



HIGH-IMPACT TEACHING AND LEARNING

The La Follette School pursues teaching and learning in an active, collaborative environment where students, faculty, and practitioners interact closely and draw upon the outstanding scholarly resources of UW–Madison.

SERVICE-LEARNING

- Students in the required Workshop courses collaborated with local, national, and international clients to produce research-based, analytical, evaluative, and prescriptive reports on challenging issues.
 - Students recommended four actionable steps for Transition Projects of Portland, Oregon, to help the organization improve its data quality and become a more effective homeless service provider, and two groups of students provided guidance to the Dane County Office of Energy and Climate Change.
 - Master of International Public Affairs students identified four policy areas that benefit children of low-socioeconomic status in a Workshop report for the United Nations Children’s Fund.
- Cost-Benefit Analysis students applied the tools of political, economic, and statistical analysis for public, nonprofit, and private clients, including projects for United Way Fox Cities and the National Nuclear Security Administration
- Introduction to Public Management and Performance Management students worked with organizations to identify and address the challenges of governance and the consequences of policy implementation for citizens.
- Associate Professor J. Michael Collins assisted students in an independent-learning opportunity with AARP to study the costs to states from senior citizens who retire without adequate savings.

PROFESSIONAL DEVELOPMENT

- 20 master’s degree students visited potential employers, networked with La Follette School alumni and friends, and learned what it is like to live and work in Washington, D.C., during the school’s career development program.
- 13 La Follette School students and nine undergraduates from the College of Letters & Science took part in the first La Follette in Milwaukee program. The day-long career-exploration program, which included panel discussions and a tour of the Kinnickinnic River Rehabilitation and Neighborhood Plan, received grant support from the Wisconsin Alumni Association and L&S’s Career Initiative and Career Services.
- 18 students visited Wisconsin’s Legislative Audit Bureau and Department of Health Services to learn about post-graduation career opportunities in state government.
- Seven students learned the intricacies of federal program evaluation at the U.S. Government Accountability Office (GAO) during the summer of 2016. Others held internships with the European Parliament, the City of Chicago Mayor’s Office, the Federal Deposit Insurance Corporation, the Wisconsin Legislature, and other organizations.
- 97 percent of 2016 graduates secured employment in their field within six months of graduation.

PROJECT ASSISTANTSHIPS, INTERNSHIPS

- During the 2016–17 academic year, more than half of La Follette School students served as interns or project assistants with on- and off-campus entities.
 - One second-year student expanded her knowledge about health care policy as a project assistant for WPS Health Solutions, a not-for-profit insurer with federal contracts to provide Medicare and other benefits.
 - As a project assistant, student Chris Stassel traveled with assistant professor Emilia Tjernström to Africa as part of Tjernström’s research about improving food security and reducing poverty in developing countries.
 - Students served as project assistants for several faculty research projects funded by the Herb Kohl Public Service Research Competition.

ELECTIVE COURSES

- 14 students participated in the La Follette School’s first undergraduate summer public policy course, Inequality, Race, and Public Policy (PA 520), taught by Assistant Professor Rourke O’Brien.
- Students in the Nonprofit Leadership course with Leslie Ann Howard, senior advisor to the CEO at United Way Worldwide, wrote about their impressions about the nonprofit sector in blog entries.
- Former Wisconsin Governor Jim Doyle shared his perspective in the course Politics of State Policy Issues.
- Students in the new experiential-learning course Evidence-Based Policymaking engaged with the La Follette School’s Family Impact Seminars and Committee Connect legislative outreach programs.