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I hope that by now everyone reading this newsletter has received “MEPP: A Degree of Difference,” the new DVD featuring interviews with MEPP alumni, students, and several of their managers. Six years ago, when we produced our first promotional CD, we were presenting a picture of a program with promise, but still under construction. Today, as MEPP prepares to graduate its fifth cohort and admit its seventh class, it is time to replace the promise with real stories — your stories.

Tom Smith, Nancy Ciezki and I had the privilege of interviewing several MEPP alumni and students at their workplaces. It was tremendously gratifying to hear alumni share how MEPP had given them knowledge, insights, capabilities, and tools to grow as leaders of change in their workplaces. The consistent word was “confidence.” Alumni said MEPP had given them confidence to tackle expanded responsibilities and projects. For many, their MEPP education had already translated into new career opportunities. Every alumnus said MEPP has made a more fulfilling career possible by providing a better grasp of the big picture, both professionally and personally.

We also interviewed managers who had approved employees’ participation in MEPP and could speak to program impacts for these employees. The managers’ affirmation of the value of the MEPP curriculum, evidenced by the growth of their employees, was so strong that we added a section to the DVD just for these interviews. Applicants report that this “Managers Talk to Managers” section addresses the very questions employers ask when approving and allocating funds to support applicants’ studies.

If you have not already viewed the Degree of Difference DVD, I invite you to take a few minutes to listen to the reflections of recent alumni and current students. Perhaps you would like to share MEPP and the Degree of Difference DVD with colleagues — whether co-workers, training directors, or colleagues at conferences. Simply let us know, and we’ll send as many copies as you want.

As I noted earlier, MEPP will soon graduate its fifth cohort, the Class of 2005. A few weeks later, the Class of 2007 will begin their MEPP studies. The students and alumni comprising the MEPP learning community will number nearly 200! Please take advantage of this tremendous network of engineering leaders by staying connected via MEPP Community. You can find the front door at http://uwengr.courses.wisc.edu

If you have forgotten your username or password, give a call to MEPP document manager Stacey Binder, at 608-262-1083.
Fellow Alumni,

On Wisconsin! I don’t know about you, but my plate sure seems quite full these days. Work is keeping me busy, there is spring cleaning to be completed around the house, and participating in my kid’s school and athletic activities gobbles up the rest of my "free time." It gives a person pause to ponder, how did I do this and MEPP, too?

Priority. I saw what MEPP had to offer and I clearly realized its benefits. The same is true on the benefits of participation one can realize in alumni activities such as the alumni Webconferences (only two are left: April and May), contributing to the newsletter, or attending the alumni two-day workshop during the Summer Residency week this August.

Sometimes it simply takes just a little reminder or an invitation to help raise an opportunity for fellowship and professional development to take center stage once again. Just like a flu shot helps to bolster our immune system and keep us healthier, the same can be said about taking time out to bolster our professional skills and keep us marketable in the ever changing and fast-paced technical environment we all operate in. The ‘sting’ of the commitment out of your busy schedule is temporary, but the benefits are enduring in your professional health.

Therefore, I challenge each one of you to reflect and make time to become active in at least one MEPP activity in 2005. It is not too LATE! But time is passing quickly and we don’t want any regrets. Commit today to participate in one of the remaining monthly Webconferences, or volunteer to serve as your class point of contact, or attend the Alumni Workshop in August. The Class of 2005 will be the fifth graduating class of MEPP and summer residency should set the stage for a five-year celebration of a great idea and wonderful fellowship with folks who are not only classmates but true friends!

Need another reason to participate? For those who need continuing education credit, take advantage of our alumni discount (on select classes) and fabulous distance learning and on-campus classes.

Volunteer! Paul McDonald is heading up an effort to form and establish a viable MEPP scholarship to assist future classes. Contact Paul and ask how you can participate and contribute to making it a reality.

Oscar Lewis (01) will be speaking to the Commencement Class of 2005 on behalf of the alumni during the graduation weekend festivities. A schedule conflict prevents me from attending.

Don’t forget the importance of sharing your MEPP experience with co-workers and friends. Word of mouth is the program’s best advertising—share your story! Wayne and staff appreciate your referrals and it makes their jobs easier.

The alumni team welcomes your ideas, suggestions or contributions. Let’s find a way to get the synergy going we all had during our program years and translate it into creating an alumni experience that rivals it.

Therefore, today renew or start your commitment to be part of an alumni group activity. I not only want to remind you of the fun we experienced together but I invite you to be a part of it once again!

On Wisconsin and let’s go Badgers!

Don Ritter
Alumni Still Continue (with) MAD  
by Don Schramm

The fourth annual MEPP Alumni Development (MAD) Series has been available for all alumni via LiveMeeting Webconferencing. This spring’s sessions include:

January 19:  
Welcome and Open Discussion

February 16:  
Facilitating Engineering Team Projects, with William Cesario

March 16:  
Using the Engineering Library after Graduation, with Amy Kindschi

April 13:  
Business Planning for Entrepreneurs, with Neil Lerner

May 11:  
Open Discussion and Future Planning

All sessions have been scheduled for Wednesday evenings, from 6:00-9:00 pm (Central Time).

MEPP Alumni Summer Workshop
The April online session is an introduction to the two-day MEPP Alumni Summer 2005 Workshop, scheduled for August 22-23, 2005, the first two days of Summer Residency.

The topic is Business Planning for Entrepreneurs and will be presented through the UW-Small Business Development Center, a joint initiative of the School of Business and UW-Extension. For those with concerns about the "corporate" value of the August workshop, rest assured it will look at not simply being an independent entrepreneur, but also at being an "intra-preneur" to improve any business.

After the May Commencement, all MEPP Alumni will receive a summer workshop invitation at their external e-mail address. There is a discounted registration fee of $395 for this workshop. Plan to join us again in August!

International Engineering Roundtable  
by Oscar Lewis (01)

During the August 2004 MEPP Summer Residency, the Department of Engineering Professional Development (EPD) took the opportunity to hold an International Engineering Roundtable to discuss engineering outsourcing with one of General Mills Inc. (GMI). A major customer of EPD, General Mills sponsored and attended the roundtable.

To set the stage for the discussion, GMI personnel were invited to listen to one of the IRRAE project presentations during lunch the first day. Thanks to Ray Beffa (05) for his presentation on business partnerships in China.

In addition we invited four MEPP alumni to spur discussion by presenting real life experiences working with outside/distance engineering organizations. Thanks to Brian Price (03), Pat D’Alessandro (04), Brian Buerkle (03), and Kathy Suchoknand (03), for their attendance and presentations on South Korea, China, India, and Russia respectively. Yours truly, Oscar Lewis (01), acted as moderator for the program.

During and following each presentation, there was lively discussion on the pros and cons of partnering and/or outsourcing completely. General Mills attendees felt that it was well worth their time and energy and they indicated a strong willingness to sponsor and attend more discussions on similar topics.

Thanks again to all the presenters and attendees.
Focus on Faculty: An Interview with Conrad Fung

by Nancy Rebholz

Conrad Fung teaches the Engineering Applications of Statistics (EAS) course. He brings a great deal of industry experience and a much appreciated sense of humor to his teaching. MEPP students consistently say EAS is the most valuable course on statistics they’ve ever taken.

Q: What do you enjoy about teaching in MEPP?

A: Student-teacher interaction is very different in MEPP compared with on-campus courses for students who are going straight through school. Most MEPP students are returning from stints in "real life" where they've had extraordinary responsibilities managing large organizations or launching new projects. They have a worldly comfort with themselves. I respect them as colleagues, so my interaction with them is often as much as a consultant, as an instructor. Obviously the students come to MEPP to learn what they didn't know before, but it's a two-way street and there's much we learn from one another.

The online forums have been particularly rewarding for me. Postings originate as a mandatory part of homework, but every now and then a thread will take on a life of its own. It's so addicting that on some days I even check for messages every few minutes. Some cohorts have been particularly prolific.

Q: What have you learned about teaching by being involved in MEPP?

A: Working with MEPP has driven home for me the notion of "Teachable Moment," where there's a small window of opportunity to communicate a nugget of wisdom that students want to learn. For most students this happens when there's a need at work for data analysis - they're primed by necessity, and when the course is able to provide a solution, it's very satisfying for me as well as the students. When there's not already a need at work, I try to point out scenarios that they might run into in the future. When there's not a need there, I try to point out scenarios that they might run into in the future.

Q: How do you bring your consulting experience and perspective into your EAS course?

A: I've been a full-time consultant for the past decade, and was a part-time consultant for the decade before that. When I first encountered on-the-job statistics nearly 25 years ago, I was disturbed that the data didn't fit the assumptions I had learned in school, and for a while took comfort at home in reading textbooks where everything was neat and clean. And yet it's a fundamental principle of statistics - articulated by my major professor, George Box - that when the data don't match the hypothesis, we'd better reconsider the hypothesis. It's been a gradual learning process for me that life - and data - are messy, and we'd better get on with dealing with them as they are. In the same way, my approach to teaching for industrial audiences has gradually reversed from the customary sequence of building fundamentals first and then looking for applications, to seeing needs first and then looking for solutions. Not all the students think that I've made the full transition to being needs-focused, but it's an ongoing process.

Q: How did you become interested in statistics?

A: I was an alienated math major in college, and after graduation made a break for it and enrolled in a graduate program in city planning (if you can believe that) at the University of North Carolina. My undergrad minor was French and German literature, so at the time I thought anything was possible. City planning turned out to be too deep a step into the real world for me at the time, however, so I took a half step back toward math and wound up in statistics. I came to UW-Madison for the Statistics Department. It was heaven, but stressful for a while. I was a teaching assistant in my first semester, learning the subject just minutes ahead of the students I was teaching. I feared for the evaluations I was going to get, but they turned out to be generous, and teaching has been fun ever since.

As a student I particularly enjoyed the course Statistics 424 taught by the late Bill Hunter, which at the time used the mimeographed manuscript for the not-yet-published textbook Statistics for Experimenters by Box, Hunter, and Hunter. Much of my teaching style I owe to George Box.

Continues
Focus on Students: Independent Study Project Prepares Student to “Run” at Higher Level

by Nancy Rebholz

Mary Pat Tubb (05) was appointed to the position of manager at John Deere Waterloo Works in December 2004. In this new role she is responsible for implementing production systems for four Waterloo Works factories. With a degree in biosystems and agricultural engineering from the University of Minnesota, Mary Pat has worked as a field test engineer, design engineer and quality engineer for John Deere at various locations.

Mary Pat has always had an interest in management and feels that technical leadership is where she could make the greatest contribution. When asked what is different about technical leadership, she answered, “You need to be more detail-oriented to manage engineering projects. A technical leader understands what the engineers on the team do and how they approach the job and is better equipped to manage and work with engineers.” Participation in the MEPP program has helped Mary Pat prepare for her new responsibilities. Before knowing anything about her promotion to management, she did her Independent Reading and Research in Applied Engineering (IRRAE) project on shortening the transition to management. For this summer project, she delved into several management books, articles and other resources, including materials from a Harvard MBA course that she was able to access through UW-Madison Libraries. The research helped her understand the management role and what makes a successful manager, allowing her to get ready mentally for this future role.

Beyond the IRRAE project, Mary Pat found many of her colleagues in the MEPP program to be natural leaders and excellent role models. Within the cohort environment of MEPP, she had many opportunities to observe and work with experienced colleagues who acted as mentors for her. Other MEPP courses also helped her to be off and running in her new position.

Speaking of running, there is a tie in with her personal life. Mary Pat is a dedicated runner and has run six marathons. Her running career has been a bit on hold during the MEPP program, but is something she plans to resume whole-heartedly after graduation.

Q: What’s the most important thing you want students to learn about statistics when they take your course?

A: Hopefully statistical data collection and analysis will become a natural part of the students’ work once we’ve done it together for a semester. This has definitely been the case for a number of students in manufacturing and R&D. Even when statistics aren’t part of their normal work life, however, statistics are everywhere in "real" life, from opinion polls to advertising claims. For example, the placement of EAS in the Fall semester every year gives us a chance to explore the reliability of opinion polls for political elections. Where did the Margin of Error come from? Why do pollsters all seem to ask the same number of people for their surveys? Students tell me that after the course, they view data with more critical eyes.

What I hope the MEPP students learn about statistics (essentially a quote from the study guide): Statistics is a field that lies at the interface between math and the real world, linked by data. All real data is subject to variation and is inevitably clouded by some degree of uncertainty. The job of statistics is to sift through the variation to find as much underlying truth as the numbers can reveal. Whereas half the field is essentially descriptive, and therefore passive, the other half, especially experimental design, is active by definition. To find out what happens when you change something, you have to change it; and then armed with that knowledge, you can make changes for the better.

Most of all I hope the students learn to make better-informed decisions.

and Bill Hunter, who were both great storytellers in class. A few years later I took an advanced course (Statistics 824) from Bill Hunter, and his explanation of the grading system was: "Imagine at the end of the semester that I am seeing you off at the airport as you go on your first consulting trip. Your grade will be how I feel about that as the plane takes off."

Q: What’s the most important thing you want students to learn about statistics when they take your course?

A: Hopefully statistical data collection and analysis will become a natural part of the students’ work once we’ve done it together for a semester. This has definitely been the case for a number of students in manufacturing and R&D. Even when statistics aren't part of their normal work life, however, statistics are everywhere in "real" life, from opinion polls to advertising claims. For example, the placement of EAS in the Fall semester every year gives us a chance to explore the reliability of opinion polls for political elections. Where did the Margin of Error come from? Why do pollsters all seem to ask the same number of people for their surveys? Students tell me that after the course, they view data with more critical eyes.
Focus on Students: IRRAE Projects

An important course in the MEPP curriculum is Independent Reading and Research in Applied Engineering (IRRAE). Students in IRRAE choose a research topic of their interest, and are matched with a UW faculty reviewer with similar research interests. Research results are summarized in a paper and presented at summer residency. IRRAE instructors are Jack Quigley and Paul Ross. We thought you might appreciate seeing some of the many interesting topics explored by Class of 2005 students for their IRRAE projects.

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Focus on Technology: ME e-Help
by Nancy Rebholz

Students in the MEPP and MEES programs use a wide variety of technology to present information, communicate, work together on projects and access resources. We try to prepare students for using these tools and other resources during the Network Skills course and in the August Summer Residency. To provide an ongoing quick self-help tool and reference, we’ve been piloting an online help system that we call ME e-Help.

The tool is available online as a series of Web pages accessible from MEPP course pages and MEPP Community. For those who would like to download e-Help or print it, the information is also available in a pdf format in DocuShare.

ME e-Help provides basic information on 22 different tools, resources and services, ranging from Ad-Aware to WisLine Web/Live Meeting. Not limited to technical topics, e-Help includes information on ordering textbooks, libraries and other university services.

An information map at the top of each e-Help topic displays main headings and links to content areas. Most e-Help content is organized under the headings of About, Access, Set Up, Use and Troubleshooting and Additional Functions and Issues. A few topics have additional headings, as shown in the illustration below. Beyond basic information you’ll find links to resources on the Web, making ME e-Help a handy gateway for getting more advanced help.

The list of topics will change as the MEPP and MEES programs adopt new software or new ways to work. We’ll be doing a serious evaluation of ME e-Help in the next two months. We encourage students, staff and faculty to send us suggestions for tips and topics to include and ideas for making ME e-Help more useful. Please post your ideas and comments at MEPP Community under the topic, “Suggestions for Interface Improvements.”
MEPP Receives Sloan-C Outstanding Online Program Award
by Nancy Rebholz

The Sloan Consortium selected MEPP as the 2004 Most Outstanding Online Teaching and Learning Program. Wayne Pferdehirt and Karen Al-Ashkar attended the November 2004 conference in Orlando, Florida to accept the award on behalf of the entire MEPP community.

The Sloan Consortium is a group of more than 900 institutions and organizations committed to promoting excellence in online education. The award is based on proven performance on a set of quality indicators for distance education that Sloan-C calls the “pillars of success:”

Access: The program has improved access to learning by expanding opportunities and/or reducing barriers.

Learning Effectiveness: The program produces learning outcomes consistent with learner needs and representative of the distinctive quality of the institution.

Cost Effectiveness: The program is provided in a manner that is cost-effective for the institution and provides educational value for learners and other stakeholders.

Student Satisfaction: Learners express satisfaction with their learning experience, including course rigor and fairness, instructor and peer interaction, and support services.

Faculty Satisfaction: Faculty find the online teaching experience personally rewarding and professionally beneficial.

The award provides affirmation of the excellence of the MEPP program by an objective group of experienced online educators. Beyond this acknowledgement, the nomination process itself was an opportunity for members of the MEPP community to step back and look at the program in terms of the five pillars, recognize our achievements but also consider ways to make MEPP even better. Having worked on the nomination package, it was gratifying to see the letters of support and other contributions from MEPP faculty, students, alumni, and staff as well as leaders within the College of Engineering, UW-Madison and UW-Extension.

The award truly belongs to everyone in the MEPP teaching and learning community. Congratulations to us all!

For more information about the Sloan-C awards visit http://www.sloan-c.org/aboutus/awards.asp

News and Announcements

MEPP in the News
MEPP has received some great publicity in the form of independently authored articles. Copies of the following articles are available in MEPP Community in DocuShare.

*Engineering Professional Magazine,* Wisconsin Society of Professional Engineers
November–December 2004
“Earn Your Masters Online”

Thanks to Ann Moore (02), Bruce Dennen (02), Dave Schoff (02), and John Scanlon (02) for their willingness to be interviewed for the article.

(The editor said she was really impressed with the MEPP graduates she interviewed ... of course!)

*Higher Learning Magazine*
November–December 2004
“Desk to Desktop, Professor to Processor: Top tips for teaching online.”

This article includes an interview with Wayne Pferdehirt, who shares strategies and lessons learned in MEPP for engaging students and meeting instructional objectives.

*Engineering Times*
National Society of Professional Engineers
October 2004
“Engineers Find Flexibility in Online Master’s Programs”

MEPP is featured along with programs at Stanford, University of Delaware and Johns Hopkins University. Thanks to Tim Przybylowski (04) for participating in the interview.

Paper Presentation
Corey Honl (04) presented a paper at the October 2004 Conference of the American Society of Mechanical Engineers’ Internal Combustion Engine Division. This paper was an off-shoot of his IRRAE project, “Optimization of a Non-fueled Pre-chamber Ignition System for a Lean-burn, Industrial Natural Gas Engine.”

Continues
MEPP, the Next Generation
Corey Honl (04): Sophia Rose Honl born 10/7/04
Micah Roberts (04): Danielle Sarah Roberts born 11/23/04
Joy Pirkel (04): Daniel Peter Pirkel born 1/31/05
Eric Keller (06): Ethan Gene Keller born 3/7/05
Paul Hastings (05): baby coming in June 2005
Jeff Turner (06): baby coming in May 2005

Engagement
Rick Thomson (04) is engaged to be married October 2005.

Promotions, Job Changes
Maggie Honaker Austin (03) has just been promoted to Senior Engineer at Kellogg.

Jeff Hudson (02) has a new job title of Manager of Materials Engineering Technology at Rockwell Automation in South Carolina.

Bob Mosby (05) has been promoted within Continental Teves to Project Manager for all electronic braking system products in North America. Bob has relocated to Auburn Hills, Michigan.

Mary Pat Tubb (05) was appointed to the position of Manager, Deere Production System for the John Deere Waterloo Works Tractor Assembly, Drivetrain, Service Parts, and Foundry Operations.

Congratulations everyone!! Please let us know if we’ve missed anyone.

Acknowledgments
Contributors: Karen Al-Ashkar, Conrad Fung, Oscar Lewis, Wayne Pferdehirt, Nancy Rebholz, Don Ritter, Don Schramm

Editing and Layout: Nancy Rebholz

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