Thursday, August 29th
The Pyle Center, Room 313

8:30   Check- in: Pick up name tag and folder and have your photo taken

9:00   La Follette School Welcome and Overview: Steve Kulig, Associate Director of the La Follette School of Public Affairs

Curriculum, career planning overview, and staff introductions: Steve Kulig, Associate Director

- Lisa Hildebrand, Sr. University Relations Specialist
- Andy Lambert, Information Technology Specialist
- Bonnie Lane, Payroll and Benefits Specialist
- Bonnie MacRitchie, Outreach Specialist
- Cindy Manthe, Sr. Financial Specialist
- Marjorie Matthews, University Services Associate
- Heidi Normandin, Sr. Outreach Specialist; Director, Wis. Family Impact Seminar
- Mo O’Connor, Admissions and Advising Coordinator
- Bridget Pirsch, Sr. Outreach Specialist
- David Wright-Racette, Student Services Associate

10:00  Degree Options: Hear from current La Follette students and recent alumni about what degrees and certificates they are pursuing in tandem with their La Follette degree: Andrew Busker (URPL), Emily Capodarco (Law), Alexa DeBoth (MPH), Grace George (NPP), Will Henkes (EAP)

10:30  Break

10:45  Faculty panel: La Follette Professors discuss their research and answer student questions

- Greg Nemet, Lauren Schmitz, and Yang Wang

11:30  Susan Yackee, Director Welcome

11:45  Lunch with faculty, staff and students

12:45  Connecting with the La Follette School Student Association: La Follette School Student Association (LSSA) President introduces the Student Association and its officers and leads a group activity-waiting to hear back-waiting to hear back

1:55   Teaching Assistants Association (TAA) will speak for 5 minutes regarding membership in the organization

2:00   Walking Tour of Central Campus: Led by LSSA

*Join La Follette for Hill Fest on Tuesday, September 3rd from 5-7pm. We will be having a cookout and there will be opportunities to meet new and current La Follette students, alumni, friends, faculty and staff.
Fall 2019 (Regular 15-week session)

Deadline for students to cancel Fall enrollment and have no Fall term record on transcript

Tuesday, September 3, 2019

Instruction for Fall 2019 term begins

Wednesday, September 4, 2019

Deadline students (except Special and Guest) to begin initial Fall term enrollment without $50 late fee

Friday, September 6, 2019

Deadline for students to drop a Fall term class and have no record of it on the transcript (after: will show as DR)

Wednesday, September 11, 2019

Deadline for students to drop a Fall term class and receive 100% tuition adjustment

Friday, September 13, 2019

Deadline for students to add, swap, or change sections in a Fall term class (after: need department permission)

Friday, September 13, 2019

Deadline for students to begin initial Fall enrollment (after: $50 late fee, need dept. & academic dean permission)

Friday, September 13, 2019

Deadline for students to drop a Fall term class and receive 50% tuition adjustment

Friday, September 27, 2019

Deadline for students (except Graduate) to request pass/fail or credit/audit options for a Fall term class

Friday, September 27, 2019

Deadline for students (except Graduate) to change variable credits (after: need instructor permission & dean approval)

Friday, September 27, 2019
Deadline for students to drop a Fall term class (after: need academic dean approval)
Friday, November 1, 2019

Deadline for students to add a Fall term class with department permission (after: need academic dean approval)
Friday, November 1, 2019

Deadline for Graduate students to request pass/fail or credit/audit options for a Fall term class
Friday, November 1, 2019

Deadline for Graduate students to change variable credits (after: need instructor permission & dean approval)
Friday, November 1, 2019

Enrollment appointment times for Spring term assigned to students (throughout week)
Monday, November 4, 2019

Students begin enrolling for Spring term classes according to their appointment times
Monday, November 11, 2019

Deadline for students to change Honors Optional class status (after: need instructor permission & academic dean approval)
Friday, November 22, 2019

Deadline for students (except Graduate) to withdraw from Fall term
Friday, November 22, 2019

Deadline for Graduate students to withdraw from the Fall term
Wednesday, December 11, 2019

Last Fall 2019 class day
Wednesday, December 11, 2019

Official degree conferral date on diploma for students graduating at the end of Fall term 2019
Sunday, December 22, 2019

https://registrar.wisc.edu/dates/
**Student Panel Bios**

**Andrew Busker** is a graduate student in the Urban & Regional Planning + Public Affairs double-degree program and pursuing a Certificate in Business, Environmental & Social Responsibility. His interests and thesis focus on the policies and practices of Hazard Mitigation and Disaster Recovery Planning. Andrew earned his bachelor’s degree in 2015 studying Recreation, Park & Tourism Administration at Western Illinois University. Since then, he became a Certified Park & Recreation Professional through the National Recreation & Park Association. His past work includes providing recreation opportunities for military personnel stationed at Joint Base Charleston in South Carolina, instructing youth environmental education classes, and developing community recreation programs for the residents of Fond du Lac, WI. Andrew is currently a Project Assistant for the Department of Planning and Landscape Architecture and a Financial Management Intern for the City of Madison Parks Division. He enjoys the Great Outdoors, attending live music and trivia nights, playing tabletop games and ultimate frisbee, and reading in his hammock.

**Emily H. Capodarco** is a current University of Wisconsin Law School student, working toward a dual JD/MPA degree. While completing her undergraduate degree in International Affairs and Justice/Peace Studies at Marquette University, Emily studied and conducted research in Ghana, Guatemala, El Salvador, and India. Also during that time, she spent a summer interning in the U.S. Senate in Washington, D.C. After completing her degree, Emily worked for organizations in international development, food and employment access, and criminal justice. Her most recent position, prior to returning to school, was working with criminal defendants who were seeking drug treatment under deferred prosecution agreements (DPA) with the Court. Emily grew up in rural Wisconsin and loves the natural beauty of this wonderful state. In her free time, she enjoys vegetable gardening, home remodeling, biking, and taking long walks with her Siberian Husky.

**Alexa DeBoth** I am a recent graduate of the Master of Public Health and Master of Public Affairs dual-degree program. I received my Bachelor’s degree in 2016 from the University of Wisconsin – Madison in biology and gender studies. My interest in public health policy began when I was a student researcher with the Center for Women’s Health and Health Disparities Research where I examined maternal and early life factors that contribute to maternal-infant health disparities. I joined Planned Parenthood of Wisconsin’s Public Affairs team upon graduation and observed how policy affects access to comprehensive, affordable, compassionate health care. During my graduate studies, I worked as an Evaluation Project Assistant with the Lifecourse Initiative for Healthy Families with the mission to support African American women and their families to have healthy birth outcomes. I also held a Research Fellowship with Kids Forward to examine how state and local policies impact child and family welfare, specifically the wellbeing of Native American communities in the state. Finally, I worked as a Project Assistant with UW’s Collaborative for Reproductive Equity investigating the barriers physicians face in providing abortion services. When I have time, I enjoy camping with my partner and making my own pasta.
**Grace George** I am a second-year graduate student in the Neuroscience and Public Policy program. Originally from Milwaukee, WI, I graduated from UW-Madison in 2017 with a Bachelor's degree in Neuroscience. During my gap year, I worked as a Lab Manager for a project looking at the mathematical brain development of children. I hope to use my dual degree to help education and science policy benefit from psychological and neuroscience research. Specifically, I want to understand the development of mental health disorders in children like PTSD and anxiety. I hope to bring more awareness and help create future solutions for these children. When I am not doing research, I enjoy going for runs, playing volleyball, knitting, being outside, and eating anything spicy.

**Will Henkes** is a Madison native who graduated from Carleton College with a degree in Economics. After graduating, he moved back to Madison to work at Epic Systems. He has also spent time interning at the League of Wisconsin Municipalities, The Wisconsin Policy Forum, and To the Best of Our Knowledge, a program on Wisconsin Public Radio. His policy interests include energy and healthcare. In his free time Will enjoys reading, running, and watching the Packers.
Certificate and Degree Program Contacts

- Energy Analysis and Policy Certificate
  - Scott Williams
    - spwilliams@wisc.edu, (608) 890-2199

- Urban Planning and Public Affairs
  - Lauren Feiner
    - lauren.feiner@wisc.edu, (608) 890-4697

- Law and Public Policy
  - General Questions-Assistant Dean for Student Affairs
    - Emily Kite, ekite@wisc.edu, (608) 890-0115
  - Admissions
    - admissions@law.wisc.edu, (608) 262-2240

- Neuroscience and Public Policy
  - npp@mailplus.wisc.edu, (608) 262-4932

- Public Health and Public Policy
  - Mindy Schreiner
    - schreiner3@wisc.edu, (608) 263-2298

- Business and Public Policy Certificates
  - Business, Environment, and Social Responsibility
    - Ann Terlaak, aterlaak@bus.wisc.edu
  - Strategic Innovation
    - gradcertificateadmin@bus.wisc.edu
  - Entrepreneurship
    - gradcertificateadmin@bus.wisc.edu
Graduate Certificates

**Graduate Certificate in African Studies:** The African Studies Program facilitates interdisciplinary teaching and research among scholars who focus on Africa. The program is recognized nationally for its excellence in academic offerings. The certificate in African studies is awarded upon successful completion of 20 credits from African studies courses, with a minimum of 12 credits from the core curriculum.

**Certificate in Business, Environment, and Social Responsibility:** This certificate program provides students the fundamental knowledge and skills to sustainably manage enterprises that integrate economic, environmental, and social dimensions into their decision-making. The Graduate Certificate in Business, Environment, and Social Responsibility (BESR) offers a suite of courses addressing the interrelations between business and its natural and social environment.

**Certificate in Community-Engaged Scholarship (CES):** The graduate certificate/doctoral minor in Community-Engaged Scholarship (CES), hosted by Civil Society and Community Studies with support from the Morgridge Center for Public Service, is a 9-12 credit program to train graduate students in CES, defined as teaching or research done in collaboration with community organizations or community partners in equitable, mutually beneficial, respectful relationships.

**Certificate in Consumer Health Advocacy:** This certificate is designed to enhance existing professional expertise by adding valuable skills in patient advocacy and related knowledge of health systems. The course of study combines applied health advocacy training, an introduction to health systems and health care delivery, and elective course work in one of three areas (law, regulations and ethics; health economics; or policy, management and public health).

**Certificate in Patient Safety:** It has been estimated that at least 98,000 US adults die each year from medical errors; fewer people die from breast cancer, AIDS or auto accidents. The costs associated with preventable medical errors exceed $17 billion. To help train scientists and practitioners to effectively reduce the likelihood of preventable patient harm, the [University of Wisconsin-Madison](https://www.wisc.edu) is offering this Graduate Certificate in Patient Safety. The Certificate is supported by the School of Medicine and Public Health, School of Nursing, School of Pharmacy, and College of Engineering.

**Certificate in Culture, History, and Environment:** Courses in this certificate program will allow students to explore past environmental and cultural change and synthesize diverse research methods and approaches drawn from the full spectrum of humanities, natural sciences, and social sciences.

**Certificate in Energy Analysis and Policy:** Energy Analysis and Policy (EAP) gives students the knowledge and skills needed to become leaders in industry, government, consulting, and key energy fields. EAP’s interdisciplinary curriculum considers technical, economic, political, and social factors that shape energy policy formulation and decision-making. It examines current topics in energy resources, energy market structures and practices, traditional public utilities, energy technology, energy and environmental linkages, energy and environmental policy, and energy services.

**Certificate in Entrepreneurship:** This certificate provides entrepreneurial knowledge and skills to graduate students. It is especially relevant for students who hope to work with or become entrepreneurs at graduation or in the future or participate in policies of entrepreneurship. This certificate program emphasizes skills in entrepreneurship along with the ability to analyze the role of entrepreneurship in society. Entrepreneurship in this context refers to the process of imagining opportunities and taking action to create value through new
ventures, a crucial life skill. A student who has completed this certificate will have good foundational skills in recognizing promising opportunities and building a new organization or venture to create value.

**Certificate in European Studies:** The European Studies Program offers students the opportunity to earn a certificate in European Studies. Acquiring the certificate will be of value to those graduate students who might need to demonstrate a more general interest in Europe when applying for a job.

**Certificate in the Fundamentals of Clinical Research:** The Fundamentals of Clinical Research certificate provides formal training and a practicum in research design and statistical analysis for professionals in health care, biotechnology, and in the pharmaceutical industry. To conduct clinical studies, it is necessary to understand the principles of research design and statistical analysis. The certificate program offers 13 to 14 credits of training to begin grounding current and future clinical researchers in clinical research methods.

**Certificate in Gender and Women's Studies:** Gender and women's studies is a well-established field of scholarship—a multidiscipline with its own body of theory, its array of accepted methods, and a history of scholarly contributions focused on the place of gender and women in society. This certificate program will allow students to expand their understanding and appreciation of gendered lives and experiences, both historically and in contemporary societies.

**Certificate in Global Health:** The certificate in global health is a collaborative offering from the schools of Medicine and Public Health, Nursing, Pharmacy and Veterinary Medicine, and the Division of International Studies. The certificate curriculum focuses on global health topics and health issues that transcend national boundaries, emphasizing health and disease in low resource settings.

**Certificate in Prevention and Intervention Science:** The interdisciplinary training program in Prevention Science addresses contemporary social problems and issues facing at-risk and vulnerable groups across the life course. Particular attention is given to the concentrations of interventions in social services, health, and education; family and community studies; social policy; and methodology.

**Certificate in Russian, East European, and Central Asian Studies:** The Graduate Certificate in Russian, East European, and Central Asian Studies (CREECAS) provides students in graduate and professional schools with area knowledge of the societies and cultures of the people of Eastern and Central Europe and Eurasia, drawing on the disciplines of anthropology, communication arts, folklore, geography, history, journalism, literature, law, political science, and sociology.

**Certificate in Strategic Innovation:** This certificate program emphasizes skills in innovation and creating social and economic value within existing organizations. Students will develop skills in identifying products and services, market assessment, managing product design projects, intellectual property strategy, research and development portfolio management, individual skills in creativity, technology strategy, and organizational strategy including joint ventures and alliances.

More information about all of the graduate certificates offered at the University of Wisconsin-Madison can also be found at the [Graduate Guide website](#).
Faculty Panel Bios

Gregory Nemet is a Professor at the University of Wisconsin-Madison's La Follette School of Public Affairs. His research and teaching focuses on understanding the process of technological change and the ways in which public policy can affect it. He teaches courses in energy systems analysis, policy analysis, and international environmental policy. Professor Nemet's research analyzes the process of technological change in energy and its interactions with public policy. Nemet's first book, *How Solar Became Cheap: A Model for Low-Carbon Innovation*, was published in June 2019 by Routledge. In the book, he makes the case that by understanding the drivers behind solar energy’s success, other low-carbon technologies with similar properties can benefit. In 2015, he received the H.I. Romnes Faculty Fellowship, which honors outstanding University of Wisconsin-Madison faculty members for their research contributions. He was named an Andrew Carnegie Fellow in 2017. He has been a contributor to the Intergovernmental Panel on Climate Change and the Global Energy Assessment. He received his doctorate in energy and resources from the University of California, Berkeley. His A.B. is in geography and economics from Dartmouth College. He previously led the Energy Analysis and Policy Certificate program.

Lauren Schmitz Her research utilizes social, genomic, and epigenomic data from population-based longitudinal studies to examine how inequalities in the social environment shape disparities in health and socioeconomic attainment across the life course. Much of her work in this area has used quasi-experimental research designs and polygenic scores to better understand the degree to which policy-relevant social exposures and genetic diversity contribute to health and educational attainment. Other ongoing research examines workplace determinants of racial health disparities in birth outcomes, and the long-term effects of exposure to economic recessions in early childhood on physical and financial well-being at older ages. In 2017, she received a K99/R00 Pathway to Independence Award from the National Institute on Aging (NIA) to examine social determinants of epigenetic processes related to aging and neurodegenerative disease. Her research has been supported by the NIA, the National Science Foundation, the Social Security Administration, the Russell Sage Foundation, and the March of Dimes. She earned her Ph.D. in Economics from the New School for Social Research and recently received an M.S. in Human Genetics from the University of Michigan.

Yang Wang A 2003 alumna of the La Follette School of Public Affairs, Yang Wang received her doctorate degree in economics from Duke University. Wang joined the La Follette School faculty in fall 2016 after seven years in the Department of Economics at Lafayette College in Pennsylvania. Her primary research interests are in applied microeconomics, health economics, and applied econometrics. Wang’s research has been published in several high-profile publications, including the American Economic Journal: Applied Economics, the International Economic Review, and Health Economics. In addition, Wang is the co-author of a chapter on The Double Burden of Malnutrition in The Oxford Handbook of Economics and Human Biology (2016). She is a faculty affiliate with UW–Madison’s Center for Demography and Ecology, Center for Demography of Health and Aging, Center for Financial Security, Institute for Research on Poverty, and Risk Management and Insurance Department in the Wisconsin School of Business.
## Leadership Team

<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibilities</th>
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| **Director**              | • Presides over executive committee and makes faculty committee assignments  
  Professor Susan Yackee   | • Reports to L&S Dean’s office on all department activities and needs; serves as official channel of communications for all department matters  
  • Directs the Board of Visitors and leads development efforts  
  • Supervises Associate Director |
| **Associate Director**    | • Provides instructional and curriculum program leadership, including course assignments, placing LFS fellows as project assistants (PAs) and recruiting teaching assistants (TAs) for LFS courses  
  Steve Kulig               | • Oversees department budget  
  • Assists Director with development efforts and supports growth of legislative outreach  
  • Supervises Administrator, Senior Student Services Coordinator, Director of Outreach, and Senior IS Specialist |
| **Director of Outreach**  | • Leads La Follette’s outreach strategy to improve visibility and build LFS brand  
  VACANT                    | • Work with faculty on outreach programming and on communicating their research to a broad audience  
  • Supervises all outreach and communications staff |

## Administrative Team

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<tr>
<th>Position</th>
<th>Responsibilities</th>
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</table>
| **Administrator**         | • Oversees hiring and personnel management  
  VACANT                    | • Provides budget and financial support to Associate Director and Director  
  • Supervises administrative staff |
| **Payroll & Benefits**    | • Completes new hire paperwork and payroll for faculty, staff, graduate assistants, and student hourlies  
  Specialist                | • Determines benefit employee eligibility and helps employees enroll in benefit programs  
  Bonnie Lane (0.58 FTE)    | • Completes effort reporting for faculty grants |
| **Senior Financial Specialist** | • Administers LFS accounts, both UW (e.g., 101, 136) and Foundation funds, by tracking revenues and expenses  
  Cindy Manthe              | • Processes all departmental payments (e.g., invoices, purchase orders, direct payments [DPS], payments to individuals [PIRs]/honoraria, awards and scholarships, etc.)  
  • Acts as department approver for all e-Reimbursements  
  • Serves as UW purchasing card (p-card) site manager for LFS |
| **University Services**   | • Serves as department receptionist and assistant to the Director  
  Program Associate         | • Provides administrative assistance to students, faculty, and staff  
  Marjorie Matthews         | • Acts as building manager, submitting maintenance requests when needed and overseeing facilities projects on site  
  • Serves as departmental p-card holder  
  • Assists in processing and approving e-Reimbursements |
### Information Systems and Technology

<table>
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<tr>
<th>Position</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td><strong>Senior Information Systems Specialist</strong></td>
<td>• Troubleshoots and resolves IT issues for department students, faculty, and staff; liaises with DoIT</td>
</tr>
<tr>
<td>Andy Lambert</td>
<td>• Oversees LFS website (page development, documents to post, other updates, questions)</td>
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<td>• Connects faculty with learning technology (Canvas, classroom A/V, etc.) and other computing resources</td>
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<td>• Assists faculty and staff with procuring computer equipment and other hardware/software</td>
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<td>• Provides recording/videotaping of events</td>
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### Outreach and Communications Team

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<tr>
<th>Position</th>
<th>Responsibilities</th>
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<tr>
<td><strong>Director of Legislative Outreach</strong></td>
<td>• Oversees Family Impact Seminars, Committee Connect, and Office Hours at the Capitol</td>
</tr>
<tr>
<td>Heidi Normandin</td>
<td>• Serves as main point of contact for all projects with the Wisconsin Legislature</td>
</tr>
<tr>
<td><strong>Public Affairs Outreach Specialist</strong></td>
<td>• Assists in management of Committee Connect and other legislative outreach activities</td>
</tr>
<tr>
<td>Bonnie MacRitchie</td>
<td>• Helps to carry out other outreach events and activities</td>
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<tr>
<td><strong>Senior Outreach Specialist</strong></td>
<td>• Plans and implements general outreach events, including alumni and career development events</td>
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<tr>
<td>Bridget Pirsch</td>
<td>• Coordinates biannual Board of Visitors meeting</td>
</tr>
<tr>
<td><strong>Senior University Relations Specialist</strong></td>
<td>• Oversees and Wisconsin Women in Government Leadership Seminar</td>
</tr>
<tr>
<td>Lisa Hildebrand</td>
<td>• Writes and edits news stories, student and alumni profiles, and other publications (e.g., e-newsletter, Policy Report)</td>
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<td>• Provides writing and media assistance to faculty, students, and staff (e.g., award nominations, website content, e-mail messages, report editing, etc.)</td>
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<td>• Creates promotional materials and other content for events</td>
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<tr>
<td><strong>Outreach Specialist</strong></td>
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<tr>
<td>VACANT</td>
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<tr>
<td><strong>LFS Outreach Chair</strong></td>
<td>• Serves as liaison between staff and faculty when planning major outreach events, including those related to the Kohl Research Competition</td>
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<td>Professor Michael Collins</td>
<td>• Serves as the faculty lead and organizer for the first Kohl Conference</td>
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<td>• Helps provide a faculty perspective for other outreach events, such as Symposium and other Kohl conferences</td>
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<td>• Helps create specific, measurable, achievable metrics/goals for outreach team</td>
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<td>• Engages and serves as a liaison to LFS faculty to increase attendance at events</td>
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<td>• Serves as the faculty liaison to the Family Impact and the Committee Connect Programs</td>
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<td>• Facilitates partnerships with other internal and external organizations</td>
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<tr>
<td>Position</td>
<td>Responsibilities</td>
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| **Senior Student Services Coordinator** | • Oversees all student services in the La Follette School; supervises student services staff  
• Serves as the admissions and academic advising lead for the graduate program; liaises with dual- and double-degree and certificate program partners in SMPH, Law School, URPL, EAP, and WSoB  
• Manages student recruitment and helps coordinate funding (e.g., AOF, LFS Fellowship)  
• Serves as staff liaison to the La Follette School Student Association (LSSA) board and assists with graduation planning |
| Mo O’Connor                      |                                                                                                                                                                                                                        |
| **Career Services Coordinator**   | • Oversees career services and provides individual career advising to all LFS students  
• Develops and leverages employer and alumni relationships  
• Manages internship courses (PA 827 and PA 327)  
• Collects and maintains alumni job statistics |
| VACANT                           |                                                                                                                                                                                                                        |
| **Student Services Associate**    | • Assists all aspects of the graduate admissions process  
• Provides administrative assistance to students, faculty, and staff with respect to course registration/student enrollment (i.e., SIS, Timetable), classroom assignments, etc. and course evaluations  
• Serves as the point person for the Undergraduate Certificate in Public Policy |
| David Wright-Racette             |                                                                                                                                                                                                                        |
| **Kohl Undergraduate Education Chair** | • Serves as a first point of contact for staff regarding curricular and programmatic questions by providing prompt email contacts and participating in monthly check-in meetings  
• Helps recruit students to the Undergraduate Certificate in Public Policy by attending on-campus recruitment events in the fall and select classes in the fall and spring  
• Is the “public face” of the certificate at certificate-specific events or other public events  
• Assists staff in analyzing certificate progress/success, demographics, etc.  
• Serves on Admissions and Curriculum Committees  
• Works with instructors who teach an undergraduate certificate courses to ensure coordination and excellence across the certificate’s curriculum  
• Produces a one-year “status report” on the Undergraduate Certificate in Public Policy for the LFS faculty and staff, which details its present strengths, weaknesses, opportunities, and threats |
| Professor Geoffrey Wallace        |                                                                                                                                                                                                                        |
## Public Affairs

Two-year course plan option

<table>
<thead>
<tr>
<th>Courses</th>
<th>First Year Fall</th>
<th>Credits</th>
<th>Courses</th>
<th>First year Spring</th>
<th>Credits</th>
<th>Courses</th>
<th>First year Summer</th>
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<tbody>
<tr>
<td>PA 880 Professional Development Workshop (CORE)</td>
<td>1</td>
<td>PA 873 Introduction to Policy Analysis (CORE)</td>
<td>3</td>
<td>PA 827 Administrative Internship 1-3 credits</td>
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<tr>
<td>PA 818 Introduction to Statistical Methods for Public Policy Analysis (CORE)</td>
<td>3</td>
<td>PA 878 Introduction to Public Management (CORE)</td>
<td>3</td>
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<tr>
<td>PA 874 Policy Making Process (CORE)</td>
<td>3</td>
<td>Elective</td>
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<tr>
<td>PA 880 Microeconomic Policy Analysis (CORE)</td>
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<td>Elective</td>
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<td>Elective</td>
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<td>Total: 10</td>
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<td>Total: 12</td>
<td>Year 1 Total 22-25</td>
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<tr>
<th>Courses</th>
<th>Second year Fall</th>
<th>Credits</th>
<th>Courses</th>
<th>Second Year Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
<td>PA 869 Workshop in Public Affairs (CORE)</td>
<td>3</td>
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<tr>
<td>Elective</td>
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<td>3</td>
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<td>Elective</td>
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<td>Elective</td>
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<td>Total: 12</td>
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<td>Total: 9</td>
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<td>Year total 21</td>
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<td>2-year total 42+</td>
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Students can take up to 15 credits a semester but are advised to take 9-13 a semester.

MPA graduation minimum requirement is 42 credits. Dual and double degree students requirements vary based on program.

This course plan is intended to serve as a resource for students to ensure they complete all program requirements but is not the only path that students can take. For specific advising questions contact Mo O'Connor at mcoconnor@lafollette.wisc.edu

*A maximum of 3 credits can be accrued for internship via multiple internships or one worth 3 credits

For an up to date list of electives, visit the site below.

https://www.lafollette.wisc.edu/students/advising
### International Public Affairs

#### Two-year course plan option

<table>
<thead>
<tr>
<th>Courses</th>
<th>First Year Fall</th>
<th>Credits</th>
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<th>First Year Spring</th>
<th>Credits</th>
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<td>PA 800</td>
<td>Professional Development Workshop (CORE)</td>
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<td>PA 810</td>
<td>International Governance (CORE)</td>
<td>3</td>
<td>PA 827</td>
<td>Administrative Internship 1-3 credits</td>
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<td>PA 818</td>
<td>Introduction to Statistical Methods for Public Policy Analysis (CORE)</td>
<td>3</td>
<td>PA 816</td>
<td>Trade, Competition, and Governance in a Global Economy (CORE, Choose PA 856 or PA 854)</td>
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<td>PA 880</td>
<td>Microeconomic Policy Analysis (CORE)</td>
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<td>PA 873</td>
<td>Introduction to Policy Analysis (CORE)</td>
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Students can take up to 25 credits a semester but are advised to take 9-13 a semester.

MPA graduation minimum requirement is 42 credits. Dual and double degree students requirements vary based on program.

This course plan is intended to serve as a resource for students to ensure they complete all program requirements but is not the only path that students can take. For specific advising questions contact Mo O'Connor at mcoconnor@lafollette.wisc.edu

*A maximum of 3 credits can be accrued for internship via multiple internships or one worth 3 credits*

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La Follette Incoming Students 2019

Tamanna Akram, of Dhaka, Bangladesh, recently graduated from Lawrence University in Appleton, WI, where she double majored in Government and Theatre Arts. Tamanna has an academic and experiential background in development, fundraising, advocacy and non-profit work. During her college years, she held various leadership positions in student organizations and campus initiatives, spending her summers interning in Chicago and Denver. Since graduation, she has spent a year working as Advancement Coordinator for Writers Theatre in Glencoe, Illinois followed by a summer assistantship at Save The Children Bangladesh. She has significant international field research experience in development, women’s empowerment and sustainability in Bangladesh, China, Sierra Leone and Jamaica. Tamanna is looking forward to being an active part of the La Follette community and using her education to study the intersections of public policy, governance and globalization with a focus on South Asia.

Alex Allon is a double-degree graduate student in Urban & Regional Planning and Public Affairs. He began his undergraduate work in the school of public affairs at Michigan State University, where he played on the Spartan men’s tennis team, and later completed his BS in Project Management from Colorado State. Alex has spent time working in both the non-profit sphere and as a general contractor and hopes to translate his graduate education into a career in community development

Anna Barry is a UW-Madison undergraduate senior and a student in La Follette’s accelerated MPA program. She is a Wisconsin native, born and raised in Brookfield, Wisconsin with a strong passion for serving Wisconsinites through public service and advocacy. Anna is working on completing a Political Science B.A. with certificates in Integrated Liberal Studies and European Studies. As an undergraduate she has managed two Madison City Council campaigns, served as a Field Director for a State Assembly campaign, and lead the Big Ten Voting Challenge. Recently, Anna completed a legislative internship with Senator Tammy Baldwin’s D.C. office working on LGBTQ and banking issues. She hopes to one day follow her aspirations for public office. When Anna isn’t doing campaign work, she is usually playing volleyball, journaling, baking, or spending time on Lake Mendota.

Sawyer Boldt I am originally from Sheboygan Falls, WI and graduated with a degree in wildlife ecology and certificate in environmental studies from UW Madison in 2017. Since then, I have worked for a variety of government agencies, including the United States Geological Survey, the United States Forest Service, and the Wisconsin Department of Natural Resources. From wrangling prairie dogs in the plains of South Dakota to managing elk habitat in the forests of northern Wisconsin, much of my experience has been in hands-on research and management. However, getting involved with the Wisconsin Wildlife Federation, Wisconsin’s largest conservation organization, sparked my interest in policy development and advocacy. I am especially interested in the intersection of science and policy within the areas of natural resources, conservation, and climate change. Outside of my studies, you can find me birding at Picnic Point, drinking coffee, or listening to Taylor Swift.

Adam Bozich is a recent UW-Madison graduate, receiving a B.S. in Political Science and a certificate in Russian, Eastern European, and Central Asian studies. At La Follette he plans to pursue an Energy Analysis and Policy certificate from the Nelson Institute alongside an MPA degree. In his free time, Adam enjoys staying active, cooking, and exploring the many restaurants and bars Madison has to offer.
Genevieve Caffrey is an incoming MPA-MSW double degree student. Her policy focus is in child welfare, a passion born from her family’s experience fostering children. After graduating from Hamilton College in 2017 with a B.A. in public policy and minors in math and art, Genevieve spent the last two years working as a paralegal at Children’s Rights. There, she supported class action litigation on behalf of children in foster care and other custodial systems and co-wrote a monthly satirical office newsletter. Her experience in child welfare also includes internships at the Children’s Defense Fund and the NJ Dept of Child Protection and Permanency as well as research into Sweden’s foster care system and her senior thesis on kinship navigator programs. In the future, Genevieve hopes to contribute to preventative policies that strengthen vulnerable families and keep children out of foster care, learn how technology can improve state child welfare systems, and reduce burnout among social workers. In her free time, Genevieve enjoys swimming, biking, being outside, and doing the NYT crossword.

Victoria Casola is a first-year graduate student from Chandler, Arizona. She recently graduated from the University of Wisconsin-Madison with degrees in both political science and history. As an undergraduate student, Victoria held internships in the Wisconsin Department of Health Services in the Division of Medicaid, worked as a legislative aid for State Senator Terry Moulton, and participated in the Wisconsin in Washington program interning for the American Enterprise Institute. These experiences have fueled Victoria’s passion for health policy. Outside of the classroom, Victoria can either be found at Mickie's Dairy Bar as a breakfast-loving waitress or in her own kitchen attempting to bake something delicious!

Oindrila Chattopadhyay Born and raised in Kolkata, India, where she studied and taught History, Oindrila always had a passion for historical research which she believed could impact policymaking, especially in the fields of environmental governance and public health. This pursuit of historical research in environmental and medical history brought her to UW-Madison in 2016. Over the course of the past year, she prepared to transfer into an intellectual home which supports policy-oriented research and found the La Follette School of Public Affairs to be a perfect fit! While working on her MIPA degree at La Follette, she plans on developing the data analysis, research, and communication skills necessary for a career in policy analysis and policymaking. Currently, she spends most of her time working as a graduate project assistant at the Center for the Study of the American Constitution. In her free time, she likes painting, crocheting, tending to her plants, doing yoga, and swimming. Feel free to call her by her nickname “Lily.”

Trent Claybaugh-pending bio

Cayla Conway has experience as a teacher and advocate for English learners, immigrants and their families. In her most recent role as Education Outreach Manager at UnidosUS (formally the National Council of La Raza), the largest Latinx civil rights organization in the country, she trained stakeholders on the Every Student Succeeds Act and its opportunities for Latinx students, English learners and their families. Before working at UnidosUS, she taught English at a university in São Carlos, Brazil through a Fulbright scholarship. Prior to that she served in two AmeriCorps programs in Boston: City Year and the New American Integration Program. She holds a bachelor’s degree in Spanish and Portuguese Studies and Economics from the University of Minnesota – Twin Cities. While at the La Follette School, she is excited to explore topics like funding and accountability for English learners and undocumented students at higher education institutions.

Alyssa Dooley graduated from UW-Madison with a B.A. in International Studies and Spanish. She studied abroad in Spain and held a micro-finance internship in San José, Costa Rica. In the past year,
Alyssa worked as a Program Specialist for the American Institute of Pakistan (AIPS) where she handled the monitoring and evaluation aspects of AIPS’ programs for grant reporting purposes. She also served as a Security Analyst for the International Safety and Security Director at UW-Madison. For this position, Alyssa researched the security environments in designated countries and analyzed the overall threat levels. Alyssa is excited to return to UW this fall for the MIPA program where she will be able to further develop her analytical and technical skills for having a career in the international sector. Some of her policy interests include international education, development and security.

My name is William Doty and I am originally from Mount Zion, Illinois, located in the center of the state. After coming to UW-Madison, I studied Political Science & Economics at UW-Madison for my undergraduate education, while learning Spanish and obtaining a certificate in studio art. Before I enrolled in the MIPA program at the La Follette school, I served for a year with AmeriCorps at Lussier Community Education Center. Here, under the leadership of a Doctoral candidate in Ed Policy studies, we led high schoolers in sociological research and activism related to issues of racial inequity in Madison, while sharing popcorn and jokes with them. My experiences have galvanized my interest in issues related to political access, regime types, inequality, and corruption. I hope that I can further his career of public service while learning about how policy shapes political and social outcomes for communities across the world. I am also looking forward to being a Teaching Assistant for Introduction to International Relations this semester. In my free time, I paint, draw, attempt to upcycle furniture, go on bike rides, and play Overwatch.

Laura Downer is a UW-Madison undergraduate senior in La Follette's accelerated MIPA program. She is in the L&S Honors program, majoring in International Studies, German, and Political Science, with a certificate in European Studies. Laura spent her sophomore year studying German and International Relations at the Albert Ludwigs Freie Universität, and interning at City Hall in Freiburg, Germany through the Academic Year in Freiburg program. In Madison, she has been involved in state and federal lobbying on higher education and various voter engagement projects. She currently serves as Chair of the Associated Students of Madison. In this role, she is the head of student shared governance and works with the Student Council and multiple student-led committees which oversee the allocation of student segregated fees and lead grassroots campaigns. Her policy interests are broad, but include international development, education, and social policy. In her free time, Laura enjoys cooking and reading and is an avid traveler and podcast listener.

Johannes Dreisbach was born and raised in Michigan's beautiful Upper Peninsula. He attended the University of Michigan in Ann Arbor, where he earned bachelor's degrees in political science and creative writing. After graduating, he interned for two environmental non-profits and completed an AmeriCorps VISTA year of service with an education advocacy organization in Denver. He has spent the last three years in Chicago. During that time he completed a second VISTA year in the office of Mayor Rahm Emanuel, helping Chicago's Chief Resilience Officer develop a citywide Resilience Strategy, and worked as a gardener at the Lincoln Park Zoo. He wants to pursue a career fighting poverty and income inequality and is excited to get started at La Follette. In his free time he enjoys hiking, making music, watching basketball, and playing unnecessarily complicated board games.

Reanna Durbin-Matrone moved to Madison from Austin, TX where she completed her undergraduate degree in Psychology and Political Science at St. Edwards University. During her undergraduate career, she found purpose in social policy while working as a first responder-Sexual Assault Advocate with the
Safe Alliance. Reanna continued being involved in social service arenas as a legal advocate in family court, acting as a guide for supervised family visits, working in geriatrics homes and as a Care Counselor in Residential Treatment for adolescents. During her time at La Follette, Reanna plans to focus her course work towards policy involving underserved and protected populations. While not working and studying Reanna enjoys dancing, cooking, and gardening.

Sarah Ebben grew up in Lake Orion, MI and graduated from Pacific Lutheran University in Tacoma, WA with a degree in History and minors in Spanish and Psychology. She has spent the last two years working for a small regional health plan in Detroit, auditing government program activities (namely those for Medicare) and coordinating vendor oversight. This work deeply informed her interest in Health Care policy and reform. In her free time, she enjoys experimenting in the kitchen, running with her dog, and searching for the perfect cup of coffee.

My name is Victor Escalona, and I was born and raised in Concepcion, Chile. I graduated from Universidad Catolica de Chile with a Bachelor in Business and Administration. As an undergraduate, I was involved in many different social volunteer activities. I worked for the last six years in charge of the departments of education and primary health care at the municipality of Valdivia, Chile. I am interested in improving the community welfare, and at La Follette, I hope to learn new ways to increase social well-being. In my free time, I enjoy spending time with my three lovely kids and my wonderful wife, and hiking when I can.

Riley L. Fink is originally from Wausau, WI, and graduated from Drake University with a bachelor’s degree in politics and law & society, with minors in religion and Japanese; he is looking forward to participating in La Follette’s MPA program. As an undergraduate, his work included working as a Research Associate with the non-profit, nonpartisan voter education database Vote Smart, an intern with now-Congresswoman Cindy Axne’s congressional campaign, and as a Communications Assistant with the Iowa State Legislature. Riley was inspired to pursue public service by watching and hearing from several relatives growing up. He has assortment of policy interests, but enjoys learning about the policy-making process, effective ways to eliminate government waste, and sunshine laws. His hobbies include reading, playing video games, and sightseeing.

Samantha Fredrickson is originally from rural Wisconsin near Elk Mound and Eau Claire. Until several months ago she was an Endocrinology and Reproductive Physiology PhD student here at the University of Wisconsin in pursuit of a career in academia. Prior to this she earned a master’s degree in biology, completing thesis work on mouse embryonic heart development. One of her passions was sharing knowledge by teaching and mentoring students in the science and research she studied. Now she is working toward a career that will allow her to apply skills gained from these experiences to inform better health policy decisions that will aid underserved populations in Wisconsin. She is especially interested in policies relevant to reproductive health.

Matthew Hansen is originally from Wausau, Wisconsin and graduated from the University of Wisconsin-Madison with a degree in history, political science, and physics. He is currently a student at the Law School and spending his summer as a legal intern for Clean Wisconsin. His policy interests center around environmental issues, elections, and ethics. He is also the co-founder of a small non-profit seeking to help property owners develop conservation plans in northern Wisconsin.
My name is **Abby Harrison**. I am an Accelerated MPA student currently earning my bachelor’s in educational policy studies. I became interested in public policy as an undergraduate at the University of Wisconsin-Manitowoc while pursuing my associate degree. Due to the college’s small community, I had the opportunity to act as a student voice on hiring committees, experience firsthand the UW System two-year colleges reconstruction, and work with student government. I transferred to UW-Madison Fall of 2018. Currently, I am a member of the School of Education Dean’s Student Advisory Council. I am also extremely involved in student cooperative housing in Madison and serve as a board member and senior officer for a local housing cooperative. I look forward to exploring all areas at La Follette and am most interested in the intersections between education, housing, and labor policies and their impact on economic mobility and the distribution of higher education in the US. My current hobbies include board games, cooking(eating) new foods, volleyball, hiking, and exploring every library on the UW-Madison campus.

**Jacob Hollnagel** is an education consultant for the Educator Development and Support team at the Wisconsin Department of Public Instruction. Jacob joined the DPI in 2013 after working in the office of Wisconsin State Representative Jill Billings (AD 95). Jacob manages grants for mentoring, helps coordinate and facilitate the Leading for Learning professional development series, as well as various other policy and communications projects for the department.

**Sunjoo Hwang**, originally from Republic of Korea, earned a Bachelor of Science in biology from the University of Wisconsin-Madison. She has worked as a greenhouse gas emission data analyst for a global automotive company, General Motors International Operations. In this capacity, she monitored and analyzed greenhouse gas emissions from manufacturing plants across Asia Pacific, Australia, Africa and Europe. In addition to her professional responsibility, Sunjoo also has keen interest in the air pollution policy as particulate matter issues have been grave across Northeast Asia. While pursuing her MPA degree at La Follette School, she would like to further her research interest in the environmental policy.

**Alex Knorr** is a current law student at UW Madison. She majored in economics at American University where she interned for the Bretton Woods Foundation researching trends in International finance policy. After undergrad, Alex worked for the consumer advocacy firm, the American Association for Justice. She returned to Chicago to work with nonprofits seeking to develop disinvested areas on the South and West sides of Chicago. In her free time, Alex enjoys foosball, frisbee, and cooking dinners for good friends.

My name is **Peter Kolanowski**, and I am from Racine, WI. Graduating in the spring of 2019 from UW-Madison with a Bachelor of Arts in Economics, I set my sights on the La Follette School because of my desire to work in energy and environmental affairs either for a government agency, a nonprofit, or a green energy company, particularly with the aim of working to solve various environmental and ecological problems, as well as promote sustainable and renewable energy. In my time as a student at UW, I interned at the office of Representative Greta Neubauer where I drafted constituent responses, conducted policy research, and drafted a policy memo regarding access to maternal healthcare for first time mothers. I was also heavily involved with WSUM 91.7 FM Madison student radio, including working as a traffic director for half a year and hosting Somewhere Around Barstow, a talk show about pop culture and current events. In my free time, I really enjoy watching films, stand-up comedy, listening to music, fishing, and having my hopes decimated by Wisconsin sports teams.
Caleb Kulinski is originally from Waukesha, WI but relocated to Iowa for his undergraduate studies. He graduated from Coe College in 2018 with degrees in political science and international studies. As an undergraduate student, he spent a semester abroad in India where he did research on local non-profits providing supplementary educational services to children living within slum communities. He has spent the last year serving as an AmeriCorps VISTA with an Indianapolis non-profit working to end food insecurity within the greater metropolitan area. Though his policy interests are quite broad, his passion lies in American foreign policy and international organizations. In his free time, he likes to travel, try out new recipes, and spend time outdoors.

Sonny Leffin is originally from Cedarburg, WI. He is a Political Science undergraduate student in the accelerated MPA program at La Follette. He came to UW-Madison as a transfer student in 2017 with college credits earned during his service in the United States Army. His experiences in the Army provide motivation to continue public service. Sonny is interested in Public/Nonprofit Management and Administration and hopes to work for the State of Wisconsin after graduation. In his free time, Sonny enjoys teaching his daughter Evelyn the nuances of Pokemon video games. Sonny also works tirelessly in teaching his daughter Kaitlyn how to find her nose.

My name is Lauri Luosta and I’m an international student from Helsinki, Finland. For my undergraduate degree, I attended Winona State University in Minnesota and I just graduated last May with a BA in Political Science and Global Studies, and a minor in Economics. My research interests are development of economy and governance, human rights, global security, and trade. In the future, I want to help people out of poverty by assisting and influencing legislators and other officials to make effective economic and social policies, and to respect human rights. Some of my other interests are languages, cultures, and all kinds of history and art. In fact, I’m going to be a Teaching Assistant for a Swedish language course at UW Madison, so I can also pursue my interest in languages. I spend a lot of my vacations and free time travelling, spending time with friends and family, exploring bars and restaurants, skiing, and most of all: singing karaoke.

Krinjal Mathur was born and raised in Northern California. She has earned her bachelor's degree in environmental science and management, with an emphasis in natural resource management, from the University of California, Davis. Since then, she has been working as a planner at Sacramento County and the City of San Jose. There she has processed entitlements and conducted regulatory compliance with policies and regulations at the local, regional, state, and federal levels. The primary focus of her work was to prepare environmental analyses for publicly and privately initiated projects to meet the requirements of the National Environmental Protection Act (NEPA) and the California Environmental Quality Act (CEQA). Her main interest at La Follette is environmental policy, but hopes to explore more facets of the public policy field. She enjoys traveling, hiking, cooking, and has recently started to knit and crochet, a skill she hopes to improve during the Wisconsin winters.

My name is Mitchell McFarlane, and I am originally from Peshtigo, a small town in Wisconsin’s North Woods. I graduated from the University of Wisconsin–Madison in 2018 with a degree in History. During my undergraduate education, I worked at an environmental non-profit and then at the Wisconsin Historical Society, where I have stayed for the past year. My policy interests are fairly broad, but an undergraduate seminar on poverty made me particularly interested in negative income taxes, and I have
become captivated by the state budget process while working for the Historical Society. In my free time I enjoy reading and running.

**Madeline McIlhon** is a mitten state native. She grew up in the metro Detroit area and graduated from the Ford School of Public Policy at the University of Michigan with a Bachelor of Arts in 2014. After graduation, she worked for two years in online market research as a sample specialist and project manager. For the past three years, she has been working at the University of Michigan’s Institute for Social Research as a research assistant. Madeline has primarily worked on the Monitoring the Future Study, a federally funded, nationwide survey of youth drug use and trends. She has also worked on follow-up panel studies, including one focused on high intensity drinking in young adults. Madeline is interested in continuing her education and research background with evidence-based policymaking and learning more about policies surrounding public health, youth, and poverty. In her free time, Madeline enjoys reading, cooking, trivia, and traveling to new places.

**Peter Mosher** was born in Madison and grew up in Iowa City, IA. He graduated from Grinnell College in 2014 with a degree in Economics. He served as a Peace Corps Agribusiness Volunteer for two years in Cameroon, then worked in the nonprofit sector for two years in the Bay Area and back home in Iowa City. He has served as a board member of an Iowa City nonprofit, Table to Table, and Co-Chair of the Thousand Currents Young Professionals Group in Oakland, CA. He is also engaged in an independent project to provide consulting services to social entrepreneurs in Cameroon. He is interested in International Development, Social Policy, and Nonprofit Management.

**Eric Trey Mueller** is a first-year graduate student in the MIPA program from Coffeyville, Kansas. He transferred from Coffeyville Community College to UW-Madison and graduated with a B.A. in Political Science. Eric studied abroad at Sophia University in Tokyo, Japan as a Boren Scholar and he studied away with the Wisconsin in Washington, D.C. Academic Internship Program as an intern with The Partnership for Public Service. Eric twice participated in the Japan-America Student Conference as a delegate and as an American Executive Committee member. He recently completed an internship with the International Student Management Office of National Defense University in Washington. Eric is interested in researching public policy related to the return migration of Japanese Brazilians to Japan. He enjoys exploring new cities, nature parks, spicy foods, strategy games, and spending time with his lifetime companion, Keira, an African Grey parrot.

**Jacob Pankratz** I am a Wisconsin native, graduating from UW-Madison in Spring 2015 majoring in Social Welfare and History. After graduating I joined Teach for America, teaching middle school science at American Horse School in Allen, SD on the Pine Ridge Indian Reservation. While living in Pine Ridge, I also worked with the Center for American Indian Research and Native Studies (CAIRNS) as a Policy and Advocacy Summer Fellow, conducting a land ownership history study of Bennett County, SD. Since moving back to Madison, I have been working at Epic Systems as a Software Tester and User Experience Analyst. I also serve as a Legislative Coordinator with Amnesty International, training and accompanying constituents to lobby their members of Congress. I hope to learn more about Indigenous advocacy and government issues as I grow at La Follette. In my free time, I love watching any sports (especially Brewers), board games, and grabbing a drink at the Terrace!

**Logan Pearlman** is a Senior studying Economics and Political Science while beginning an accelerated MIPA. He is originally from Evanston, Illinois and studied abroad at Università Bocconi in Milan, Italy focusing on economics, especially in the public sector. His undergraduate work has led him to become
increasingly interested in institutional decision-making. He is interested in how governments make, borrow, and spend money. In his free time Logan enjoys sailing, traveling, listening to music, cooking, and spending time with his friends.

Hi, my name is Seth Roca and I am an incoming MIPA student. For my undergraduate studies I double majored in Public Administration and Political Science and double minored in International and Environmental Studies. In undergrad I interned for Congressman Ron Kind and for multiple city projects. This sparked my interest in public service and working for society’s greater good. For the last two years I have worked both at the State Capitol for the Sergeant of Arms Office and for a cyber security company. My main interests are in policy creation and implementation regarding sustainable energy in developing countries. I hope to also gain a certificate in EAP from the Nelson Institute while pursuing my MIPA. When I am not working, I am an avid traveler, hiker, hiphop fan, cook, and micro-brewery enthusiast.

Annette Marie Ruth, MS is a rising second-year MPH-MPA dual-degree student and also completing a certificate in Consumer Health Advocacy through the UW Law School. First trained as a biomedical researcher, Annette has worked internationally as a microbiologist, epidemiologist, and health program evaluation expert. Her principal projects included CDC/CRS cholera prevention programs in Haiti, the UK Centre for Global Mental Health’s suicide prevention programs in Maharashtra, India, and water filtration system interventions in Tanzania. She has also conducted research on the pathophysiology of Chagas’ disease at Universidad de los Andes in Bogotá, Colombia as a USAID Research and Innovation Fellow. Originally from Chicago, IL, Annette holds a BS in Biological Sciences, BA in Psychology, and a MS in Global Health from the University of Notre Dame. Annette conducted further graduate and post-graduate fellowship research at the London School of Hygiene and Tropical Medicine in the UK. Her professional focus is in healthcare policy, financing, and administration, as she transitions into a legal career. She is working with Dr. Carolyn McAndrews’ research group to elucidate the effect of removing barriers to transportation and employment on health and economic outcomes. In her free time, she enjoys cycling, kayaking, classical choral singing, creative writing, photography, ceramics, creating photorealistic works of art, and learning to play tennis.

Manpreet Sandhu Made in Bakersfield, CA, Manpreet carries her San Joaquin Valley roots with great pride and affection. She is a proud alumna of Bakersfield’s public schools and completed her undergraduate career at UC San Diego while studying Ethnic Studies and Political Science. Manpreet began Jakara Movement’s Kern County chapter, mobilizing the Sikh Punjabi community throughout the Southern San Joaquin Valley as a Community Organizer through policy-work and local neighborhood investment. Inspired by the tradition of social justice set by those before us, Manpreet seeks to emulate a commitment to advocacy, activism, and organizing in building the legacy of the Sikh Punjabi community of California. Manpreet has led with a team in federal, statewide, and local policy efforts - from rectifying language discrimination, renaming parks to reflect local diversity, and finding community recognition through the Census. Manpreet now seeks to apply her experiences as a Community Organizer into policy efforts and theoretical work. Manpreet is extremely fearful of the snow as she makes the move to Wisconsin from her native home California.

Nick Schaefer-pending bio

Monica Schwartz graduated from the University of Wisconsin-Madison in 2015 with her B.S. in Community and Nonprofit Leadership and a certificate in Entrepreneurship. She has since worked in community programming at local and national nonprofits. Originally from Beloit, Wisc., Monica is
passionate about creating a more equitable and environmentally sustainable Wisconsin. Joining the La Follette community as a first year MPA student, she is most interested in social and poverty policy and environmental policy. Her favorite simple pleasures are drinking coffee, petting her cats, and gardening with her partner and their urban chickens.

I am Muhammad Shayan from Pakistan. After completing my Bachelors in Mechanical Engineering, I, briefly, worked in the Energy sector; however, the acute poverty around me stirred me to find a career via which I can help uplift the underprivileged. After a yearlong quest, I joined a nonprofit where I have worked on varied social issues including empowering marginalized women with a political voice and educating young girls. Last year, I initiated the Aitzaz Hasan educational scholarship which helped 6 brilliant students continue their education, and this year we are hoping to support an even larger number. I am particularly interested in integrating data and local community perspectives to inform better social policies in the developing world. I enjoy gardening, squash, learning from our history, and taking time off to just sit and contemplate. I try to live by Bossuet’s words: God laughs at men who complain of the consequences while cherishing the causes.

Erin Smith is originally from La Crosse, Wisconsin. She graduated from the University of Denver in 2016 with a Bachelor of Arts in Strategic Communication and minors in Environmental Sustainability and Business Administration. After graduating she moved to Madison to work as a housing grants specialist at the Wisconsin Department of Administration’s Division of Energy, Housing and Community Resources. More recently she has enjoyed coordinating speaker visits and events at two research centers within UW-Madison’s Nelson Institute for Environmental Studies. She is interested in environmental policy and public health and will be pursuing the Energy Analysis and Policy certificate at La Follette. In her spare time she prefers to be relaxing near one of the many Wisconsin lakes or hanging out with furry friends.

My name is Tolgonai Sopukeeva, but I usually go by Toni. I am originally from Bishkek, Kyrgyzstan. I moved to Prague, Czech Republic 5 years ago to attend university. This summer I graduated from Czech University of Life Sciences Prague with a Bachelor of Science. My interest in Public Administration starts with a short-term internship I did at the Ministry of Economy of Kyrgyz Republic back in 2017. During my undergraduate studies I studied abroad at University of Wisconsin-Madison, and I am very excited to be coming back this fall. My main policy interests are development, globalization and inequality, but I’m excited to learn a little bit of everything. In my free time I enjoy traveling, practicing yoga, reading books and learning languages. I speak 4 languages and hope to learn more.

My name is Lindsey Starrett and I am from Wauwatosa, WI. I will be starting the accelerated MPA program at La Follette this fall. I am currently a senior at UW-Madison, getting my undergraduate degree in Community Nonprofit Leadership and certificates in Education Policy and Criminal Justice. These different fields of study have been a great combination of all my interests. I have been involved with nonprofits since high school and love the tenacity and energy towards change that I have found through them. My certificates have allowed me to gain more knowledge about two issue areas I am interested in focusing on. Along with being a student I also have an internship with the UW Odyssey Project, an amazing UW affiliated nonprofit and I am on the executive board for a volunteer organization on campus (STLF) that sends out three buses over spring break to participate in service opportunities all over the US. In my free time I enjoy working out, cooking and hanging out with friends. I am very excited for all of the new opportunities and great people I will get to meet through La Follette.
Amelia Stastney is a UW-Madison undergraduate senior majoring in international studies and an accelerated masters student in the La Follette school pursuing a masters in international public affairs. During the summer of 2019, she participated in JASC (Japan-America Student Conference) and, as an Ichiro & Toyoko Matsudaira Memorial Scholar, she spent one month in Japan presenting her refugee-related policy proposals to the Ministry of Foreign Affairs. As an undergrad, she received a grant from the Center for the Humanities at UW-Madison. With this grant, she and a fellow classmate, Danielle Sklarew, started an after-school program for middle schoolers in the Madison Public School District which taught interactive classes on feminism. Additionally, she has interned with UW-Health as a resource navigator (social worker) and has presented at the Northeast Family Medical Center Conference on the topics relating to health outside of the hospital and socio-economic barriers to achieving healthy living after the doctor’s appointment. She now works as an intern for the Center for the Humanities at University of Wisconsin-Madison. Her policy interests include refugee and immigration policy. In her free time, she enjoys spending time outside, listening to podcasts and trying to book travel plans with the $50 in her bank account. (For $107 roundtrip... maybe Tulsa is the perfect getaway this winter!)

Emma Stutzman is originally from Whitewater, WI and is currently finishing her undergraduate degree in History and Political Science while beginning the MPA program at La Follette. She has worked the past two years at UW’s Center for Cultural Enrichment creating programs for housing residents centering on Diversity and Inclusion. Additionally, she has been involved with several political campaigns including Senator Tammy Baldwin and currently with Treasurer Sarah Godlewski’s campaign managing social media. Her interests lie in girl’s education and how to best create an equitable education system. In her free time, she enjoys watching historical dramas, traveling, and enjoying Madison with friends.

My name is Nova Tebbe, and I am originally from Denver, CO. I am an MPH/MPA dual-degree candidate and am excited to learn as much as I can about the intersection of health and policy. I graduated from the University of Idaho last May, studying Microbiology and Philosophy. As an undergraduate, I was involved in two research labs, one concerning host-viral interactions in yeast and the other on opinion dynamics during an epidemic. I was also involved in the student government on-campus where I worked with faculty, professionals and other students to improve campus as a whole. My policy interests are healthcare, health equity, and sustainability. In my free time I like to explore the outdoors and listen to my small collection of vinyl. I am excited to be part of the La Follette community!

My name is Jon Turke and I am originally from Neenah, WI. For the past 10 years I have worked in state and federal politics, most recently as the director of government relations for a statewide financial industry trade association. Prior to that, I served as chief of staff in the office of the Wisconsin State Assembly Majority Leader. At La Follette, I’m hoping to refocus my policy areas to international relations and security studies. As an undergrad I studied global security, political science, and Arabic here at Madison. In my free time I enjoy playing golf and reading.

Hannah Tuttle is pursuing a dual JD/MIPA degree here at UW-Madison. She grew up primarily in Boulder, CO after moving from Cedarburg, WI. While completing her undergraduate degree in Global Studies/International Development at Colby College in Waterville, ME; Hannah studied abroad at the London School of Economics and conducted thesis research in Kisumu, Kenya. Upon graduation, she moved to New York City to work for a small international development nonprofit operating in east Africa. After the job ended a year and a half later and in desperate need of some career soul-searching,
Hannah bought a one-way ticket to Southeast Asia and spent six months travelling, returning to the US with a plan to pursue a career in international policymaking with a law degree. In her free time, she enjoys exploring the state, playing tennis, doing origami and reading fiction.

Christine Welcher was raised in the beautiful Driftless Region of Wisconsin and currently lives in Fitchburg, WI. She graduated from UW-Madison with a double degree in Sociology and Scandinavian Studies and studied abroad at Universitet i Oslo, Norway. After that, she founded and operated a tour company specializing in customized tours throughout the Nordic region. Most recently Christine taught organic farming standards to young adults from around the world and was able to tour Vietnam while consulting on new farming endeavors there. Her work in agriculture and retail, as well as surviving the economic collapse of 2008, led her to policy and politics. In 2016 she ran for State Assembly and managed a gubernatorial campaign in 2018. Christine’s focus is on future of work issues as it relates to labor and economic security. As a MIPA student at La Follette she is looking forward to studying world economies and opportunities for greater equity both in the US and abroad. In her free time she enjoys gardening, baking, hiking and traveling the world.

My name is Tia Westhoff and I am a native Iowan. I graduated with a B.A. in Philosophy and Theology and minor in Political Science from Benedictine College. During school, I spent summers interning for D.C. think tanks and after graduation, I completed a fellowship with the John Jay Institute in Philadelphia. From there, I served at a Phoenix nonprofit, Maggie’s Place, that provides shelter and ongoing supports to homeless pregnant and parenting women. Over the years in the desert, I managed a home, living alongside seven mothers and their children, and later served in development and recruitment positions. I recently returned to the beloved Midwest and currently work in development at a Dubuque nonprofit that serves children and adults with disabilities. My central interest lies in social policy, especially as it affects women, children, and families in poverty. In my free time, I am fond of good conversations, finding lighthearted theater, and throwing together dinner parties.

Hayley Young will graduate with her Master’s in Public Health and Master’s in Public Affairs in 2020. She graduated from UW-Madison in May of 2015 with a degree in Political Science and International Studies as well as a certificate in Gender and Women’s Studies. Since graduating, Hayley has pursued her interests in policy and public health and worked for the Wisconsin Breast Cancer Coalition and the Wisconsin State Legislature as a Legislative Aide. Additionally, Hayley is serving her second term on the Dane County Board of Supervisors where she sits on the Executive Committee, the Commission on Sensitive Crimes, the Dane County Housing Authority, the Human Services Board, and as Vice-Chair of the Health and Human Needs Committee. Hayley’s experience working in the state legislature and as an elected official made it clear that her passions and interests are in the field of public policy. After completing her degree program, Hayley plans on working in health policy with a focus in healthcare access and affordability in Wisconsin.

My name is Mingxin Zhang, one of the fresh graduates from the Chinese University of Hong Kong, Shenzhen. You can also call me Beatrice. Even though I have studied Finance in the past 4 years, I’ve been into public policy analysis after I took an economic course. I am absorbed in conducting research and collecting data, but also a girl who is crazy about playing sports and travelling around. Once I was an exchange student in Copenhagen Business School, Denmark, I learned about the power of clean energy and the human behaviour effect on environment. On the contrary, my hometown has adequate energy, but the government does not know how to use them efficiently and environment-friendly. Thus, my
priority policy interest is energy and environmental policy. Second, I am fond of food and I am curious about how food is made and presented on the table. Food production and nutrition has been and will be a hot topic not only in China but also in the world. Therefore, my second policy interest is agriculture and food policy.
Impostor Syndrome and You: A Discussion of a Little-Discussed Phenomenon

by Katelyn Butler and Michelle Marks, Department of Plant Pathology, University of Wisconsin-Madison

Editor's note: After participating in a roundtable discussion on impostor syndrome led by Michelle and Katelyn at the 2017 APS Annual Meeting, I invited them to develop the following article. The Interactions advisory board and I feel that impostor syndrome can have a profound impact on our individual well-being (from students to senior faculty), as well as on our interactions with members of the broader scientific community. Many of us wrestle with persistent issues that feed this phenomenon, but we are unwilling to talk about them because we feel that we’re alone. We hope that this article invites future discussions on this topic, and we invite you to share your own personal struggles with impostor syndrome in the “Comments” section of this article. I feel that the more visibility we can bring to this issue, the less of an issue it will become. This is exactly the type of article that I desire to see published in the new Interactions: a topic that affects all of us but cannot be or is not addressed in a classical research publication. —Dennis Halterman, Editor-in-Chief

Log in to join the conversation.

What Is Impostor Syndrome Anyway?

Maybe you’ve had thoughts like these: the ones where the little voice in your head is saying “I don’t deserve to be here,” or “I’m not qualified for this,” or “They are going to figure out that I don’t know ANYTHING!” Maybe you just somehow got lucky to be where you are or happened to know the right person, instead of earning success through your own merits. And any day now, somebody is going to figure out what a sham you are and kick you out of the program, deny you tenure, or fire you from your job.

If so, you might have experienced the impostor phenomenon, as it is known in the literature, or the impostor syndrome, as it is known more colloquially. Impostor syndrome was first described by psychologists Pauline Clance and Suzanne Imes in 1978 as a feeling of “femininity in people who believe that they are not intelligent, capable, or creative despite evidence of high achievement.” The good news is, you aren’t alone. As Carl Richards (2015) described in his New York Times article, “Learning to Deal with the Impostor Syndrome,” many highly successful people—including acclaimed author and poet Maya Angelou and several U.S. presidents—have experienced impostor syndrome.

Although the prevalence of impostor syndrome is difficult to estimate, some have offered that 70% of people will experience it at least once in their lifetimes (Sakulku and Alexander, 2011). In our own conversations with fellow graduate students, faculty, and professionals, we’ve discovered such feelings are widely experienced and often persist throughout one’s career. In this article, we’ll discuss the origins of these impostor feelings, their potential consequences, and strategies for acknowledging and overcoming them.

I’m a Fraud and Here’s Why
Imposter feelings can occur for all sorts of reasons and in all types of people. Although first studied primarily in women, imposter syndrome is now recognized to be a common phenomenon among both genders. Valerie Young (2011), author of The Secret Thoughts of Successful Women: Why Capable People Suffer from the Imposter Syndrome and How to Thrive In Spite of It, categorized individuals with the syndrome into five subgroups. As described by Melody Wilding (2017) in her article "The Five Types of Imposter Syndrome and How to Beat Them," they are (1) The Perfectionist, (2) The Supernova, (3) The Natural Genius, (4) The Rugged Individualist, and (5) The Expert. While these personality types and traits can explain a tendency toward imposter feelings, specific events can initiate and perpetuate them.

For some, these feelings can manifest early and may be due to personal experience, background, or characteristics (e.g., having a disability). Students returning to graduate school after time spent elsewhere may feel like they don’t belong or aren’t cut out to return to academic life. Similarly, first-generation graduate students, international students, and other nontraditional students may feel like imposters in their new and unfamiliar environments. Imposter feelings may be particularly common among members of minorities, who may worry that they haven’t achieved their success on their own merits but rather by others’ good graces or by blind luck.

Even students with a family history of higher education and academic achievement may suffer from imposter feelings. When expectations are high and achievement is valued, it’s easy for students to feel overwhelmed by such expectations. (Check out the description of The Perfectionist in the Wilding article.) These individuals may feel that they can never live up to these expectations and those of their families. To a person struggling with imposter-like feelings, even the encouragement received by family members can cause anxiety as the individual continues to receive what he or she feels is unjustified praise and support.

It’s no surprise that imposter feelings can often be triggered by failures, which are exceedingly common in STEM. Whether it’s an experiment that didn’t work, a grant that didn’t get funded, or a job that wasn’t offered, such events are more catastrophic to those individuals already struggling with imposter syndrome. These commonplace disappointments are added to lists of evidence of their fraudulence and lead many individuals to question their skills and value.

Perhaps one of the biggest sources of imposter feelings is self-comparison to others. Of course, measuring oneself in relation to peers isn’t always bad. However, we are rarely on the same playing field, nor are we always racing toward the same finish line. This peer comparison seems extremely common based on conversations we’ve had with both faculty and fellow graduate students, and in many ways, it’s inevitable as we progress alongside our cohort members. It’s easy to look at a fellow graduate student who has two published papers while you have none and wonder “What’s wrong with me and my abilities?” Margie Warrell put it well in her article “Afraid of Being ‘Found Out’? How to Overcome Imposter Syndrome”: “Too often we fall into the trap of comparing our insides with others’ outsides; our weaknesses with others’ strengths.”

More Than a Feeling

The insidious nature of the imposter syndrome is that it often manifests as more than just negative feelings, and real problems can emerge when these feelings turn into action (or nonaction). Feeling like you aren’t good enough or that the work you have been doing isn’t up to par can grind productivity to a halt. We have heard students describe being in the paradox of finding that they need help but are too afraid to ask for it for fear of outing themselves as impostors. Thus, they find themselves stymied and make little progress, further reinforcing their feelings of inadequacy. A lack of self-advocacy may also result, with individuals not pushing for professional development activities, such as speaking opportunities and outreach events, or not applying for scholarships, fellowships, or grants because they feel certain that they are not worthy of such opportunities or recognition. Research productivity of both students and faculty could also be impacted, as those struggling with imposter syndrome may have a greater fear of asking the “big questions” and taking on risky (but potentially high-reward) experiments.

At our roundtable discussion about Imposter syndrome at this year’s annual meeting of The American Psychopathological Society (APS) in San Antonio, we also talked about perhaps the most damaging effect of imposter syndrome: the self-selection out of advancement opportunities, which is especially important for graduate students applying for jobs and for early-career professionals looking for promotion. Even when faced with all evidence to the contrary and despite encouragement from mentors, students with imposter feelings may still have severe doubts about applying for a job they feel they aren’t qualified for or negotiating a raise they don’t feel they deserve. Having such doubts can, of course, have real and significant impacts on the careers of those experiencing this phenomenon acutely. Many of the participants in our discussion echoed these worries, and several shared stories of having to overcome real discomfort when applying for their jobs and facing their own feelings of inadequacy—when in reality, they were well-qualified and good fits for their positions.

Furthermore, real mental health consequences, such as anxiety and depression, have been linked to imposter syndrome (Chrisman et al., 2010; Fraenzena, 2016). Higher-Intensity levels of imposter syndrome have been associated with poorer mental health overall (Somnak and...
Uncovering the Imposter

How can we as scientists at all stages of our careers work toward identifying and eliminating Imposter syndrome? We must work together to instill confidence and encourage each other for the benefit of our field, our work, and our mental health. Following are some of the ideas that we’ve come up with in our own experiences and conversations with others. We hope that as you read our ideas, you come up with ideas to take to your own labs, organizations, and departments.

1. Talk about it. As mentioned before, we have engaged in discussions about Imposter syndrome within our own department and at the APS annual meeting. Both times, we were blown away not only by the honesty of the participants but also by the widespread effects that Imposter syndrome can have. However, we were pleasantly surprised by the incredible outpouring of encouragement, validation, and inspiration that occurred because of these conversations. When you hear from the graduate students that you perceive to have it all together, as well as professors and even academic award winners, that they struggle with the same issues, you suddenly don’t feel alone. By naming and discussing the issue, you can begin to identify impostor-like thoughts and work toward alleviating the effects of this toxic mindset. Normalizing the issue by having conversations with colleagues has been shown to play a role in relieving Imposter symptoms (Mark and Smith, 2012). To that end, we think it would be immensely beneficial for our scientific society and others to have breakout sessions, roundtable discussions, and professional development training sessions at national meetings about Imposter syndrome. These sessions would be helpful not only for those struggling with Imposter syndrome but also for mentors and leaders.

2. Acknowledge your own skills and success. As scientists, we are driven by what we don’t know. However, it’s important to reflect on what you have learned, what you have accomplished, and what skills you have acquired. Take time to list your talents, and remember them often. One bit of advice we have been given is to celebrate even the smallest victories—the PCR that amplified the right band, the plants that grew, the cloning reaction that worked—because even these small things (which may seem mundane to you) are important and show that you are capable and productive and working toward your goals. In the same vein, share your skills and knowledge with someone else. By teaching someone something new, you will be compelled to realize that you are smart, knowledgeable, and contributing to society. Participate in department outreach, work with the new student in the lab, help your friends understand a paper outside their expertise—these are all excellent ways to convince yourself of your accomplishment.

3. Enjoy the learning process. In our second suggestion, we have you make lists of the progress you’re making and the successes you’ve had. If you do this over a period of time, you will be able to see how far you’ve come. In your first year of graduate school, PCR may have been a chore, but now it’s routine. This is because it’s a skill you’ve obtained, and that’s important to recognize. Doing so creates a learning-driven mindset rather than performance-driven one, which can perpetuate Imposter syndrome. Instead of seeing your knowledge gaps as evidence of fraudulence, see them as opportunities for personal growth. Purposely identify areas in which you’d like to grow, and plan ways to accomplish that growth. Rather than frame such an area as “I can’t do that,” think of it as “That’s something I’d like to learn.” No one comes to any position with all the skills and knowledge needed for success—so don’t put that pressure on yourself! Instead, seek out opportunities to learn, and bring others with you. As a bonus, you will be allowing someone else to teach you something, which helps refute his or her impostor feelings, too.

4. Be a good mentor. Before students skip over this section, we insist that everyone is or will be a mentor. Graduate student mentor undergraduates in their labs and classes. Senior graduate students mentor new graduate students. The earlier we can start rebuffing Imposter syndrome, the less persistent it will be in our culture. The best way to combat Imposter syndrome is to hear from someone higher up than you that what you’re doing is okay. Imposter syndrome is fueled by misconceptions about yourself that are perpetuated in your own mind. Providing consistent, honest feedback as a mentor will give your mentee a better idea of their progress. Tell them what they’re doing well, and give them pointed areas in which they can improve. Doing so validates them as valuable members of the team while also providing targeted areas of improvement on which they can focus. Help mentees find experiences in which they can thrive, use their knowledge and talents, and continue to develop. Also, if you don’t have a good mentor right now, seek one out. Find someone you can be honest with, who has your goals in mind, and who will support you in your journey. In a recent study, mentoring was identified as a key antidote for Imposter symptoms by academic faculty members (Hutchins, 2015). Thus, faculty members not only need to be good mentors but also to have good mentors.

Examining the nature and effects of Imposter syndrome can feel daunting, dismal, and distressing. However, we hope that through reading this article, you have learned that Imposter syndrome is a real and persistent phenomenon. If you’ve felt these feelings, you’re not alone. We’re with you! If you haven’t felt these feelings, we hope that you realize many of your colleagues do and that you will do your best to help them overcome their Imposter feelings. Let’s all stop thinking that we’re inadequate and move confidently toward our goals.

References


https://www.smnpni.org/members/Interactions/Lists/Posts/Post.aspx?ID=178

| 2 Comment(s) |

Must be logged in to post comments.

Comments

Please add your comments

I'm hopeful that this article will initiate some activity from the general membership - whether it is through sharing your own experiences with Impostor Syndrome, ways that you deal with it in your laboratory, or just a congratulatory comment on this excellent article! Thanks - Dennis, EIC

Dennis Halterman on 12/18/2017 2:21 AM

Re: Impostor Syndrome and You: A Discussion of a Little-Discussed Phenomenon

I'll start things off... While I think social media is great for communicating our science and interacting with colleagues, it can be overwhelming sometimes. Scrolling through my "Twitter feed" is sometimes post upon post of someone's published paper in a top-tier journal, vanity announcement because they got a big grant, or other "woohoo" moments in their lives. Don't get me wrong, it's great to see all the success, and I know people are not purposefully gloating by sharing their successes. However, it does feed my Impostor Syndrome. It's for these reasons that I find myself reluctant to participate regularly in work-related social media, even though part of me is saying that I need to get more active.

How do I deal with it? It's still a work in progress, but I've found that embracing the technology helps. When I do post, it is a mixture of my own successes, photos of outreach events or work in the field/lab/greenhouse, and the occasional self-deprecating and humorous lab mistakes (I think we need to share more of these, as they happen to everyone). Adding a couple of distractions (like @awardsDarwin) helps keep things light, too.

I'd appreciate your thoughts on this. How do you deal with the overwhelming number of success stories posted on social media? Does it affect you too? Cheers! - Dennis @HaltermanLab

Dennis Halterman on 12/18/2017 8:41 AM
## Leadership Team

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| **Director**              | • Presides over executive committee and makes faculty committee assignments  
                             • Reports to L&S Dean’s office on all department activities and needs; serves as official channel of communications for all department matters  
                             • Directs the Board of Visitors and leads development efforts  
                             • Supervises Associate Director                                                                                                                                                                           |
| Professor Susan Yackee    |                                                                                                                                                                                                                   |
| **Associate Director**    | • Provides instructional and curriculum program leadership, including course assignments, placing LFS fellows as project assistants (PAs) and recruiting teaching assistants (TAs) for LFS courses  
                             • Oversees department budget  
                             • Assists Director with development efforts and supports growth of legislative outreach  
                             • Supervises Administrator, Senior Student Services Coordinator, Director of Outreach, and Senior IS Specialist                                                                                      |
| Steve Kulig               |                                                                                                                                                                                                                   |
| **Director of Outreach**  | • Leads La Follette’s outreach strategy to improve visibility and build LFS brand  
                             • Work with faculty on outreach programming and on communicating their research to a broad audience  
                             • Supervises all outreach and communications staff                                                                                                                                                     |
| VACANT                    |                                                                                                                                                                                                                   |

## Administrative Team

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| **Administrator**         | • Oversees hiring and personnel management  
                             • Provides budget and financial support to Associate Director and Director  
                             • Supervises administrative staff                                                                                                                                                                           |
| VACANT                    |                                                                                                                                                                                                                   |
| **Payroll & Benefits**    | • Completes new hire paperwork and payroll for faculty, staff, graduate assistants, and student hourlies  
                             • Determines benefit employee eligibility and helps employees enroll in benefit programs  
                             • Completes effort reporting for faculty grants                                                                                                                                                              |
| Specialist                |                                                                                                                                                                                                                   |
| Bonnie Lane (0.58 FTE)    |                                                                                                                                                                                                                   |
| **Senior Financial Specialist** | • Administers LFS accounts, both UW (e.g., 101, 136) and Foundation funds, by tracking revenues and expenses  
                             • Processes all departmental payments (e.g., invoices, purchase orders, direct payments [DPs], payments to individuals [PIRs]/honoraria, awards and scholarships, etc.)  
                             • Acts as department approver for all e-Reimbursements  
                             • Serves as UW purchasing card (p-card) site manager for LFS                                                                                                                                              |
| Cindy Manthe              |                                                                                                                                                                                                                   |
| **University Services**   | • Serves as department receptionist and assistant to the Director  
                             • Provides administrative assistance to students, faculty, and staff  
                             • Acts as building manager, submitting maintenance requests when needed and overseeing facilities projects on site  
                             • Serves as departmental p-card holder  
                             • Assists in processing and approving e-Reimbursements                                                                                                                                                 |
| Program Associate         |                                                                                                                                                                                                                   |
| Marjorie Matthews         |                                                                                                                                                                                                                   |
## Information Systems and Technology

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| **Senior Information Systems Specialist**    | • Troubleshoots and resolves IT issues for department students, faculty, and staff; liaises with DoIT  
• Oversees LFS website (page development, documents to post, other updates, questions)  
• Connects faculty with learning technology (Canvas, classroom A/V, etc.) and other computing resources  
• Assists faculty and staff with procuring computer equipment and other hardware/software  
• Provides recording/videotaping of events |

## Outreach and Communications Team

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| **Director of Legislative Outreach**          | • Oversees Family Impact Seminars, Committee Connect, and Office Hours at the Capitol  
• Serves as main point of contact for all projects with the Wisconsin Legislature  
• Supervises Public Affairs Outreach Specialist |
| Heidi Normandin                               |                                                                                                                                                  |
| **Public Affairs Outreach Specialist**        | • Assists in management of Committee Connect and other legislative outreach activities  
• Helps to carry out other outreach events and activities |
| Bonnie MacRitchie                             |                                                                                                                                                  |
| **Senior Outreach Specialist**                | • Plans and implements general outreach events, including alumni and career development events  
• Coordinates biannual Board of Visitors meeting  
• Oversees and Wisconsin Women in Government Leadership Seminar |
| Bridget Pirsch                                |                                                                                                                                                  |
| **Senior University Relations Specialist**    | • Writes and edits news stories, student and alumni profiles, and other publications (e.g., e-newsletter, *Policy Report*)  
• Provides writing and media assistance to faculty, students, and staff (e.g., award nominations, website content, e-mail messages, report editing, etc.)  
• Creates promotional materials and other content for events |
| Lisa Hildebrand                               |                                                                                                                                                  |
| **Outreach Specialist**                       | •                                                                                                                                                 |
| VACANT                                        |                                                                                                                                                  |
| **Outreach Specialist**                       | •                                                                                                                                                 |
| VACANT                                        |                                                                                                                                                  |
| **LFS Outreach Chair**                        | • Serves as liaison between staff and faculty when planning major outreach events, including those related to the Kohl Research Competition  
• Serves as the faculty lead and organizer for the first Kohl Conference  
• Helps provide a faculty perspective for other outreach events, such as Symposium and other Kohl conferences  
• Helps create specific, measurable, achievable metrics/goals for outreach team  
• Engages and serves as a liaison to LFS faculty to increase attendance at events  
• Serves as the faculty liaison to the Family Impact and the Committee Connect Programs  
• Facilitates partnerships with other internal and external organizations |
<p>| Professor Michael Collins                     |                                                                                                                                                  |</p>
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| **Senior Student Services Coordinator**      | • Oversees all student services in the La Follette School; supervises student services staff  
• Serves as the admissions and academic advising lead for the graduate program; liaises with dual- and double-degree and certificate program partners in SMPH, Law School, URPL, EAP, and WSoB  
• Manages student recruitment and helps coordinate funding (e.g., AOF, LFS Fellowship)  
• Serves as staff liaison to the La Follette School Student Association (LSSA) board and assists with graduation planning |
| Mo O'Connor                                  |                                                                                                                                                  |
| **Career Services Coordinator**              | • Oversees career services and provides individual career advising to all LFS students  
• Develops and leverages employer and alumni relationships  
• Manages internship courses (PA 827 and PA 327)  
• Collects and maintains alumni job statistics |
| VACANT                                       |                                                                                                                                                  |
| **Student Services Associate**               | • Assists all aspects of the graduate admissions process  
• Provides administrative assistance to students, faculty, and staff with respect to course registration/student enrollment (i.e., SIS, Timetable), classroom assignments, etc. and course evaluations  
• Serves as the point person for the Undergraduate Certificate in Public Policy |
| David Wright-Racette                         |                                                                                                                                                  |
| **Kohl Undergraduate Education Chair**       | • Serves as a first point of contact for staff regarding curricular and programmatic questions by providing prompt email contacts and participating in monthly check-in meetings  
• Helps recruit students to the Undergraduate Certificate in Public Policy by attending on-campus recruitment events in the fall and select classes in the fall and spring  
• Is the “public face” of the certificate at certificate-specific events or other public events  
• Assists staff in analyzing certificate progress/success, demographics, etc.  
• Serves on Admissions and Curriculum Committees  
• Works with instructors who teach an undergraduate certificate courses to ensure coordination and excellence across the certificate’s curriculum  
• Produces a one-year “status report” on the Undergraduate Certificate in Public Policy for the LFS faculty and staff, which details its present strengths, weaknesses, opportunities, and threats |
| Professor Geoffrey Wallace                   |                                                                                                                                                  |
Graduate Student Funding Information

The La Follette School offers fellowships and scholarships to incoming students each year. Unfortunately, due to limited funding, not all well-deserving students will receive funding offers. This handout provides funding information about opportunities outside of the La Follette School.

La Follette School students are highly encouraged to complete the Free Application for Federal Student Aid (FAFSA) https://fafsa.ed.gov/ by December 1. UW–Madison’s school code is 003895. Applicants for most types of financial aid must be a U.S. citizen, permanent resident, or other eligible non-citizen.

Most first-year La Follette Public Affairs students fund their education through unsubsidized loans and personal resources. Many students find teaching assistant and project assistant positions through other UW-Madison departments. This year almost half of second-year students work as project assistants (PA’s) or as teaching assistants (TA’s) either on campus or through off-campus organizations. To look for positions that match your qualifications visit the UW Student Job Center Graduate Assistantships website. Other opportunities can be found on the UW employment site.

The following academic departments and research centers have recently hired a La Follette student:

- Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE) https://wiscape.wisc.edu/
- Wisconsin Center for Research on Education (WCER) http://www.wcer.wisc.edu/
- School of Medicine and Public Health http://www.med.wisc.edu/
- Center for Financial Security (CFS) https://cfs.wisc.edu/
- Center for Nonprofits, School of Human Ecology Department https://sohe.wisc.edu/research-development/centers-of-excellence/uw-center-for-nonprofits/
- Center on Wisconsin Strategy: http://www.cows.org/
- Institute for Research on Poverty: https://www.irp.wisc.edu/

Other Project Assistant (PA) Positions: Some project assistant positions are not advertised on the UW website. The student services office will send information on project assistantships with local non-university organizations as the information is received. In addition, La Follette Faculty will occasionally advertise for project assistantships tied to grants. These notices are sent to current students and incoming students by email.

Teaching Assistant (TA) Positions: Some academic departments post TA openings on the Graduate Assistantships website. In the past 3 years, these academic departments hired a La Follette student:

- School of Business
- School of Human Ecology
- Social Work
- Spanish and French
- English
- Political Science
- Letters and Science Integrated Liberal Studies
- Gender and Women’s Studies

PAs and TA’s earn tuition remission, health insurance, and a stipend for their appointments. The stipend depends on the time commitment of the position. All graduate assistants pay for student fees. Please see this site for on-campus assistantship details: https://grad.wisc.edu/funding/
Foreign Language and Area Studies Scholarship (FLAS)

Academic-year FLAS fellowships are awarded for a full academic year to graduate students engaged in a formal overseas or domestic program of full-time language and area studies coursework. The deadline has passed to apply for this year, but several MIPA students have funded their second year of school through the FLAS. Summer FLAS fellowships are also available and intended to help students gain the equivalent of a year’s worth of college level language study.

The Foreign Language and Area Studies Scholarship, FLAS, is offered through these centers: The African Studies Program, Center for East Asian Studies, Center for European Studies, Latin American, Caribbean and Iberian Studies Program, Center for Russia, East Europe and Central Asia, Center for South Asia, Center for South East Asian Studies, and Global Studies. The application is due in early February each year. Specific requirements may vary depending on the language. Please consult the relevant area studies program or the following website for further details and application forms: http://flas.wisc.edu/

Other Funding Information and Resources

- Cost of Attendance Information: http://www.finaid.wisc.edu/cost-of-attendance.htm
- Cost of living in Madison, WI: https://www.expatistan.com/cost-of-living/madison
- Financial Wellness Program: https://financialaid.wisc.edu/free-to-uw-madison-students-salt/
- Graduate School Funding Information: https://grad.wisc.edu/funding/
- University of Wisconsin-Madison Financial Aid Office: http://www.finaid.wisc.edu/graduate-and-professional.htm
- Institute for Regional and International Studies (IRIS) Funding Opportunities: https://iris.wisc.edu/funding/
- UW-Madison Scholarships: https://scholarships.wisc.edu/Scholarships/
- Private Fellowships and Scholarships Search (FastWeb), http://www.fastweb.com
- Outside UW Scholarship Information: https://reviews.com/best-scholarship-search-platforms/
- Outside UW Scholarship Opportunities for Minority Students: https://collegestats.org/resources/best-scholarships-minorities/
- Funding and Scholarships for International Students: https://iss.wisc.edu/students/new-students/funding-scholarships/
- Current UW-Madison students are encouraged to review the link below to a PPT about funding ideas from a workshop recently hosted by the Graduate School:
  - https://researchguides.library.wisc.edu/grantsgraduates/GrantsForEducation
  - Additionally, Ellen Jacks ellen.jacks@wisc.edu, the Grants and Reference Librarian at Memorial Library, hosts go.wisc.edu/grants and can help you learn about databases you have access to as a current UW-Madison student.
- On-campus jobs open to public: http://www.ohr.wisc.edu/employment/employ.html
- Federal Loan Forgiveness Program: http://www.finaid.org/loans/publicservice.phtml
- The Best Private Student Loans of 2018: https://loans.usnews.com/student-loans

Tuition and Fees

The Bursar’s Office publishes information about tuition and segregated fees for the fall and spring semesters in early August. Select the correct semester and program, which in most cases will be Graduate or most Capstone Certificates.

- Cost of attendance estimate
- Madison cost of living

More information about funding can be found on La Follette’s website:
https://www.lafollette.wisc.edu/students/funding