

COLLEGE OF EDUCATION AND HUMAN SCIENCES

# Connections *across the Globe*



2011



**Best of both worlds**  
Kinesiology professor combines love  
of teaching with global research

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UNIVERSITY of WISCONSIN - EAU CLAIRE



# Connections 2011

THE MAGAZINE FOR THE UW-EAU CLAIRE COLLEGE OF EDUCATION AND HUMAN SCIENCES

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Communication Sciences and Disorders  
Education Studies  
Kinesiology  
Social Work  
Special Education

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# From the Dean

Gail Scukanec

## Connections across the globe

Over the past decade or so, it has become increasingly clear that we all need to thrive in a global environment. In order to do that, our students must become more sensitive to cultures and perspectives unlike their own; our job as educators is to provide opportunities for our students to develop such sensitivity. Some opportunities for development occur in the classroom, others outside the classroom. The focus of this issue of *Connections* is on the impact experiences with individuals from other countries have on our students.

In this issue of *Connections*, you will find three stories about students and faculty immersed in experiences abroad — experiences that impacted our students and faculty and the individuals with whom they worked. Along with those stories is one about visitors from abroad. They, as well, help our students understand the global environment they will be entering as young professionals.

Along with the stories in this issue of *Connections*, the faculty, staff and students of the CoEHS are involved in other international initiatives. A faculty member in education studies is continuing her research in Chile; a student is now involved in that project and worked in Chile this summer. Another faculty member in education studies spent time in Cuba to organize a future faculty-led study abroad opportunity for students. A faculty member in social work took students to South Africa on a research project this summer. Along with the students and faculty who worked in Scotland this summer, I traveled to that country and visited seven academic departments at three universities to develop additional opportunities for UW-Eau Claire students to become involved in international activities. Indeed, these are just some of the international projects that the college supports in order to offer opportunities to prepare our students for the global environment in which they will live and work.

In the **Annual Report** section of *Connections*, you will find information about our faculty, staff and students. We are pleased that we have been able to bring some excellent faculty and staff to the college — and sad that we have also lost some excellent faculty and staff. You will see that we will break ground for the new Education Building in the coming year, a project that has been many years in the making. You will also see that we continue to be involved in providing many opportunities for our students to be engaged in what are referred to as high-impact practices — experiences that can transform the way our students see themselves and the world around them.

As always, please feel free to contact me (715-836-3264 or [scukangp@uwec.edu](mailto:scukangp@uwec.edu)) if you have any comments about the college or this publication, have issues you believe we should be concerned about or just want to share information about your association with the college. I look forward to hearing from you.

Gail Scukanec



# Best of both worlds

**KINESIOLOGY PROFESSOR COMBINES LOVE OF TEACHING WITH GLOBAL RESEARCH**

By Rebecca Dienger

**Gary Van Guilder might be pondering the road not taken had that road not made a crooked line right back to his doorstep.**

There was a day in 2009 when Van Guilder had a choice to make. The same day that he was offered a position at UW-Eau Claire he also was offered an opportunity to serve with the Peace Corps in Lesotho, Africa. It had been a persistent desire of his to travel to Africa after conducting research on HIV.

“I had to make a life decision within an hour,” Van Guilder said, shaking his head as he recalled the irony of the situation.

Should he stay or should he go? Van Guilder stood in a McPhee Physical Education Center hallway and did something very unlike the thoughtful, meticulous researcher he had become.

He flipped a coin.

“Heads,” he decided, would keep him on campus to fulfill another equally persistent desire: to teach. Either way he had nothing to lose, but he regretted that there would be an opportunity lost with either choice.

Heads it was. And Van Guilder, an assistant professor of kinesiology, has thrived at UW-Eau Claire ever



since, immersing himself in helping people live healthier lives and inspiring students to make a difference. In addition to his teaching duties, he serves as the university’s Community Fitness Program director.

Van Guilder’s training is in cardiovascular disease risks and vascular biology. He holds a bachelor’s degree in exercise science from Castleton (Vt.) State College, a master’s degree in health and exercise physiology from Colorado State University and a doctorate in integrative physiology from the University of Colorado at Boulder. It was while he was doing postdoctoral work there as an HIV research fel-

low that he became interested in global health.

“The work I was doing had me learning more about the disease in resource-limited countries,” said Van Guilder, who was gradually developing professional contacts in Africa. Upon completion of his doctoral degree he applied for a Fulbright Fellowship in an effort to get to Africa. He was a finalist but did not receive the award.

“So after getting through all of this school, I realized that I had this passion but no global health, epidemiology or public health in my background,” Van Guilder said. “I got to wondering how I got to this point and where I should go with that interest.”

Van Guilder proceeded to apply for the Peace Corps as well as a teaching job. It turned out that both were viable options. Thus the fateful coin toss.

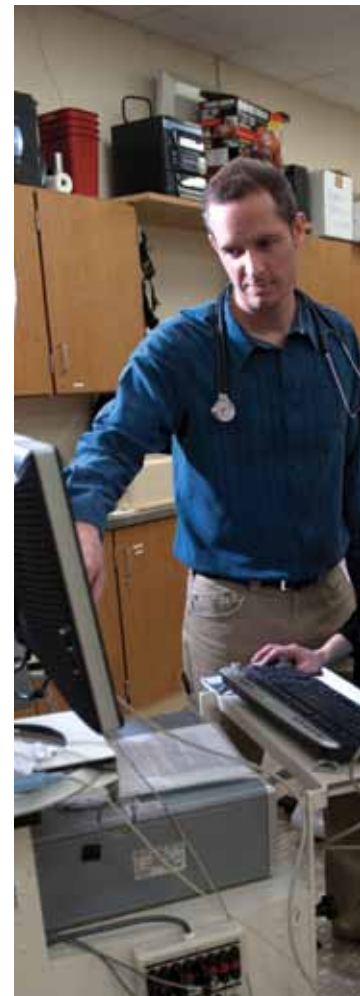
Today, the toss appears to have been a formality. Van Guilder chose one path that intersected with the other along the way. A faculty-student collaborative research opportunity took Van Guilder and two of his students to sub-Saharan Africa in June to investigate the effect of HIV medications on the cardiovascular system.

The project, sponsored by UW-Eau Claire’s Office of Research and Sponsored Programs and the Center for International Education, was funded by the Blugold Commitment, a differential tuition initiative designed to enhance academic quality at UW-Eau Claire. Seniors Jenna Hersant and Joelle Noeldner, kinesiology majors with emphases in human performance, accompanied Van Guilder for a four-week stay in Tanzania, Africa.

At the Kilimanjaro Medical Center in Moshi, Tanzania, the group worked with a native medical doctor Van Guilder had met while doing research in Colorado. They first sorted through hundreds of medical records of HIV-infected patients, identifying people who qualified for the study. Research subjects were invited to participate, and approximately 200 people reported to

**Left:** Gary Van Guilder and Dr. Titus Msoka, director of the HIV-1 and Infectious Disease Clinic at the Kilimanjaro Christian Medical Center; review vascular Doppler ultrasound data collected from research participants.

Van Guilder and students Jenna Hersant and Alyssa French review an electrocardiogram and oxygen consumption data collected from a test conducted in the human performance laboratory in UW-Eau Claire’s department of kinesiology.





*Students Hersant, at the computer, and Joelle Noeldner measure radial artery vascular function in a control subject using Doppler ultrasound at the clinic while Dr. Msoka oversees their work.*



the laboratory for testing. Some were on AIDS prevention medications and others were not.

“The most striking aspect was the vast number of people who would come to the clinic to get their HIV medications,” Van Guilder said. “On any given day, there were dozens of people waiting for their appointments with children who also were infected. Just the sheer number is startling.”

Van Guilder and his students were touched by how welcoming and good-natured the Tanzanians were despite abject poverty and poor living conditions. Most people live in makeshift shacks with no water, heat or electricity and support themselves by selling handmade crafts for tourists, building furniture or farming.

“The HIV patients were very interested to know that people want to make their lives better through research,” Van Guilder said.

Hersant and Noeldner performed body composition measurements and recorded resting blood pressures for each subject. Then they moved on to vascular function assessments using Doppler Ultrasound. This technique estimates the stiffness of blood vessels such as the carotid, femoral and radial arteries.

“A stiffer vessel is an unhealthy vessel and more prone to adverse changes that can lead to cardiovascular events,” Van Guilder said, adding that the goal is to continue studying the patients for several years to track body weight and composition and metabolic changes to determine if long-term use of anti-retroviral drugs contribute to stiffening of the blood vessels in HIV-infected subjects.

Van Guilder said the research data provides preliminary support that many HIV-infected sub-Saharan patients have evidence of accelerated cardiovascular disease risk. Although the study is currently in progress and data will be collected periodically over the next few years, he expects to observe significant impairments in vascular health and a greater number of risk factors for heart disease (metabolic syndrome) in the subjects.

Hersant and Noeldner said they found the people to be very friendly, although it was difficult to communicate as they were not familiar with the Swahili language.

“I was surprised by how research is conducted in Tanzania compared to here in the United States,” Hersant said. “It was a slower process, but they made it work. It was a great opportunity to help out with international research.”

According to Van Guilder, that was one of the benefits of doing research abroad.

“I think it’s so important to be immersed in a different culture, and this showed our students how you can connect with people anywhere in the world, even with language barriers,” he said.

The opportunity is helping Van Guilder satisfy two

major goals: to help people abroad and to give his students exposure to a country that is less fortunate in respect to disease and disability.

A “huge learning and turning point” in his life came when he visited St. Petersburg, Russia, through a high school international exchange program designed to promote relationships between the U.S. and Russia after the Cold War.

“I was scared to death,” said Van Guilder, adding that his host family lived in poverty and could barely speak English. “I was shocked by their lifestyle, but at the same time I saw how happy and helpful they were. I soon realized that not everyone lives like us, but that doesn’t make their lives less fulfilling.”

Today, Van Guilder’s focus is on improving the lives of people who not only live in poverty but are HIV-positive and also at risk for the devastating effects of heart disease.

“The focus with HIV has always been the prevention of AIDS,” said Van Guilder, who explains that the 22 million people in Africa with HIV make up approximately 66 percent of all people across the globe who have the virus. “But heart disease is the No. 1 killer globally, and a complicating factor is that some of the medications used to treat HIV have certain side-effects that contribute to heart disease.

“You don’t want to trade one disease for the other,” Van Guilder said, noting that HIV patients will be on those medications for the rest of their lives. While they do a good job of increasing life expectancy — up to 30 years — quality of life does not automatically improve due to the cardiovascular risk factors.

He hopes to use his training in cardiovascular disease risks and vascular biology to address the issue.

“I have a strong desire to help people who don’t have the opportunities and resources we have here to take care of our health,” he said.

Van Guilder’s concern is that there is little to no research being done on this population in sub-Saharan Africa.

“They are becoming like us, living a very sedentary lifestyle,” he said. “And it is difficult to focus on preventing HIV, especially because they are already dealing with millions of people who already have the deadly disease.

“This experience has reaffirmed my career and life goals of helping people abroad,” Van Guilder said. “I feel so fortunate to be able to use my training and expertise to make a difference.”

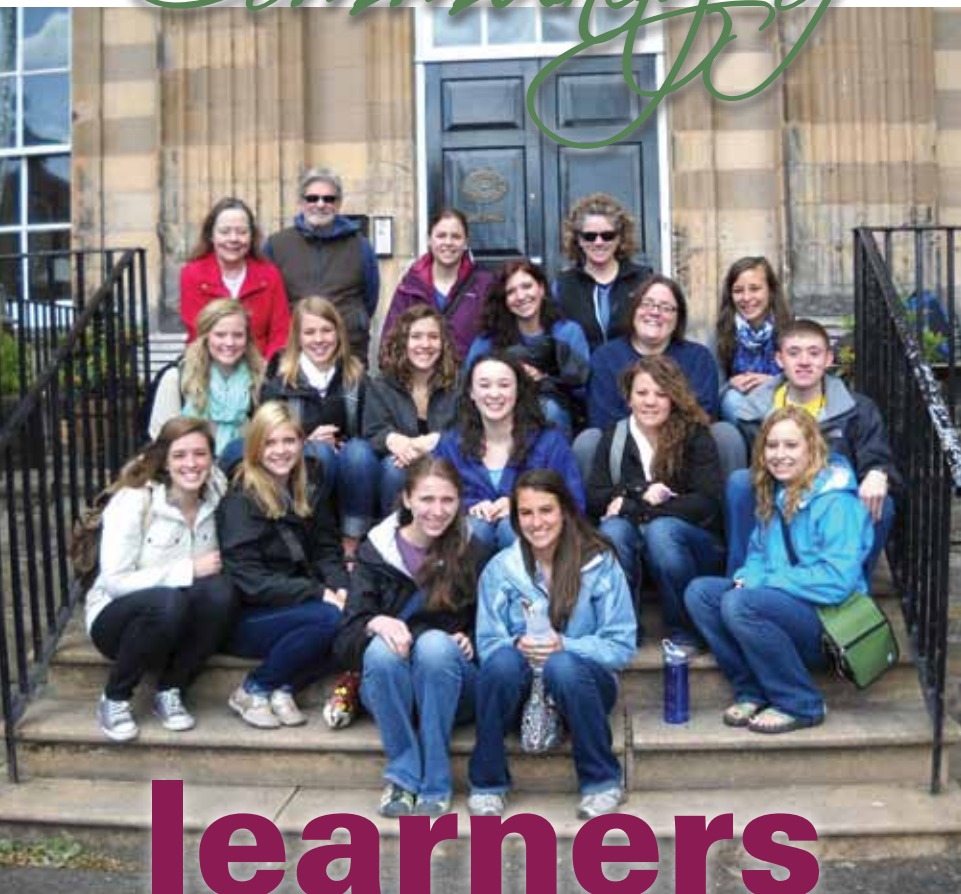
His hope is that HIV patients in Africa won’t have their lives subjected to a coin toss between AIDS and myocardial infarction, but that they will get the best chance to be survivors of both.

And he, of all people, knows that sometimes you really can have the best of both worlds.



*Noeldner and Hersant enter data into the database at the Kilimanjaro Christian Medical Center.*

# Community of



# learners

*The Special Education in Scotland group at Dalkeith House.*

When Amy Kimmes attended UW-Eau Claire as a special education major a few years ago, she hoped to participate in a study abroad program, but none of the university's study options was compatible with her degree program and schedule. She then heard about the Special Education in Scotland program, which allowed her to have an international study experience she says had a big impact on her life and career.

Kimmes spent six weeks in Scotland in summer 2007 learning about the country's special education system as well as its culture and people. She graduated from UW-Eau Claire that December with a degree in special education.

"The Scotland program was a real eye-opener for me," said Kimmes, a first-grade teacher in Black River Falls. "It gave me the confidence to do things that are outside of my comfort zone. It also opened my eyes to a different way of life."

The Special Education in Scotland program, offered through UW-Eau Claire's department of special education and Center for International Education, allows undergraduate students to study and experience firsthand the Scottish special education system, said Rose Battalio, associate professor of special education at UW-Eau Claire and Scotland program director.

Students observe children with disabilities for two

weeks at a Scottish school and then attend a three-week class on emotional/behavioral disabilities at the University of Aberdeen, taught by Battalio and Scottish guest lecturers. The program concludes with a five-day tour of the Scottish Highlands.

First offered in 2001, the program has morphed over the years, Battalio said. It was offered as a three- or four-week program through 2005, when she decided the program needed to have more depth to ensure that students have the best experience possible. It was first offered as a six-week program in 2007.

"The students learn to be more observant of the world and recognize differences in a way that gives them an opportunity to grow and understand themselves better," Battalio said. "The nuances and the expectations, the ways of seeing life and of running their life are very different in Scotland. American students feel comfortable going there because the Scottish people sound and look like us, but there definitely are differences."

Battalio said an important aspect of the program is the close connections the students form before the trip even happens.

"I try to create a community so the students learn how to support each other when they go to a new place," she said. "I recruit the students the previous fall. After that we meet about once a month with hopes of moving from a group of people who didn't really know each other to start with to a group that now has a support system for each other."

The program begins around the end of May, after the end of UW-Eau Claire's academic year, and runs through the first few weeks of June when Scottish schools are still in session.

"We developed it as a summer program so it wouldn't interfere with our students' progress toward graduation," Battalio said. "Our education program is really precise. Students need to take their courses in a set order, so if you miss a semester studying abroad, you're literally going to add a semester to your program. Doing Scotland as a summer program makes it more efficient for our students."

While students are observing in the classroom for two weeks, they live with host families in the Edinburgh area, Dunkeld or the Orkney Islands. The primary host within each family is a teacher or school employee who works in some capacity with students with disabilities.

"The most valuable part of the program for me was the host family stay," said Sadie Bassette, a senior communication sciences and disorders major who participated in this year's program. "I was not only immersed into a family but a whole community. I was able to learn so much about myself and others through this part of the program."

Assisting Battalio this year were faculty leaders Art Brandt, associate lecturer of special education, and Gloria Fennell, now retired associate professor of social work, who worked with the students during the classroom observation phase of the program.

"My role was to be available for the students whose school placement was in Kirkwall in the Orkney Islands," Fennell said. "The school was incredibly welcoming, and everyone made sure that the students had every opportunity to learn and experience as much as they could. The students were exceptionally eager

## STUDENTS ARE IMMERSSED IN SCOTLAND'S SPECIAL EDUCATION SYSTEM

By Ann Hoffman



*A local pub in Dalkeith, Scotland.*

learners, and that made my role very easy.”

While enrolled in the three-week class at the University of Aberdeen, students are housed on campus. The course, “Introduction to Emotional/Behavioral Disabilities,” is required for students who wish to be certified in EBD. It also can be taken as an elective.

“Beyond an understanding of children with EBD, I hope the students gain an understanding of the differences between the special education systems in Scotland and the United States with help from lecturer Barbara Hookey,” Battalio said.

Hookey, a longtime faculty member in the education program at the University of Aberdeen, was a school-teacher for many years, Battalio said, adding that her knowledge of the national curriculum, the process of inclusion and the process for educating future teachers provided the students with a broader understanding of how the Scottish education system works.

“During Barbara’s time with the students they were able to ask questions about and discuss the similarities and differences between the systems in order to clarify their own thinking about our education system,” Battalio said. “Barbara provided the students with opportunities to critically reflect on how we educate children in the states.

“The Scottish system has a broader base of services that are more easily attainable than ours. All children with any kind of need can receive service, whether they’re experiencing a crisis, are dyslexic or have been bullied. They have a different approach to eligibility than we do. Their terminology doesn’t really include the title ‘special education.’ They prefer the phrase ‘students with special needs.’

“It is difficult to compare a small country’s educational system to the educational system of the entire United States. For example, services for kids with the most severe needs can easily be seen in Scotland. At that level it’s a commitment of funds, it’s a commitment of programming. There are schools for kids with emotional disabilities and severe cognitive disabilities that are supported by the country.”

In the United States, children with special needs must meet numerous eligibility requirements in various categories to qualify for services, Battalio said, adding that our special schools are more likely to be private organizations that are costly to attend.

“One big difference, however, is the emphasis on inclusion in U.S. schools,” she said. “We expect everybody to graduate from high school, and those with special needs, depending on ability levels, will be able to advance through the system like everyone else or will have special accommodations and modifications to meet graduation requirements. The Scottish system requires students to pass exams before they can progress

in their schooling. Scotland is moving more toward an inclusive model, which means they have to grapple with how students with special needs fit into their system of education.”

Battalio said she challenges the students to explore the differences between the two systems and develop their own philosophy of education.

“I hope the experience has them questioning what they are being taught about their own teaching,” she said. “I want them to be active observers of what works and what doesn’t, the pros and cons of what we do and what we don’t do.”

Battalio describes the Highlands trip as another eye-opening experience for the students. The group’s guide, Ruthie, blended stories, songs and sights to teach the group about Scotland — its history, culture and people. Also traveling with the group were individuals from several other countries, enhancing the cultural aspect of the trip.

“Stops in Edinburgh, Inverness, the Isle of Skye, Oban and other places of interest provided the students with many adventures,” Battalio said. “Although it rained quite a bit, the students were willing to step out of their comfort zones and climb hills, hug rocks and charge a castle.”

A 2006 special education graduate who participated in the Scotland program in 2005 said it had a huge impact on her teaching career.

“I not only learned about education, children and collaboration, but I learned a lot about myself and the kind of teacher I wanted to be,” said Cathy Smith, a Title I reading and math teacher and data coach for the Chester Creek Academy in Duluth, Minn. “As the data coach, I’m responsible for collaboration, and I use the Scotland experience as a model for teamwork. Also, the Scots’ enthusiasm for teaching rubbed off on me: Keep positive and full of hope even when it seems like there is none.”

Bassette, the CSD major who participated this year, called the Scotland program a truly life-changing experience.

“The program made me realize what a tiny portion of the world I actually take up and how many different lifestyles, cultures and beliefs are out there,” Bassette said. “It is important to remember that our own way isn’t always the right way, and it’s amazing what you can learn once you open your eyes.”



*The headmistress’s home at The New School in Dunkeld, Scotland.*



*A student from The New School, center, with program participants Sadie Bassette, Lucy Weisenbeck, Ashley Meinen and Laura Christensen.*



*An 1800s military outpost in the Scottish Highlands.*



*Rose Battalio and students meet to discuss their trip to Scotland a few days before their departure.*

# PREPARING FOR THE GLOBAL WORLD



*Graduate students from Hyogo and UW-Eau Claire students share a lighter moment as they learn about working with middle and high school students.*

## INTERNATIONAL COLLABORATION ENRICHES THE COLLEGE EXPERIENCE

By Breann Schossow

About two dozen people mingle on a Friday afternoon in March in Campus School, sharing laughter and memories of their week together. The next day, the students and faculty from Hyogo, Japan, will fly home, taking what they learned at UW-Eau Claire with them.

The visit was part of an international collaboration between the College of Education and Human Sciences and Hyogo University of Teacher Education. During their time in Eau Claire, the 10 Japanese graduate students and teachers had the opportunity to make classroom visits in the community.

Laura Nicolet, a sixth-grade teacher at Eau Claire's South Middle School, was joined by a Japanese student in her classroom during the group's visit.

"The kids at school loved it," Nicolet said. "I wish we could have more international visitors."

Nicolet also hosted Yumi Osugi, an elementary school teacher in Japan. Like other host families, Nicolet and her family shared cultural experiences with her and spent time getting acquainted.

For Keiko Uemura, an elementary school teacher, this was a homecoming as well as a collaboration as she had studied at UW-Eau Claire two years prior. As part of the Hyogo delegation, she was able to visit her former host family and the university again.

"It was so nice," she said.

During her classroom visit at Eau Claire's Sherman Elementary School, she worked with the students there to make origami and noted the children were friendly and carefree.

"I thought, education is the same at home," she said. "Maybe we have same belief as a teacher."

While she enjoyed visiting Eau Claire again, she said she was excited to return home, taking what she had learned back to the classroom and her family.

The Hyogo connection is just one example of the international collaborations that the College of Education and Human Sciences works to maintain. In addition to the program in Hyogo, the college also has a program with Kansai Gaidai University in Japan and connections with Sweden and South Korea.

Gail Scukanec, dean of the College of Education and Human Sciences, noted the importance of comparative work in education across the nation and internationally.

"More and more, we're preparing students who need to understand what the historical background of education is, what U.S. policy for education is and what happens in Wisconsin in education," Scukanec said. "Increasingly, our students aren't necessarily staying in this region. They're moving into a more global environment."

Scukanec also said the college is sending students to student teach in other parts of the nation or abroad. Graduates, too, are taking jobs outside of the area.

"We really need to do more in terms of preparing students for this more global world," she said. "It enriches their own work if they stay in the Chippewa Valley, but it also broadens what they can do once they get a degree."

Scukanec traveled to Hyogo last summer to meet with former students and others who had visited UW-Eau Claire.

"I think their understanding of their craft and their work is evident in everything they do," Scukanec said, adding that she could tell from their interactions with students in their classrooms how much their time at UW-Eau Claire had shaped their understanding of education in a broader sense.

In September 2010, Japanese scholars from Kansai Gaidai traveled to UW-Eau Claire for a faculty development program. During their time on campus, the 10 scholars enjoyed faculty presentations while gathering information about educational systems and teaching methods. The scholars' fields of study varied from Eng-



*Professors Sue McIntyre from UW-Eau Claire and Zeng Gang from Hyogo discuss literacy education.*

lish linguistics to marketing to race and ethnic relations.

Like the visitors from Hyogo, the delegation from Kansai Gaidai visited a local school and explored the Eau Claire community, with stops at the Downtown Farmers Market in Phoenix Park and the Chippewa Valley Museum.

Alumni also are among the college's international connections. Birgitta Kullberg, a former student from Sweden who earned a master of science in teaching degree in elementary education from UW-Eau Claire in 1973, taught individually guided education in Wisconsin schools during her time in the United States.

Kullberg's studies and involvement with faculty from the College of Education and Human Sciences, including Sherry Macaul, professor of education studies, helped kick-start a summer exchange program between Sweden and UW-Eau Claire.

While the program is not an annual occurrence, Scukanec said Kullberg has an open relationship with the college, coming to campus when it coincides with her work. Kullberg visited Eau Claire in 2009 and was joined by two Swedish doctoral students in 2010 to compare education systems between the two countries.

"They really come over to learn more about reading and literacy in the U.S.," Scukanec said.

Kullberg was honored in 2008 with the UW-Eau Claire Alumni Association's President's Award, which recognizes outstanding professional and personal achievements and service to UW-Eau Claire.

Like Macaul, other College of Education and Human Sciences administrators and professors are involved in international collaboration. Larry Solberg, former associate dean of the college, worked to bring visiting scholars from South Korea to the university. In the past, the scholars had been based in the College of Education and Human Sciences; however, last year's visiting scholar, Jiseong Jang, served in the department of art & design.

The college's international collaborative programs continue to be enriching and successful. After leading the Hyogo delegation this spring and returning home, Zeng "Tony" Gang from the department of education at Hyogo University of Teacher Education wrote to UW-Eau Claire officials to let them know that the visiting teachers enjoyed their experience and felt at home throughout the program thanks to the hospitality they received.

"Our teachers were so pleased with the schools they visited and the host families they stayed with," he wrote. "They have learned a lot from this visit, and this learning experience will benefit both their academic and professional futures. We know that without your kind support and collaboration, all this would not have been possible."



*Professors Deb Pattee and Alan Rieck from UW-Eau Claire and Zeng Gang from Hyogo observe in the teaching/learning methods classroom.*



*Graduate students from Hyogo join UW-Eau Claire students to learn about working with middle and high school students.*



*Birgitta Kullberg, front row right, with her doctoral students (front row) and UW-Eau Claire students preparing to be reading specialists.*



# ‘WHAT WILL BE DIFFERENT WHEN I LEAVE HERE?’

*While in Guatemala, Jane Redig visited health promoter clinics and is shown here on her way to a clinic in Santa Cruz, a Q’ekchi’ village.*



*Redig today in her backyard in Menomonie with weavings and memories of Guatemala.*

## YEARS IN GUATEMALAN JUNGLE LEAD NURSE TO SOCIAL WORK CAREER

By Judy Berthiaume

Nearly two decades have passed since Jane Redig left the Guatemalan jungles she called home for five years, but her experiences in Central America continue to shape the life she’s created for herself in western Wisconsin.

“It was very, very exciting; a real adventure,” Redig said of her years working with a health promotion program in a jungle in northern Guatemala. “I helped people make their lives better when I was there, but my life also was changed. When I left Guatemala, I told my friends there that half of my heart would stay with them, and I still feel that way.”

Growing up on a small dairy farm in southern Minnesota, Redig never imagined she someday would call a jungle in Central America home.

“But the Vietnam War and my brother’s decision to join the Peace Corps really blew open my world,” said Redig, who now lives in the Menomonie area. “I had lived a pretty protected life up to that point. Those things changed how I saw the world.”

Redig remained physically close to home while earning a two-year nursing degree from an area technical college and launching her nursing career in Minnesota and Wisconsin hospitals, but her interest and

involvement in political and social issues grew during her young adult years.

By the 1980s, Redig was closely following the civil wars that had erupted in several Central American countries. Alarmed by the injustices and humanitarian crises that resulted from those civil wars, she became active in local efforts to support the Central America peace and solidarity movement. As she watched the U.S. government back the right-wing forces fighting the leftist Sandinista government in Nicaragua, she felt a need to do more than offer her support from afar.

Taking a leave from her nursing job, Redig went to Nicaragua for a month so she could better understand the challenges people there were facing, as well as to observe how community-based organizations were working to improve the health and lives of people in that country.

“It was a great month,” Redig said of her time in Nicaragua. “I returned to the United States knowing that I had to go back. I had a nice, secure nursing job here, but that wasn’t enough to satisfy me when I knew what was happening in Central America and I knew that the U.S. government was helping fund it. I felt an obligation to try to do something to make it right.”

Redig connected with Maryknoll Lay Missioners, a group that is involved in social justice issues throughout the world.

“The organization does incredible work that improves people’s lives,” Redig said. “I got accepted and

*Redig held a young boy who was recovering from severe malnutrition.*





*Redig visited with cooks who were making a chicken-soup lunch for health promoters at the Kerigma-Quetzal teaching center.*

headed to New York for training. By the summer of 1988, I was in Guatemala working with another nurse to co-direct an already established health promoter program.”

For the next five years, Redig worked to teach indigenous people living in remote villages in the jungles of northern Guatemala how to manage the basic health needs of their communities. The Guatemalan people, especially the Mayan indigenous, have been historically marginalized by the political and economic systems that protect the wealth and power of a few, Redig said. The result, she said, is little or no access to education, health care, safe water and adequate nutrition for the majority of Guatemalans who live in poverty.

“I taught them the complete body system,” Redig said of her work with Guatemalans. “We taught them everything from disease prevention and diagnosis to how to treat the many illnesses resulting from poverty. We ran a pharmacy, developed a referral system and began promoting the use of medicinal plants and other traditional medicines they already used.”

Though the region in which she lived was remote and considered dangerous, Redig said she was never physically harmed or threatened, noting she was there near the end of a civil war during which more than 50,000 Guatemalans were killed, primarily by the Guatemalan military.

“We knew the guerrillas were out there, but they knew we were about social change, so they left us alone,” Redig said. “But the village telephone towers often were blown up, and they did other things that made life even more difficult. We just lived with the conditions. It was what it was, and we just kept working.”

The town she lived in was a 12-hour bus ride from the capital city, and getting in and out of the village was difficult, especially during the rainy season when high water, deep ruts and rocks often made the roads impassable. Given the difficulty of the terrain and distance to seek medical care in a large city, it was critical that the locals learn to care for themselves, she said.

Redig and the Guatemalan health promoters she trained would travel to even more remote villages to help treat and educate people about health-related issues.

“During the rainy season, we sometimes sat along a river for a day or two waiting for the water to go down so we could get across,” Redig said. “Sometimes we’d drive for four hours and then walk another eight hours. We would spend 10 days going from village to village

to work with the health promoters who had trained in our center. They would accompany us to the next village carrying the medicine packs on their backs. We’d hang up a hammock, work with the health promoters and give health talks to the people before moving on to the next.”

Redig said training the local health promoters was the priority so they were ready to take over when she left, adding that she knew her move to Guatemala would be temporary.

“My thought was always, ‘What will be different when I leave here?’” Redig said. “If I would have made all the decisions they would not have been prepared for when I eventually left. I always kept that in mind so they were part of the planning and part of the decision-making. They needed to take ownership of the programs we set up.”

While extraordinarily rewarding, Redig said her time in Guatemala also was exhausting.

“After five years, I was physically and emotionally tired,” Redig said. “I needed to come back home for a lot of reasons.”

Redig’s plan had been to return to the Midwest, complete the four-year nursing degree she had started before moving to Central America and then resume her nursing career.

“But my time in Guatemala was life-changing,” Redig said. “During those five years my way of viewing people and their health changed. My hospital view of health care — where we treat someone for a few days for a specific illness and then send them home — changed. I could no longer separate people’s health and their day-to-day lives.”

The Guatemalans she worked with were sick often, which diminished significantly their ability to be productive, Redig said.

“People there were not healthy because they had no access to land, jobs or education,” Redig said. “I would see people with malaria or malnutrition. They were sick a lot. It’s hard to be productive when you feel badly much of the time. I came to understand how their health impacted every part of their lives.”

While still interested in health-related issues, Redig quickly scrapped her plans to complete her nursing degree.

“I realized that my heart was not in it,” Redig said of nursing. “I knew I could do it, but I also knew I didn’t have the heart for it anymore.”

While nursing was no longer an option, Redig was still committed to earning a bachelor’s degree. After moving to the Eau Claire area to be with the man she was going to marry, she began to explore possible majors at UW-Eau Claire.



*Redig posed with students at a Mayan school for youth and auxiliary nursing program.*

*Continued on Page 16*



# CoEHS 2010-2011

# Annual Report

By Gail Scukanec, Dean  
College of Education and Human Sciences

While the past year brought news of budget cuts and an uncertain future for Wisconsin public workers, including university faculty and staff and many, many alumni of the college, we remain focused on excellence and student success in order to serve the needs of our region, state and country.

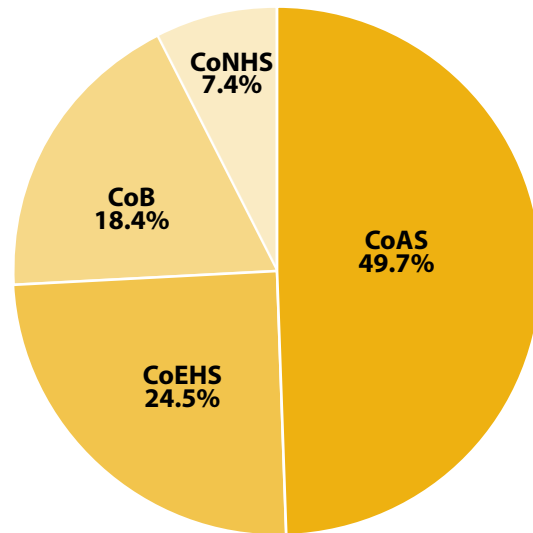
A number of faculty and staff searches were conducted this past year. Those searches resulted in a new associate dean for teacher education, a new coordinator for field experience and certification for teacher education, five new faculty members with another new faculty member joining the college in January 2012 and new support staff. Additionally, some individuals took on new roles (for them) within the college. We are very excited to have these new professionals, and changes in leadership, in the college. Faculty and staff should be commended for the time and energy required to make these searches so successful!

Also exciting within the college are the immersion experiences offered to our students — experiences that enable them to see cultures and lifestyles unlike their own. These experiences are often transformative, impacting our students in very positive ways. We have increased international opportunities for our students as well as intercultural immersion experiences within the U.S. We continue to send students to Texas, Washington, D.C., Milwaukee, the Lac Courte Oreilles reservation in Wisconsin and Scotland. This year a group of students also traveled to Appalachia, a group went to the Somali community in Minneapolis, and eight students visited South Africa, Ghana and Chile to conduct research. A total of 146 students were involved in the 12 faculty-led immersion opportunities within the college during the past year. Because opportunities are also offered across the campus, we continue to survey our students as they graduate to learn more about their immersion experiences. Of the students responding to the survey, 49 percent had an immersion experience while at UW-Eau Claire, with 24 percent of them having an international experience, 20 percent having an experience within the U.S. and 5 percent having both.

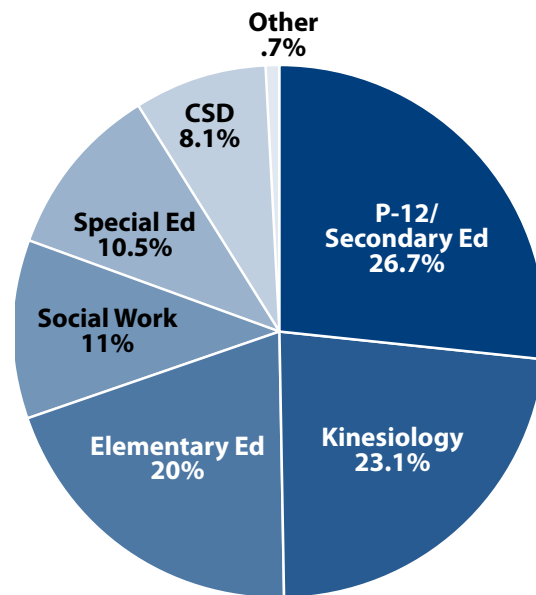
We also have continued to offer and grow our community service and clinical programs. Camp Campus for young adults with Asperger's syndrome and the Learning Enhancement and Progression Clinic continue to serve children and youth in the summer; the Center for Communication Disorders serves clients

## UNDERGRADUATE ENROLLMENTS

UW-Eau Claire • Enrollment: 10,784



CoEHS • Enrollment: 2,637



### Abbreviation Key

- CoAS: College of Arts and Sciences
- CoEHS: College of Education and Human Sciences
- CoB: College of Business
- CoNHS: College of Nursing and Health Sciences



# TRENDS

with communication disorders throughout the year. The Community Fitness, Physical activity and Recreation for Individuals with Disabilities in the Eau Claire Area, Cancer Recovery and Fitness, and Home School Physical Education programs continue to grow. We are pleased to offer these wonderful learning opportunities to our students and to provide services to our community.

We have worked this year on the college strategic plan and will soon finalize our vision, mission and core values, as well as roll out an action plan for the year. New and returning faculty and staff are committed to their role in preparing professionals who contribute in many ways to the world in which they live.

## TECHNOLOGY AND EQUIPMENT

This year we have further developed our understanding and effective use of the Intelligent Streaming Recorder System installed in the Center for Communication Disorders treatment rooms. We are looking into expanding that system to include rooms in the social work department and additional treatment rooms for all of the clinics in the Human Sciences and Services building.

During the summer, a flood in Brewer Hall and Campus School forced us to relocate the CoEHS Technology Lab. This may have been a piece of good fortune, as it forced us to rethink our technology needs for the future and the ways we can enhance our lab in the new building. We also purchased interactive SMART Boards and iPads so that faculty and students can learn how to use them clinically and in the classroom. While technology changes rapidly, it is critical to prepare our students so that they are comfortable and competent with tools and able to adapt quickly to changes.

The kinesiology department received funding to purchase equipment to be used by students in human performance, physical education, sport pedagogy, movement studies and athletic training. With the number of students studying various areas within kinesiology, this equipment is critical to prepare our students for professional roles and/or graduate programs.

## ENROLLMENT AND GRADUATION TRENDS

Undergraduate enrollments continue to grow in the College of Education and Human Sciences, up 5 percent compared with the 2009-10 academic year. While there is a slight increase in the number of students enrolled in each of the college's programs relative to last year, the largest increases were in social work, special education and communication disorders, with a 13 to 14 percent increase over the prior year for each of those programs. The year 2010 was the first this decade in which we did not experience a decrease in the number of students enrolled in elementary education. We will closely watch the number of students enrolling in each of our teacher education programs and work with students and our local schools to navigate the current climate in Wisconsin education in the K-12 schools and teacher preparation programs. Degrees conferred per year are relatively stable at the undergraduate level; at the graduate level the number of degrees conferred is impacted by the two-year MEPD cohort program from which approximately 20 students graduate every other year. We continue to revise and consider additions to and expansion of graduate programming.

Also to be noted is the master of social work program, which makes UW-Madison's MSW program available on the UW-Eau Claire campus. We currently have 106 students working on their MSW program at UW-Eau Claire, with 14 degrees conferred in May 2011 and another six expected in December. Both the mental health concentration and the child, youth and family welfare concentration are currently offered at UW-Eau Claire. We are very pleased to be able to work with UW-Madison to serve this number of students on the UW-Eau Claire campus.

# HIGHLIGHTS *of* 2010-11

UW-Eau Claire's College of Education and Human Sciences is pleased to report the following activities and accomplishments of the 2010-11 academic year:

- Fourteen students in the first cohort of students in UW-Madison's master of social work program held on the UW-Eau Claire campus graduated in May. The part-time program is a collaboration between UW-Madison's School of Social Work and the UW-Eau Claire social work department.

- Manuel Scott, one of the original Freedom Writers, gave the Martin Mogensen Education Lecture, titled "A Message of Hope," to a filled auditorium on April 1, 2011.

- The State Building Commission approved construction of the new \$44.5 million Education Building. *(See story on Page 15.)*

- The athletic training program received continuing accreditation through 2019 from the Commission on Accreditation of Athletic Training Education.

- The college hosted 10 faculty and students from Kansai Gaidai University, 10 faculty and graduate students from Hyogo University of Teacher Education and three administrators from HUTE. CoEHS has long-standing relationships with both institutions.

## STUDENT ACCOMPLISHMENTS

- Emily Kidd, athletic training major, received one of just 45 undergraduate scholarships from the National Athletic Trainers' Association Foundation in 2011.

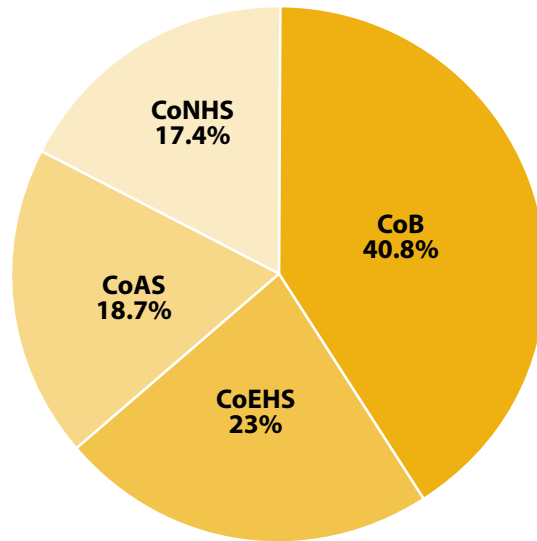
- Alexandria Berg, kinesiology, and Heather Wroten, social work, received national Gilman scholarships to study in Ghana and Uruguay, respectively.

- Sixty-seven undergraduate students received scholarships.

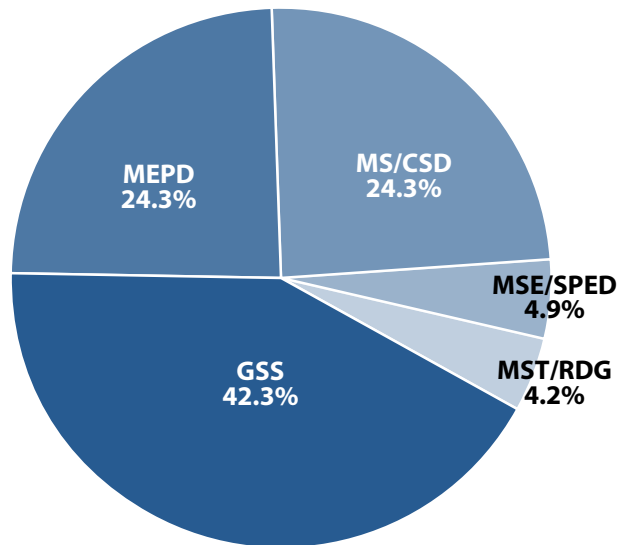
- Four graduate students received scholarships, seven received graduate assistantships and two received fellowships.

## GRADUATE ENROLLMENTS

UW-Eau Claire • Total Enrollment: 625



CoEHS • Enrollment: 144



### CoEHS Graduate Abbreviation Key

GSS: Graduate Special Students

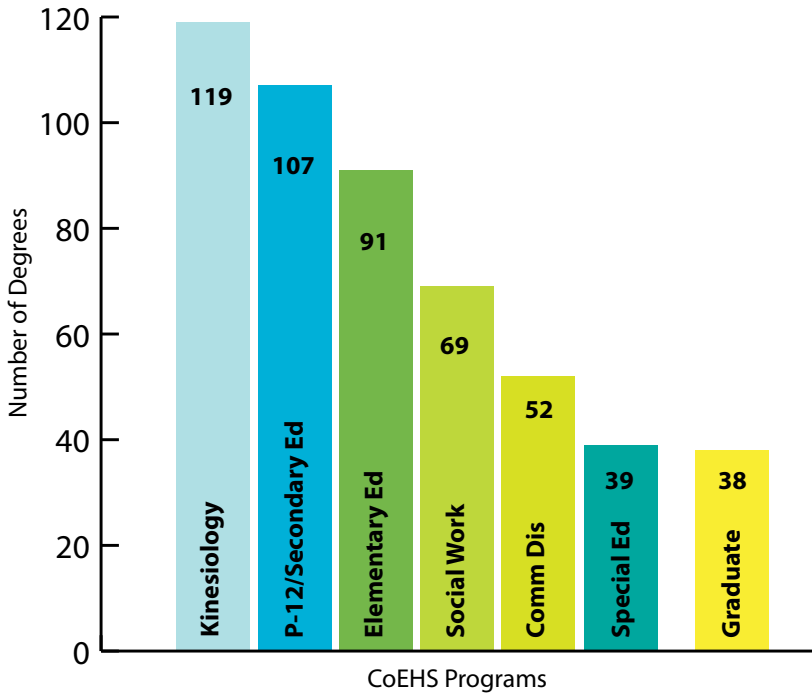
MEPD: Master of Education-Professional Development

MS/CSD: Master of Science/Communication Sciences and Disorders

MST/RDG: Master of Science in Teaching/Reading

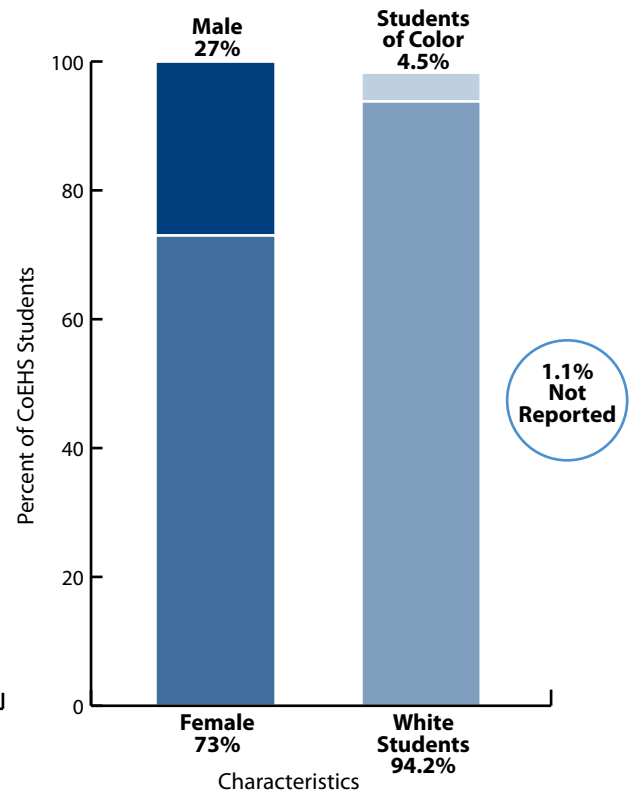
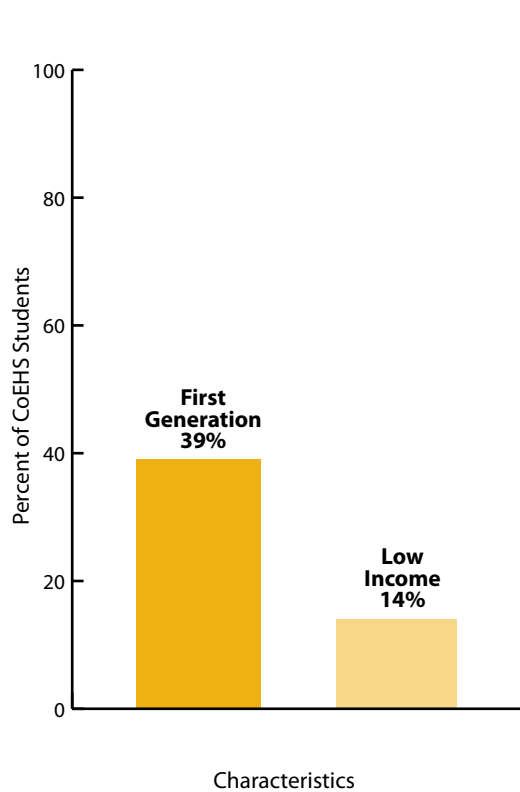
MSE/SPED: Master of Science in Education/Special Education

CoEHS Degrees Conferred by Program



## Student profile

Our students are primarily white middle-class females. Our male students are mostly enrolled in the kinesiology programs and in secondary education. While the percentage of first-generation students decreased slightly over the last year, the percentage of low-income students in the college increased. We continue to work on recruiting and admitting a larger number of students of color into all of our programs and to retain more of our students from admission through graduation.



**Awards**

**Lisa LaSalle**, professor, communication sciences and disorders, was this year's recipient of the Ron Satz Teacher/Scholar award. LaSalle, who has been at UW-Eau Claire since 1993, is known for her expertise in the area of fluency disorders, her dedication to students and student learning, and her willingness to integrate innovative teaching methods into course work. LaSalle also has developed a very well-established research agenda, with numerous national publications and presentations and collaborative scholarly work with undergraduate and graduate students and colleagues across the state and country.

**Gloria Fennell**, associate professor, social work, received the 2010-11 CoEHS Jeff Oliphant Blugold Spirit award. Fennell has been at the university since 1998. She



received a university excellence award for advising and has been honored as an exceptional adviser to nontraditional students. She sponsored the Association of Student Social Workers for years and developed immersion experiences for social work students. She was instrumental in developing a partnership with UW-Madison to offer the master of social work degree at UW-Eau Claire. Fennell cares deeply about students and the society they will serve, demonstrates her commitment to students, faculty and staff through her actions, and works tirelessly.

**Publications**

**COMMUNICATION SCIENCES AND DISORDERS**

**Lisa LaSalle** and L. Wolk. (in press). Stuttering, cluttering, and phonological complexity: Case studies. *Journal of Fluency Disorders*.

**Marie Stadler** and G.C. Ward. (2010). The effect of props on story retells in the classroom. *Reading Horizons*, 50(3), 169-192.

**EDUCATION STUDIES**

**Susan McIntyre**, H. Dale, and **Carol Gabler**. (2010). We Can't Live Without (Health) Literacy! *WSRA Journal* 49(2), 24-30.

**Rob Reid**. (2010). Mirror, mirror on the wall: Folk and fairy tales to share with all. *LibrarySparks*, 8(4), 38-41.

**Rob Reid**. (2010). The cooperative children's book center: Embracing technology to spread the word about books.



*LibrarySparks*, 8(2), 49-51.

**Rob Reid**. (2010) Classics to read aloud. *Book Links* 19(4), 30-31.

**Jerry Worley**. (2010). Lessons in education — and beauty. *Tribal College Journal*, 22(3).

**Jerry Worley**. (2010). At Least one dreamer: Dreaming our culture back. *Tribal College Journal*, 22(3).

**Jerry Worley**. (2010). Caring, sharing in the Big Sky: Writer, photographer explore five of Montana's tribal colleges. *Tribal College Journal*, 22(2), 14-22.

**Jerry Worley** and D. Feldmann. (2010). Not found in a book: A quiet tiger. *The Social Studies Review*, 49(1).

**KINESIOLOGY**

Tiana Weiss, Jerica Kreitinger, Hilary Wilde, Chris Wiora, and Michelle Steege, students; Lance Dalleck; and **Jeffrey Janot**.

(2010). Effect of functional resistance training on muscular fitness outcomes in young adults. *Journal of Exercise Science and Fitness*, 8(2), 113-122.



**Robert Stow**. (2011). Instrument-Assisted Soft Tissue Mobilization. *The International Journal of Athletic Therapy & Training*, 16(3), 5-8.

**MULTIDISCIPLINARY**

**Robert Hollon**, **Michael Kolis**, and **Sue McIntyre**, education studies; **Todd Stephens** and **Rose Battalio**, special education. (2010). A "dispositions first" approach to teacher education. In P. Murrell, M. Diez, S. Feiman-Nemser and D. Schussler (Eds.), *Professional dispositions in teacher education* (pp. 117-140). Boston, MA: Harvard Education Press.

**Personnel Changes**

**Marvin Lynn** joined the college July 1, 2011, as **associate dean for teacher education**. He came to UW-Eau Claire from the University of Illinois at Chicago. Lynn previously was associate professor at the University of Maryland, College Park, and taught in public and private elementary schools in New York City (Harlem) and Chicago.



**Jill Prushiek** took on the role of **interim associate dean** for the college July 1, 2011. She comes to the position after having served for 14 years as the director of field experience and certification for teacher education at UW-Eau Claire.

**Jill Pinkney Pastrana** became chair of the **education studies** department with the beginning of the fall 2011 semester. She joined the UW-Eau Claire faculty in 2005.



Five new faculty members joined the college in 2011: **Abby Hemmerich**, communication sciences and disorders; **Melissa Bruce**, **Brandon Fox** and **Eric Torres**, education studies; **Jamie O'Connor**, kinesiology; and **Otrude Moyo**, social work.

**Art Brandt**, who has served the department of **special education** on a part-time basis for some time, is now in a regular full-time academic staff position.

**Debra Harding** joined the college as coordinator of **field experience and certification** for the teacher education program in July. She has more than 24 years of teaching experience in the region.

Also in 2011, **Amy Mitchell** began as academic department associate in **education studies**, and **Sarah Shiel** joined the college as program associate in the **field experience and certification office**.

**Departure**

**Larry Solberg**, College of Education and Human Sciences, left UW-Eau Claire in June 2011 to serve as dean of the College of Education and Professional Studies at UW-River Falls. Solberg received both bachelor's and master's degrees from UW-Eau Claire and joined the university faculty in 1993. Solberg served as a faculty member and chair in **communication sciences and disorders** and then associate dean of the college. His commitment to the college and its students, as well as to his profession, is unparalleled. He is missed!



# Constructionnews

## Retirements

**Gloria Fennell**, associate professor, retired from the **social work** department in June 2011 after 13 years at the university. During those years, Fennell served the department, college and university extremely well. She was recognized for her excellence in advising, one of the many ways in which she positively impacted students.

**Maureen Mack**, professor, retired from the **education studies** department after 31 years at the university. Mack served students in the teacher education program as well as students in women's studies. Her lifelong commitment to UW-Eau Claire students was heartfelt.

**Deb Moen**, **field experience and certification office**, retired after 28 years of service to the university. During that time, Deb served in a number of different offices and capacities across campus.

**Vicki Snider**, professor, **special education**, retired in June 2011 after 25 years of service to the university and its students. It is fitting that, during this time, Snider served in many leadership roles across the university and was recognized for her excellence in teaching and in scholarship.



This year a tremendous effort went into designing the new Education Building, which received design approval from the State Building Commission in August 2011.

As reported last year, the building will house the CoEHS deans' office and teacher education administrative units; the departments of education studies, special education, foreign languages and English; the new Student Success Center; and the Office of Multicultural Affairs. Numerous classrooms of varying sizes are included in the plan, and collaborative learning areas will be spread throughout the building. These are planned spaces that can be used by students individually or in small groups, or by students and faculty working together. The idea is to provide spaces where students can work outside the classroom.

We also are discussing current and future technology needs and sustainability as we finalize the design of the building. We expect to break ground in May 2012 and move into the building prior to spring semester 2014.



Continued from Page 9

“I was flipping through the UW-Eau Claire catalog when I noticed the social work major,” Redig said. “As I read about it, I realized it was a perfect fit. I got into my first social work class in 1994, and my first thought was, ‘Why did it take me so long to find this career?’ I’ve had a lot of life experience that gave me a great framework for this field.”

Since graduating in 1998 with her social work degree, Redig has worked with Community Health Partnership,

a nonprofit health care management program that serves the elderly and adults with disabilities.

“This is a great fit for me,” Redig said of her work at CHP. “Much like when I was in Guatemala, we work as a team and we work with the whole person. It fits well with what brought me into the social work field.”

Redig also works as a Spanish interpreter for Hispanic clients at the Dunn County Public Health Department.

While she now does her day-to-day work in Wisconsin, Redig continues to be involved with the Guatemalan program. She continues to work on policies and other initiatives here that will benefit those living in Guatemala.

Redig said living in the United States gives her access to information, funding and other resources that can benefit those living in much more difficult conditions.

“I’ve had the good fortune to be educated and to have connections,” Redig said. “There is a need there, so I am motivated to use my resources to keep giving back.”



*Redig regularly visited Lucia, a little girl from La Balsa, at a nutrition center in Guatemala City. Lucia was blinded as a result of measles but later had a cornea transplant and returned home to her village.*



## Making a difference

## College of Education and Human Sciences

If you would like to support the initiatives of UW-Eau Claire’s College of Education and Human Sciences, you can do so by contributing to the CoEHS Advancement Fund or a department advancement fund. These funds provide support for projects and programming that would otherwise not be possible. You also may contribute to the CoEHS Diversity Education Fund, which provides support to students involved in activities in diverse settings and/or with diverse populations. Or you may wish to support student scholarships.

To learn more or to contribute to these funds, call the UW-Eau Claire Foundation at **715-836-5630** or visit **[www.uwec.edu/foundation](http://www.uwec.edu/foundation)**. A preaddressed envelope is enclosed for your convenience.

# LOOKING BACK



John Schneider, seated front, professor of sociology and history, for whom Schneider Social Science Hall is named, and J.R. Wallin, standing, professor of economics and one-time registrar, ensured that future teachers received a liberal education in the 1940s and 1950s at what was first the State Teachers College at Eau Claire and later the Wisconsin State College at Eau Claire. The group is discussing the book "Gregorio and the White Llama," a children's book that was first published in 1944 and is still for sale as a classic on Amazon.com. We would love to know more about this photo. If you have additional information, please send it to Gail Scukanec at [scukangp@uwec.edu](mailto:scukangp@uwec.edu).



# UNIVERSITY of WISCONSIN - EAU CLAIRE

College of Education and Human Sciences

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University of Wisconsin-Eau Claire

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University of Wisconsin  
**Eau Claire**

### Teacher Education Departments

Education Studies

Special Education

### Human Sciences Departments

Communication Sciences and Disorders

Kinesiology

Social Work

### College Clinics and Special Programs

Center for Communication Disorders

Community Fitness Program

Exercise and Cancer Recovery Program

Home School Physical Education Program

Learning Enhancement And Progression (LEAP)  
Clinic

Physical activity and Recreation for Individuals  
with Disabilities in the Eau Claire area (PRIDE)

Reading Partners Programs

### Brewer Hall 153

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