writes and speaks publicly about the value of a liberal arts education in developing the kind of critical-thinking skills needed for innovation, growth and sound decision-making.

From the company’s headquarters in Madison Heights, Gullickson (a native of Stoughton, Wisconsin) recently took time to chat about the value of his education in the College of Letters & Science, lessons for future graduates and his approach to hiring:

L&S: You were a History major back in the day. What attracted you to that area of study?

RG: It was something that I always had an interest in. Madison had a really strong History program, and it seemed like a relevant path. I was at that time planning to go to law school, and those who could give advice said that History was a good precursor to law school.

L&S: But you did not end up going to law school. What did you do with your History degree then?

RG: I spent six years in my corporate life, before this company, in Europe with a division of what was then the J.I. Case Company. I think in a simple sense what History did for that part of my life was to give me a sense of purpose, relevance and place, because a lot of my work was in European history. I think the critical thinking, the opportunity to explore different perspectives, different ways of looking at the world have been hugely valuable all through my career.
L&S: So you learned skills at the same time you were learning history?
RG: I talk to my kids about it: If you can get out of college loving to learn, you’ve accomplished a big part of your objective. And I think the liberal arts can do that, because you are exposed to so many things. Many of which, just like business school, don’t come into play day by day, but more in terms of how you look at the world, and how you consider problems and opportunities, and how you approach life.

L&S: What do you look for when hiring someone? How do those skills you talked about come into play?
RG: I think first it’s always attitude. It’s the sort of positive approach to life and learning, because you can teach anybody skills. I would probably fail most History tests I would take today, but I think that the learning and the capability to learn is what’s really important to us as an employer. In our world especially, we’re very project driven, so you have to constantly learn. Everything we start is basically a new sheet of paper, because there are very few things that we can just directly replicate, especially for different clients. So you really want someone who’s a quick learner, who’s got a positive approach and has the capability of digging in, assessing things and thinking critically.

L&S: What advice would you give a wide-eyed 18-year-old who is coming into college and is searching for a major that will be relevant down the road?
RG: I think pursuing the love of learning. In other words, tackle some things that you really enjoy, because if you do, you’re going to be successful at it. If you know a specific discipline that you’re interested in, something like business school can be great. If you’re not as sure, then I think the liberal arts give you a really wide perspective and an opportunity to have a set of skills that are going to be useful.
A Valuable Commodity

In the view of this UW-Madison alumnus, the liberal arts are key in the business world.

Will Hsu possesses a broader perspective in business, thanks to his liberal arts education. He majored in Chinese Language and Literature and earned a Bachelor of Business Administration from the Wisconsin School of Business before going on to obtain an MBA from Harvard Business School.

Hsu says he has found the skills he acquired in his liberal arts education to be vitally important in his career. He worked at General Mills for nine years before leaving to take over his family’s successful ginseng business in Wausau in 2011. Hsu’s Ginseng Enterprises produces around 100,000 pounds of ginseng each year from more than 1,000 acres of farmland and sells its products worldwide.
Recently, Hsu took time off from his busy schedule to discuss the value of his liberal arts education in the College of Letters & Science:

“As much as I gained valuable business knowledge by being an undergraduate business major, having classes and a lot of course work in L&S really prepared me to think critically, and improved my ability to understand the broader picture of what’s going on, and to take into account factors that might otherwise be considered external to the situation at hand, but could have potentially far-reaching implications long term.

“Many times when you look at business, you’re making both short-term and long-term decisions. You have to have both the tactical ability to execute, but also the strategic ability to think about what a competitor’s response might be, what the long-term ramifications of the decision might be, how government regulations or rulings may change or evolve over time and how customers or consumers may react to any decision you make.

“And those are all things that are harder to teach in what I would say is a ‘business school setting’ and much easier to grasp when you come from a more Socratic or a more kind of reasoned basis. It’s not formulaic.

“I think if you had to generalize how I viewed my education at UW-Madison, it’s that the School of Business prepared me very well for the execution and the tactical aspects of working in the business world — how to evaluate yield, how to evaluate financial decisions.

“But the L&S side helped me think about some of the soft factors to include, some of the things that you can’t necessarily put a hard number on

“It’s not just about, can I execute the formula? Do I know what the right answer is? Is it black or white? With any type of L&S background, you’re going to feel more comfortable dealing in shades of gray, because you’re going to be able to reason your way through any decision, and maybe both sides of the decision.  

“I think that’s a key piece of L&S: They try to teach you to look at any type of problem or situation from multiple perspectives.”

Will and Jenny Hsu
Fast Facts

OVERVIEW

802 faculty
51 new faculty starting in September 2012
3,150 staff

657,199 credit hours taught in an academic year (60.6% of total at UW-Madison)

L&S MAJORS

70 undergraduate majors
47 certificates
114 graduate majors
5 professional schools

THE FIVE LARGEST MAJORS AT UW-MADISON are in the College of Letters & Science

Economics
Political Science
Biology*
History
Psychology

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

L&S STUDENT SNAPSHOT

Undergraduates: 16,363
Graduate students: 4,214
Professional students: 38
Total: 20,615

Minority: 3,020
Women: 10,985
Men: 9,630

L&S DEGREES CONFERRED IN 2011

<table>
<thead>
<tr>
<th>Bachelors</th>
<th>Masters</th>
<th>Research Doctorate</th>
<th>Clinical Doctorate</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,774</td>
<td>737</td>
<td>334</td>
<td>8</td>
<td>4,853</td>
</tr>
</tbody>
</table>
Recognized in 2012

The University of Wisconsin-Madison has consistently been ranked among the best public institutions in the nation over the years, and the 2011-12 academic year was no different.

UW-Madison was ranked 10th among public institutions in U.S. News & World Report’s 2012 edition of America’s Best Colleges and 19th among world universities in the 2012 Academic Ranking of World Universities. It was one of only six American public universities in the top 20 of the latter, and ranked highest of all Big Ten schools.

Kiplinger’s Personal Finance also placed UW-Madison 13th in the nation — the highest of any Big Ten school — in best value among public universities.

The College of Letters & Science contributed to those accolades, with 16 programs scoring top-20 rankings.

U.S. NEWS & WORLD REPORT RANKINGS

| 15th | Biological Sciences |
| 7th  | Chemistry          |
| 1st  | Clinical Psychology|
| 11th | Computer Science   |
| 13th | Earth Sciences     |
| 14th | Economics          |
| 17th | English            |
| 14th | History            |
| 10th | Library and Information Studies |
| 16th | Mathematics        |
| 17th | Physics            |
| 15th | Political Science  |
| 8th  | Psychology         |
| 14th | Public Affairs     |
| 12th | Social Work        |
| 2nd  | Sociology          |

- Master of Fine Arts in Creative Writing program ranked third in the country by Poets and Writers magazine
- Master of Social Work program ranked 13th in the country by TheBestSchools.org
- Two L&S instructors included in “The Best 300 Professors” by The Princeton Review and RateMyProfessors.com:
  - Bryan Hendricks, senior lecturer, Psychology
  - Jonathan E. Martin, professor and chair, Atmospheric and Oceanic Studies
## Financial Metrics

### UW-Madison Funding Sources 2011–12

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Taxes - General Program</td>
<td>$253.1 million</td>
<td>9%</td>
</tr>
<tr>
<td>State Taxes - Specific Purpose</td>
<td>$159.2 million</td>
<td>6%</td>
</tr>
<tr>
<td>Student Tuition</td>
<td>$429.1 million</td>
<td>16%</td>
</tr>
<tr>
<td>Federal Programs</td>
<td>$879.4 million</td>
<td>33%</td>
</tr>
<tr>
<td>Gifts, Grants and Segregated Funds</td>
<td>$490.9 million</td>
<td>18%</td>
</tr>
<tr>
<td>State Laboratory Fees</td>
<td>$28.3 million</td>
<td>1%</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>$342.3 million</td>
<td>13%</td>
</tr>
<tr>
<td>Operations Receipts</td>
<td>$104.8 million</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2.687 billion</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Percent of UW-Madison Budget Supported by State Taxes

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002–03</td>
<td>23.5%</td>
</tr>
<tr>
<td>2003–04</td>
<td>21.0%</td>
</tr>
<tr>
<td>2004–05</td>
<td>19.5%</td>
</tr>
<tr>
<td>2005–06</td>
<td>19.2%</td>
</tr>
<tr>
<td>2006–07</td>
<td>19.4%</td>
</tr>
<tr>
<td>2007–08</td>
<td>20.2%</td>
</tr>
<tr>
<td>2008–09</td>
<td>20.6%</td>
</tr>
<tr>
<td>2009–10</td>
<td>18.7%</td>
</tr>
<tr>
<td>2010–11</td>
<td>17.6%</td>
</tr>
<tr>
<td>2011–12</td>
<td>15.3%</td>
</tr>
</tbody>
</table>

### Philanthropic Support 2011

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>New gifts/pledges from individuals</td>
<td>$36,506,827</td>
</tr>
<tr>
<td>New gifts/pledges from corporations/foundations</td>
<td>$9,384,736</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$45,891,563</strong></td>
</tr>
</tbody>
</table>

Included in above totals:
- College of Letters & Science Annual Fund: $777,856
- Estate Gifts: $5,020,968
- Deferred Gifts Received: $13,986,920
- Deferred Gifts Pledged: $3,220,000

### Number of Donors 2011:

- **11,469** Alumni and friends
- **336** Student and recent graduates
Lifelong Connections

191,970
College of Letters & Science
Living Alumni

TOP 20 STATES FOR L&S ALUMNI AND DONORS

<table>
<thead>
<tr>
<th>State</th>
<th>Number</th>
<th>State</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wisconsin</td>
<td>67,754</td>
<td>Maryland</td>
<td>4,083</td>
</tr>
<tr>
<td>Illinois</td>
<td>18,610</td>
<td>Michigan</td>
<td>3,733</td>
</tr>
<tr>
<td>California</td>
<td>14,439</td>
<td>Pennsylvania</td>
<td>3,678</td>
</tr>
<tr>
<td>Minnesota</td>
<td>12,048</td>
<td>Washington</td>
<td>3,657</td>
</tr>
<tr>
<td>New York</td>
<td>10,915</td>
<td>Ohio</td>
<td>3,549</td>
</tr>
<tr>
<td>Florida</td>
<td>5,244</td>
<td>Washington D.C.</td>
<td>3,509</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>4,759</td>
<td>New Jersey</td>
<td>3,499</td>
</tr>
<tr>
<td>Texas</td>
<td>4,545</td>
<td>Arizona</td>
<td>2,902</td>
</tr>
<tr>
<td>Virginia</td>
<td>4,334</td>
<td>North Carolina</td>
<td>2,411</td>
</tr>
<tr>
<td>Colorado</td>
<td>4,141</td>
<td>Oregon</td>
<td>2,282</td>
</tr>
</tbody>
</table>

SOCIAL MEDIA STATS

UW-Madison was ranked the second most influential university in higher education social media last fall by Klout.com.

3,419 Followers
Twitter
twitter.com/uwmadisonLS

1,693 Likes
Facebook
facebook.com/uwmadisonLS
BOARD OF VISITORS
2011–2012

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Consultant, Amundson Partners
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Barbara Arnold
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Deputy Director, National Science Foundation
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Director of Community Relations, M.A. Mortenson Company
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Psychology BS’61; Industrial Relations MS’64

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Mathematics MA’71

Judith (Judy) Kelley
Director of Development, Oregon State University (retired)
Journalism BS’59

William (Bill) Rayne
Senior Vice President, Dain Bosworth
Economics BS’54

Irving (Irv) Shain
Chancellor Emeritus, University of Wisconsin-Madison
“My liberal arts education taught me how to think critically, make connections between seemingly unrelated topics and draw my own conclusions. In short, it taught me how to think, not what to think.”

— Holly Hartung, BA’12, Journalism and German

Your gifts play a crucial role in ensuring the value of a Letters & Science degree for future Badgers. Thank you for your past generosity.

Contributions to the Letters & Science Annual Fund help to preserve the core educational and research mission of the College. To make an online gift, visit supportuw.org/giveto/ls or mail your check to UW Foundation, U.S. Bank Lockbox, Box 78807, Milwaukee, WI 53278-0807.

With a leadership Annual Fund gift of $1,000 or more, you will be recognized as a member of the 1848 Society. For more information, contact Ann Dingman at Ann.Dingman@supportuw.org or 608-265-9954.