



CAPSTONE

UWL COLLEGE OF ARTS, SOCIAL SCIENCES AND HUMANITIES NEWSLETTER

INSPIRING | ACHIEVING | UNITING

FALL 2019



IN SEARCH OF SOLUTIONS

Benefits of research have life-long impact



THE GOAL: LIFE-LONG LEARNING

Search for knowledge doesn't
end at commencement

I am honored to serve as the next Dean of the newly-renamed College of Arts, Social Sciences and Humanities (CASSH) — formerly the College of Liberal Studies — and am very excited to continue the existing legacy of excellence in the college. I look forward to working with the outstanding and dedicated faculty and staff of the college as we prepare students for fulfilling careers as well as global citizenship in the 21st Century. One of my major goals as Dean is to meet and hear the stories of alumni and friends; “Capstone” is one of the many ways we are able to connect with one another.

This fall 2019 edition features a sampling of CASSH faculty scholarly activity. Ernest Boyer says that scholarly activity is broad, and could involve the discovery of new knowledge, the integration of existing knowledge, the application of knowledge to the local, regional,

and global community, and/or the generating and sharing of knowledge about the teaching and learning process to become more effective in the classroom. Clearly, the teacher/scholar faculty model benefits all university stakeholders, including students and our broader communities.

In their classes, CASSH faculty adeptly model the research/scholarship process for students; such modeling allows students direct exposure to the “hows and whys” of the ongoing systematic search for knowledge. In many cases, faculty involve students in research and scholarly projects—both inside and outside the classroom—which provides hands-on experiences students carry with them into their careers and lives. Practicing and teaching principles of inquiry are vital aspects of what we do in CASSH.

Clearly, the primary goal of the educational process in CASSH

is to teach students to embrace life-long learning. The search for knowledge is not something that ends at graduation but continues throughout a student’s life as they learn and grow at a job, increase their innovation and entrepreneurial activity, and/or more broadly research and learn about various aspects of the world around us.

I trust you will enjoy seeing examples of research and scholarship occurring in CASSH in this issue of Capstone. There is deep relevance in faculty scholarship for both our students’ experiences as well as in UWL’s key role in positively impacting global society through the scholarly pursuit of knowledge.

It is a privilege to be an Eagle!

Karl R. Kunkel
Dean

THINK B4U PRINT: This online newsletter has many handy, direct links to videos and websites. Printed copies don't contain hyperlink information. You may download and print this publication through ISSUU.com.

Capstone is published biannually for UW-La Crosse College of Arts, Social Sciences and Humanities alumni and friends. Direct comments to: CASSH Associate Dean Marie Moeller, UWL College of Arts, Social Sciences, and Humanities, 1725 State St., La Crosse WI 54601 or 608.785.8113 or mmoeller@uwlax.edu

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Theatre Arts

Women's, Gender, & Sexuality Studies

EXPERIMENTAL EXAMINATION



Benefits of research have life-long impact

Victor Macías-González says students are often intimidated by the word “research.” Most have no idea how humanists and social scientists do it, explains the professor of history and women’s, gender and sexuality studies.

CASSH faculty are changing that by modeling research and scholarship processes for students. That modeling allows students direct exposure to the hows and whys of the ongoing systematic search for knowledge.

“In many cases, faculty involve students in research and scholarly projects — both inside and outside the classroom — which provides hands-on experiences students carry with them into their careers and lives,” says Dean Karl Kunkel. “Practicing and teaching principles of inquiry are vital aspects of what we do in CASSH.”

Kunkel says teaching students to embrace life-long learning is the college’s primary goal. “The search for knowledge is not something that ends at graduation, but continues throughout a student’s life as they learn and grow at a job,” he explains.

Faculty and staff across CASSH are using research in the classroom to promote better learning. Here’s a look at what some of them are doing.

Victor Macías-González says instead of having students write research papers, he has them write book reviews and historiography papers to prepare for more advanced writing.



Víctor M. Macías-González

Professor of History and Women's, Gender, and Sexuality Studies
Years at UWL: 20

Macías-González participated in a unique undergraduate research program at the University of California in 1991. The program supported women and historically underrepresented minority students from across the country while providing a boot camp for research and exploring options for graduate school.

"It was an amazing experience that propelled me into the professoriate and introduced me to a wonderful cohort that today includes leading artists, writers, scholars, and public servants," he says. "It gave me the confidence to trust my instinct and it taught me to work well with faculty mentors."

Macías-González draws on that for the students he now mentors. Instead of having students write research papers, he has them write book reviews and historiography papers to prepare for more advanced writing.

"I teach them to develop a critical perspective, to ask questions of historians and other social scientists, and to evaluate the analysis and perspective of scholars from published articles and reviews," he explains. "I also teach students to write and to edit their writing, which is a very difficult exercise in self-reflection and criticism."

Many of these humble historiographic papers have prompted students to ask questions resulting in drafting of undergraduate research and creativity grant proposals, design projects, or senior theses starting points. These tools of research writing and historical interpretation, Macías-González notes, have propelled many students to graduate school.

"Neither I nor my colleagues deliberately send these folks to professional or graduate school, but I work very hard to give them the tools and experiences that they themselves used to get there," he explains.

Macías-González says students are often intimidated by the word "research" and most have no idea how humanists and social scientists do it.

"It's pure critical thinking and synthesis, and they often can't believe they're doing it," he says. "Nothing makes them more proud after I've worked with them on two drafts and they've made revisions and edits to produce a polished piece."



Lisa Kruse

Assistant Professor, Sociology and Criminal Justice
Years at UWL: 6

Kruse remembers professors during her undergraduate studies who used their research, or engaged students in their own research. She recalls those as the times when she felt the most connected.

"It also increased my confidence in being able to discover information on my own, to ask questions and seek to solve them," she says. "It was when I was the most excited to be involved in learning."

Since working at UWL, Kruse has had about 20 student research assistants who have done everything from qualitative interviews to doing text-based research.

"I think it's about showing them the skills they are learning that will help them to continue critically developing their perspectives on a variety of issues," she explains.

Kruse is transparent about her process of learning. She shares when she doesn't know something

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“Students often think that professors are these untouchable people who are perfect and know everything, but that is far from the truth,” she says. “If we show our students that we continue to engage in learning and how it is done, they may think it’s achievable in their own lives as well.”

Haixia Lan

Professor, English
Years at UWL: 26

As a student, Lan went beyond Western rhetorical training and started studying comparative rhetoric. She continues this effort as a professional.

“Not only do I incorporate my new findings in improving the classes I teach, but I am constantly reminded of what it is like to be a student:



“This connection with the students has been invaluable to me.”

Lan teaches rhetoric as a way of expression, but also as inquiry. She emphasizes how to form probable, contingent, practical judgment and decisions, as well as how to deliver them.

“In a way, my continued research follows this model of thinking that I teach,” she explains. “Even though I do not tell the students each semester which material is newly added and which is classic in my classes, teaching new material is always refreshing and the students can tell.”

Lan says her research, with its cross-culture emphasis, has had a community impact. “A major goal of my teaching and research is to understand rhetorical traditions and to explore whether and how East and West can understand each other, communicate effectively with each other, and coexist,” she says.

Claire Mitchell

Assistant Professor of Spanish,
Global Cultures & Languages
Years at UWL: 4

For Mitchell, research was an integral catalyst during graduate school. “Ever since I had those experiences, I knew I wanted to one day include research in my courses because it really helps connect students to their learning,” she explains.

Mitchell says her second language acquisition course includes



Claire Mitchell

undergraduate research and is built on the concept of lifelong learning.

“I encourage students to think beyond the classroom and to connect their research to their future careers,” she explains. “In my Spanish courses I teach, I personally research these same aspects of how to develop pedagogical practices that lead learners to deeper inquiry and to become lifelong learners who use their language skills in their daily lives.”

Mitchell calls working on undergraduate research with students one of the most rewarding things as a professor.

“It opens doors to not only mentor students through the process of conducting research, but it also provides opportunities to make deeper connections with students and see them grow on a more personal level as they start to discover who they are as future educators,” Mitchell says. “Seeing them grow in these aspects has been extremely exciting for me as an educator.”

Associate Professor Nicholas Bakken says it's important for students to understand how empirically sound research is conducted and how it can be used to influence public policy in a positive and evidence-based way.



Nicholas Bakken

Associate Professor, Sociology
and Criminal Justice
Years at UWL: 10

As a former UWL undergraduate student, Bakken was fortunate to be awarded a grant and receive faculty mentorship in his early college success through graduate school. It was his first opportunity at conducting research independently and created a passion for research that remains today.

“Understanding how important that experience was for me as an undergraduate student at UWL, I strive to provide the same opportunities for my students today,” says Bakken. “It’s so important for me to incorporate research into the classroom, not only for students to understand the current happenings in our

field, but in developing a critical eye and understanding the research process.”

Bakken says it’s important for students to understand how empirically sound research is conducted and how it can be used to influence public policy in a positive and evidence-based way. He and Assistant Professor Lisa Kruse are working on a formal evaluation of the La Crosse County Drug Treatment Court in conjunction with the National Center for State Courts. They hope to identify strengths and weaknesses of the program to provide recommendations to better serve program clients.

The research has allowed Bakken to bring real issues affecting the local community back to students in the classroom. He says students become excited to hear about the challenges and research

findings to work toward potential evidence-based solutions and policy.

“Considering the work that I do and the populations involved, they learn that these are actual people, and this makes the research come alive and become more tangible,” he explains.

Bakken makes sure students experience criminal justice firsthand. He regularly takes his classes to tour local prisons to have question-and-answer sessions with incarcerated inmates and Department of Corrections employees.

“My hope is that students can take the skills, knowledge and experiences gained from their time at UWL and use it to affect positive social change at a larger level,” says Bakken.

AWARD-WINNING DUO

Creative writing professors
shine both on and off campus



English professors William Stobb and Matt Cashion somehow find time around full teaching schedules to produce award-winning literature.

Recognition for literary work can be difficult to attain. On top of competing with other authors, entries and, at times, subjective judges – UWL English professors William Stobb and Matt Cashion somehow find time around full teaching schedules to produce award-winning literature.

“Sometimes it could be 15 minutes at the beginning of an office hour,” Stobb laughs. “That’s the nice thing about poetry. 15 minutes could be valuable.”

The two professors both teach and practice creative writing. Stobb primarily writes poetry while Cashion focuses on fiction. Both feature humor, sadness and relatability. Stobb estimates he’s written well over 1,000 poems. Cashion’s work ethic mirrors, writing countless short stories, novels and even dabbling into poetry himself.

“It’s very important to me while I’m teaching creative writing to also be a creative writer,” explains Cashion. “I tell my students the best way to improve their writing is to keep writing. I don’t want to tell them to write every day if I’m not also writing.”

Both Stobb and Cashion have received regional and national awards. In 2017, Cashion’s novel, “Our 13th Divorce,” was recognized with the Edna Ferber Fiction Award – given to the top fiction book annually by a Wisconsin author. This fall, a collection of Stobb’s poems, titled “You Are Still Alive,” was published after winning a national competition held by Indiana-based publisher, 42 Miles Press.

“The biggest thing to me is to be read and read well,” says Stobb.

“When your work wins an award, it means that somebody who read it, got it. It really got across to them.”

Outside their personal accomplishments and when they’re not pitted against each other by a baseball rivalry between Cashion’s Atlanta Braves and Stobb’s Minnesota Twins, the duo works together to build the English Department’s creative writing minor.

Along with designing new courses, Stobb and Cashion also oversee two student-run publications. Stobb works on the bi-annual published magazine “The Catalyst,” which features UWL students’ writings and art. Cashion focuses on “Steam Ticket: a Third Coast Review,” an annually published, nationally-distributed journal that accepts submissions of poetry, fiction and non-fiction from authors around the world.

“We have a good creative-writing program,” Cashion continues. “A lot of students are interested in writing and self-expression and in learning the craft that allows them to get better. I feel fortunate that we’re able to provide that.”

Stobb and Cashion don’t have plans on giving up writing or seeking recognition for their work any time soon. Both operate and update their own author websites. They can be found at: www.williamstobb.net and www.mattcashion.com

“When students come to UWL, they’re working with professors whose work competes at the national level,” says Stobb. “Students can feel like they’re getting a great value out of their education.”



William Stobb’s notable works

- “You Are Still Alive,” poetry collection
- “Nervous Systems,” poetry collection
- “All the Bodies,” short story



Matt Cashion’s notable works

- “Our 13th Divorce,” novel
- “Last Words of the Holy Ghost,” short story collection
- “How the Sun Shines on Noise,” novel

Utilizing a unique, collaborative, cross-discipline approach, three UWL faculty conducted first-of-its-kind research to look at the health status of practicing archaeologists.

It started in 2016. Gary Gilmore, a UWL health education and health promotion professor, wanted to know more about the health and well-being of archaeologists. He approached colleague David Anderson, an archaeology professor, for answers. Their conclusion: very little information was available.

Gilmore and Anderson, having collaborated on previous projects, felt the need to investigate. Soon after, they recruited UWL Psychology Professor Ryan McKelley to offer a psychosocial perspective to the budding study that already featured angles both from the profession and occupational health.

“It was beneficial that we were from different disciplines,” explains McKelley. “When I work with other psychologists, sometimes we end up spending quite a bit of time debating from our own theoretical orientation and sometimes we get bogged down.”

The trio developed a nationally-validated survey directed at practicing archaeologists. Each investigator provided discipline-specific content for the survey to gain new perspectives and, ultimately, first-of-its-kind data on the self-reported health of archaeologists. After reviews by various national experts from each

discipline, the survey was distributed through three major archaeology organizations, reaching an estimated 51% of practicing U.S. archaeologists.

Nearly 1,000 surveys were completed and returned. With data in-hand, Gilmore, McKelley and Anderson would schedule data analysis and report development meetings months in advance, tucking themselves away in a room on Graff Main Hall’s third floor. Staying organized, on-task and on-schedule was the team’s top priority.

“There wasn’t an 11th or 12th hour deadline for us. We didn’t have a ‘crash’ deadline on any aspect of the work,” explains Gilmore. “If you want a quality outcome from a collaborative group, the key is organization. If we were to meet for an hour, our portion of work was completed within the hour.”

Included in their findings, field archaeologists self-reported higher levels of coping behaviors and lower levels of substance abuse when compared to archaeologists working in an office setting. High levels of loneliness were also found when comparing field archaeologists to other practicing archaeologists. Gilmore says another key finding was about one-third of the sample reported at least one instance of gender harassment in the previous five years. “We didn’t expect harassment to emerge like it did. That needs to be followed up on,” he notes.

“Archaeologists are doing well as far as managing stress and their working environments,” continues Anderson. “As someone who ran a division of 40 people for close to 10 years, archaeologists are coping pretty well. It’s better than some other professions.”

Gilmore, McKelley and Anderson’s study was recently published in the international publication: “Journal of Health, Safety and Environment.” The trio has also made their survey available for examples on collaborative research.

“Archaeologists have done similar surveys on little aspects of wellness and there’s lots of shortcomings of those studies,” says Anderson. “Without input from (Gilmore and McKelley), the research would have not been remotely successful.”

Everything benefits from a fresh perspective, McKelley concludes. “Every discipline could benefit from people outside that discipline having eyes on what they do.”

Gilmore, McKelley and Anderson hope to revisit their research every few years to track how the responses trend over time.



Gilmore, McKelley, and Anderson’s research was published in the international publication, “Journal of Health, Safety and Environment,” in May, 2019.



Gary Gilmore, left, Ryan McKelley, center, and David Anderson agree that cross-discipline research brings fresh perspectives to old topics. "Every discipline could benefit from people outside that discipline having eyes on what they do," says McKelley.

Collaborative national research

**Trio conducts assessment of the psychosocial
occupational health status of archaeologists**

As an SOE-affiliated faculty member Claire Mitchell, spends 50% of her time teaching courses within the SOE and the other half teaching courses in Spanish.

MEANINGFUL LANGUAGE LEARNING

Global Cultures and Languages SOE-affiliated faculty link research to teaching, creating a future generation of forward-thinking teachers



People have been learning languages for thousands of years. So, it's no surprise that theories about the best ways to teach a language have changed dramatically over that time. The pendulum has swung from the idea that language learning is completely cognitive — involving rote memorization of vocabulary and grammar — to completely social and formed through interactions with others.

Today's language teaching research has moved the needle somewhere in the middle — raising learners' awareness of the structural elements

of a language, yet doing so in authentic cultural contexts that are meaningful for their social interaction, explains Kimberly Morris, UWL assistant professor of Global Cultures and Languages.

Morris and Assistant Professor Claire Mitchell are not only researching the best practices for language learning, they are also using those findings to inform their own teaching and sharing them with future world language teachers as School of Education-affiliated faculty members.

For instance, Morris pursued a large-scale research project in

collaboration with UWL's Language Resource Center last year where students in lower-level Spanish courses paired up with conversation partners from advanced-level courses. The research explored the primary reason conversations break down, and the results pointed overwhelmingly to a lack of vocabulary. The need for more practice learning words ultimately informed her own teaching and that of future teachers taking her courses.

The two faculty members say research has also taught them about the importance of teaching language by creating opportunities



Kimberly Morris

for students to engage in meaningful communication and build cultural competence. Morris and Mitchell are working with colleagues in the Department of Global Cultures and Languages to revamp Spanish curriculum with that aim. They have also recently redesigned the World Language Education Program to align closely with current best practices.

“Making it meaningful for students is the most important part of my language teaching – and I really emphasize that in my language teaching methods courses,” says Morris.

A prime example of infusing meaningful activity is Mitchell’s use of virtual-reality headsets in her Spanish classes that appeal to students’ interest in technology while giving students practice with advanced language. In her spring semester course, students used the headsets to create their own virtual reality tours of Colombia’s past, present and future by pairing 360-degree photos of the country with their own narration of events they researched from specific locations. Mitchell was able to

then share this tech-savvy teaching method with UWL students in her world language methodology courses.

Mitchell wants students to leave her class with more than knowledge about a particular content area.

“I want them to develop as people and have an understanding of and respect for people who come from different cultures and backgrounds and to embrace that,” says Mitchell. “It is important for students to know how to interact in a multicultural, multilingual world.”

Garcia’s research explores how teaching can be more sustainable

Merideth Garcia left her high school teaching career with a strong motivation to study the biggest challenges she faced in her classroom. Now a UWL School of Education-Affiliated faculty member, Garcia is not only researching some of these issues, she is sharing her findings at national conferences and with future teachers in her classroom.

Garcia ultimately wants to make teaching a more sustainable profession. Her work is needed. Wisconsin and the nation are both grappling with a K-12 teacher shortage.

Among other topics, her research explores how everyday use of cell phones and laptops in classrooms can both support and derail instruction. She shares activities with future teachers and fellow educators that can bridge students’ interest in



Merideth Garcia

writing on social media with writing instruction required to complete English classes.

Additional School of Education-affiliated faculty in CASSH

Lisa Lenarz, assistant professor of art

Soojin Ritterling, professor of music

Kenneth Shonk, UWL associate professor of history

Christopher Hathaway, assistant professor of music

Tammy Fisher, associate professor of music

Tom Jesse, assistant professor of English

Robert Dixon, associate professor of psychology

Betty DeBoer, professor of psychology

Daniel Hyson, assistant professor of psychology

Jocelyn Newton, associate professor of psychology



Thomas Jesse

★ TOP TEACHERS

**CASSH faculty Jesse,
Smith honored**

There is no doubt faculty members make a major difference in the lives and academic experiences of students. UWL's Provost Office received more than 600 nominations from UWL students to recognize excellent teachers for 2018-19.

From these nominations, a committee selected six faculty members as the 2019 Eagle Teaching Excellence Award winners. Two are from CASSH: Tom Jesse, English, and Terry Smith, Communication Studies. Others were: Nilakshi Borah, Finance; Mary Hamman, Economics; Meredith Thomsen, Biology; and Nathan Warnberg, Mathematics & Statistics.

Thomas Jesse: He joins students in the process of inquiry

Assistant Professor Thomas Jesse, English, loves learning with his students — listening to their ideas, responding to their interpretations, and working alongside them to make sense of the texts and concepts they are studying.

“In my classes, I want students to understand that knowledge is always negotiated, in process, under revision; it’s never fixed or stable,” he explains. “So my favorite moments in the classroom are those where we all roll up our sleeves and dig into a dense reading or a complex cultural issue together, committed to

a process of inquiry that incorporates multiple voices and perspectives in the search for meaning.”

Jesse just completed his fourth year on campus after spending five years teaching English at a large public high school near Orlando, Florida, while pursuing a doctorate. Jesse earned a degree in American literature at Texas Christian University in Fort Worth, Texas, where he also taught courses in introductory and advanced composition, American poetry, and contemporary American literature.

Jesse’s “home base” is the English Department, but he is also affiliated faculty in the School of Education.

He regularly teaches courses in two subject areas: American Literature and English Education. The courses range from introductory general education offerings to specialized courses designed for English majors. He also supervises English Education student teachers in middle and high school students across the greater La Crosse area.

Terry Smith: Students teach him through stories and experiences

Terry Smith says becoming a teacher changed his life. What he likes most about it is spending time with people who are “energetic and genuine.”

“The students in the classroom and my colleagues throughout UWL make me smile ... and when I start smiling, I can share that joy through teaching. I also love the time I get with the students before class, in the halls, and around campus. They teach me so much when we share stories and experiences,” he says. “I get to have fun, learn new things, meet new people, and make a positive impact on a daily basis.”

Smith received his undergraduate degree from UWL in English in 1998 and has worked on campus since 1995. He was a media specialist in Information Technology Services starting in 2000. He started teaching

part-time in 2007 and dedicated his life to being a full-time instructor in fall 2011.

Smith teaches primarily CST 110: Communicating Effectively. He has also taught other classes, including CST 210: Presentational Speaking and CST 271: Media and Society. Smith has served as director of UWL’s Public Speaker Center and as an academic advisor. This summer he co-lead a study abroad trip to Cape Town, South Africa.



Terry Smith, '98



Gabriela Aguilar

Merideth Garcia

★ TOP STUDENTS

Two College of Arts, Social Sciences and Humanities students earned prestigious awards given to students graduating in the 2018-19 academic year.

Gabriela Aguilar received the The John E. Magerus Award for the Outstanding Graduating Senior from the College of Liberal Studies.

Aguilar earned a Bachelor of Arts in communication studies, with a Spanish minor, in December. Aguilar was on the gymnastics team from 2015-18, including the 2016 National Collegiate Gymnastics Association championship team. She was a scholastic Academic All-American in 2017 and 2018, received the 2017 UWL Gymnastics True Grit Award and the 2018 UWL Gymnastics Most Inspirational Award, along with being on the conference championship teams in 2016 and 2018. Aguilar was a member of Golden Key Honor Society and Lambda Pi Eta

Communication Studies Honor Society. She is a communications associate with the national Association for Latin Independent Producers in California. The 2015 St. Michaels Catholic Academy graduate is the daughter of Michael and Yvette Aguilar, Austin, Texas.

My favorite class in college was: Media and Identity because it sparked my interest and passion for media studies. It exposed me to rhetorical criticism and allowed me to begin to pursue my particular interests in Latinx and queer representation. Without this course, I would never have decided to continue my education in the pursuit of a master's degree.

The John E. Magerus Award for the Outstanding Graduating Senior from the College of Liberal Studies

Recognizes an outstanding graduate for academic accomplishments, leadership, and campus and community involvement. The award is named for Magerus, who retired in 2004 after 28 years of teaching and serving as an administrator in the college. Recipients receive \$1,000.

Sara Krueger received a Murphy Award for Academic Excellence.

Krueger graduated in May with a Bachelor of Science in history education and broadfield social studies education. Krueger was on the Dean's List each semester. She received a grant from the La Crosse Public Education Foundation to develop high school curriculum for the "Hear, Here" local history project, as well as an undergraduate curriculum grant for "Hear, Here" middle school curriculum development. Krueger was treasurer for Kappa Delta Pi International Honor Society in Education and received the Don

and Norma Vinger Scholarship. She hoped to teach middle or high school social studies in the Green Bay area. The 2014 graduate of Rhinelander High School is the daughter of Amy and Dan, Jr., Krueger, Rhinelander, Wisconsin.

My favorite UWL professor was:

Dr. Ariel Beaujot because she opened opportunities for me through my work with "Hear, Here" that have shaped me into a stronger educator and inspired a passion for activism and social change. She excels in connecting history to the present day and using that connection to better our community.

The Murphy Awards for Academic Excellence

Recognize the university's top two graduating scholars, as chosen by the Scholarship and Awards Committee. A grant from the Murphy Foundation created the awards in 1980 to recognize outstanding and exceptional scholastic ability. As co-recipients, each student receives \$1,500.

Sara Krueger



Alums are distinguished

Alumni from the College of Arts, Social Sciences and Humanities were among the six receiving the top awards bestowed by the UWL Alumni Association. They were honored for distinguished service and successful careers during a panel discussion and breakfast on campus in September.

For more information about distinguished alumni, or to nominate someone for an award, visit:

uwlax.edu/alumni/connect/awards



CAPITAL CITY COMMUNICATOR

Sharon Weston Broome received the Maurice O. Graff Distinguished Alumni Award, which recognizes outstanding achievement of alumni who have brought honor and distinction to the university.

The Sharon Weston Broome file

- Mayor-President of the City of Baton Rouge and East Baton Rouge Parish since Jan. 2, 2017. First woman elected leader of Louisiana's capital city.
- Former Louisiana State Senator and State Representative; first woman to hold pro tempore positions in the house and senate.
- Recognized for service and leadership by Louisiana Coalition Against Domestic Violence,

Louisiana Health Freedom Coalition, American Heart Association, Every Child Matters and Morehouse College.

- Recent awards: National Urban League Hiram Reeves Award for Achievement; Essence Magazine African American Women Mayors Honoree for Power Women's Issue; New Venture Theatre Awards 2018 Humanitarian Award; Women's Council of Greater Baton Rouge Louisiana Women in History Honoree.
- Former reporter for WBRZ-TV in Baton Rouge and mass communications adjunct instructor at numerous colleges.
- Holds a master's from Regent University, Virginia Beach, 1984: and a bachelor's in mass communications from UWL, 1978.

ALUMNI HONORS



TELLING THE UWL STORY

Corey Sjoquist received the Rada Distinguished Alumni Award which recognizes alumni who have graduated within the last 20 years, achieved professional distinction and taken part in humanitarian activities.

The Corey Sjoquist file

- Influential college admissions counselor in the state of Wisconsin. Currently, director of the UWL Admissions Office, where he has worked since 1996.
- Served on the UWL Alumni Association Board from 2008-17, president from 2011-12.

- Community service: Our Savior's Lutheran Church in West Salem, Barre Badgers 4-H Club, Golden Key International Honor Society, West Salem School District, American Red Cross blood donor since 1991.
- Awarded Wisconsin Association for College Admissions Counseling (WACAC) "Admissions Professional of the Year," 2017.
- Bachelor's in mass communications, '96; master's in college student development and administration, '03.

EMPOWERING LEADER

Pam (Brickey) Kalafut received the Burt and Norma Altman Teacher Education Award, which honors and recognizes outstanding educators and the significant contributions they make to children and communities.

The Pamela (Brickey) Kalafut file

- Prestigious high school teacher, mentor and student activities director at Hinsdale, Illinois, Central High School for 34 years. In retirement is a substitute teacher with the Avery Coonley School in Downers Grove, Illinois.

- Some of the many successful programs at Central High School she oversaw: Character Counts; Teachers in Need; Freshman Class Activity Fair; Break Down the Walls; J. Kyle Braid Leadership Program; National Honor Society; School-wide Assemblies; Inspire and Aspire Awards Breakfast.
- Honors include: Illinois Activities Director of the Year, 2013; Hinsdale Central High School Hall of Fame, 2013; Community Educator Award, 1997.
- Bachelor's majoring in art education, minoring in physical education, 1977. Holds a master's from Northern Illinois University and an administrative certificate from National Louis University.

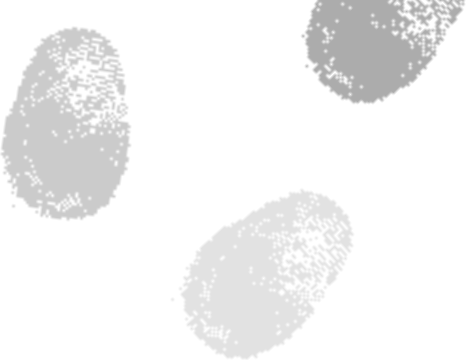


Predicting law violators

UWL study helps county officials, students get research training



Sociology and Criminal Justice Assistant Professor Lisa Kruse, far left, and mathematics students Megan Dean and Cassandra Quinn, right, present their study findings to La Crosse County criminal justice practitioners. The research evaluated three questions asked of offenders during their initial booking, called the Arrest Proxy.



La Crosse County criminal justice practitioners are getting better at predicting whether the county's offenders will have a repeat offense thanks to a study by a UWL professor and her students.

With help from several students, the Evidence-Based Decision Making Team is evaluating three questions asked offenders during their initial booking, called the Arrest Proxy. The survey is given to those arrested to assess their risk of re-offending.

"The proxy score is used in the initial booking into jail and in some parts of the pre-trial process to determine the best response in order to promote public safety and a successful return to the community" explains Sociology and Criminal Justice Assistant Professor Lisa Kruse. "It is very important that this is an accurate initial indicator of risk."

Kruse says results suggest that two of the three questions accurately assess the risk to re-offend. She and her team of students have suggested that the first question be eliminated to increase the accuracy on risk.

As the chair of the nationally funded Evidence-Based Decision Making group for La Crosse County, Kruse was asked to validate the questions. "The local criminal justice system in La Crosse has committed to being evidence-based in their practices,"

she explains. "It was important to them that an initial assessment of risk was backed by evidence."

Kruse involved students from her classes in the study to provide high-impact practices for students planning to enter criminal justice-related work. Their effort was both service-learning and research. "Being able to validate the arrest proxy gives students the opportunity to take what they are learning in the classroom and apply it to a real-world example," she says.

"It was important to them that an initial assessment of risk was backed by evidence."

Kruse says their work also exposes them to leading practitioners in the area, increasing their recognition and opportunities to gain employment. Their results will be published in a peer-reviewed journal. They can put the work, the presentation to the Criminal Justice Management Council (CJMC), and the publication on their resumes, she notes.

The research also allowed for the collaboration of students and faculty between the departments of Sociology and Criminal Justice and Mathematics and Statistics. Working across disciplines can be challenging, says Kruse. "We often exist in silos and it

can be difficult to bridge disciplines in terms of methods, approaches and so on," she notes. "But, it is hard to think of a topic that cannot benefit from an interdisciplinary approach."

Kruse says working with the Mathematics and Statistics Department has been productive, and has opened doors to work together in the future. "Interdisciplinary work can bring important and diverse perspectives to the table, new ideas for addressing problems, different ways to tackle issues and develop methods," she says. "It also helps to see how different majors and minors can complement each other."

The hands-on work also achieves the university's strategic planning initiative to increase community engagement, along with advancing transformational education opportunities for students.

Along with the most recent study, Kruse has spent recent years tracking "cumulative disadvantage" in the criminal justice system — understanding how racial inequality exists at various points in the system and how it has a cumulative impact on offenders. She plans to continue using students to produce quarterly and yearly reports on the tracking. "I hope to provide a service-learning opportunity once a year for students to work on these reports," she says.

UWL Art Department faculty and staff gathered at the Art Gallery in mid-June to unpack two large crates. Their anticipation was palpable as the screws came out of the first box.

A donation of 90 prints—as well as fine arts books—from the late Gayle Anderson, '64, a Graff Distinguished Alumni Award Recipient from 1980, was appraised at nearly \$65,000.

With works by photographers — Ansel Adams, Dorothea Lange, Imogen Cunningham, Sebastião Salgado and Paul Strand — the unpacking involved many long pauses with holding works out at arm's length to admire.

“This is a really a significant collection — it's fantastic,” says Linda Levinson, UWL professor of art.

The history of photography is relatively short — spanning about 150 years. Levinson grew up learning about the photographers who captured these images.

“My teachers had these photographers as their teachers,” explains Levinson. “It is a thrilling collection, and I hope we can utilize this work to promote the Department of Art, as well as the university in the future.”

Art donation is inspiring

Alumna's collection of prints, financial gifts to change student lives



Kathleen Hawkes, associate professor of art, smiles as she sees the original print “Moon and Half Dome, Yosemite National Park” by Photographer Ansel Adams.

Kathleen Hawkes, associate professor of art, looks forward to showing the works in classes and talking about the craft and artistry behind them, as well as having primary sources in art history discussions.

“Having students see these primary sources as opposed to reproductions has an immeasurable impact,” she says. “Seeing it in books and on slides, you can’t see the subtlety of tone that you can in person.”

Hawkes is particularly excited about the prints by female artists as photography history is dominated by males.

“Some of the pioneers of art photography and significant iconic images are in this collection,” notes Levinson.

It is coincidental that the individual who donated the prints was also a pioneer. Anderson launched into a successful banking career soon after graduating and became the first woman ever appointed as bank examiner of a state banking department in the U.S. She was highly regarded in the state banking department and among executives in California banks.

Anderson, of California, died in 2018. She loved photography, collected the prints and left them to UWL in her will. She also named UWL a beneficiary of her retirement account. The funds will benefit UWL students for years to come through the Gayle A. Anderson Scholarship; by providing contributions to the existing Robert C. Voight Scholarship Fund; and provide unrestricted funds to the UWL Foundation.



Gayle Anderson, '64, began her dramatic advancement in her banking career shortly after graduation. She was eventually named president of Western Women's Bank of San Francisco in 1979. She went on to become chief operating officer of another bank before retiring.

“She was a delightful lady — brilliant,” recalls Al Trapp, former president of the UWL Foundation who visited Anderson a number of times at her California home. “She loved UWL and had a great deal of affection and gratitude for the education she got in La Crosse.”

Anderson’s friend Suzy Locke got to know her in the mid-1970s as they both joined a group of women entrepreneurs and business leaders in San Francisco. Around this time of the Women’s Liberation Movement, the two were breaking glass ceilings — Locke as an entrepreneur and Anderson as a female bank president.

In her spare time, Anderson was an amateur photographer who also had a passion for collecting prints.

“She loved being surrounded by it, and she appreciated it because she

knew what it took to do photography,” says Locke. “She had an aesthetic appreciation and an appreciation for the history of photography.”

Anderson was a humanitarian and a “no-nonsense person” with a great sense of humor, recalls Locke. She grew up on a farm where she learned the value of hard work and importance of family. She was involved in politics and cared deeply for the environment.

She enjoyed being in nature whether whale watching on excursions far away or viewing birds in her backyard. House-bound near the end of her life, Anderson spent long hours in a solarium off of her kitchen.

“She faced this wild area and she could see the birds and everything happening outside her door,” says Locke. “She took great solace in nature.”

The prints that hung all around inside her home reflected her diverse interests. Now Anderson’s love for these works will take on a new life.

Remember UWL in your financial plans

By remembering the UWL Foundation in your estate and financial plans, you will make a lasting difference for the university and open new doors to future generations. Visit www.uwlax.mylegacygift.org to learn more on how to make a difference.

To donate a collection or other physical items to UWL, contact the UWL Foundation first at 877.895.3863



Adalyn "Addy" Green

School psychology student earns top state honor

A school psychology student earned a top state honor in April. Adalyn "Addy" Green, a second year graduate student who graduated in May, won the Elizabeth Lindley Woods Scholarship Award. The competitive citation is presented by the Wisconsin School Psychologists Association (WSPA) to the top student among the UW System school psychology programs.

The Wisconsin Department of Public Instruction's appointment of Elizabeth Lindley Woods in

1917 marked the beginning of the profession of school psychology in Wisconsin. As Wisconsin public education's first psychologist, Woods was dedicated to identifying children with exceptional needs, collaborating with educators to plan educational programs, and ensuring teacher-training programs adequately prepared teachers for working with all.

Green exemplified these skills by demonstrating academic excellence in her studies, completing practicum hours in Onalaska and Westby schools

where she worked with teachers and students to ensure appropriate educational programming. She also presented her capstone research at the National Association of School Psychologists annual convention in Atlanta, Georgia, in March.

The UWL School Psychology program has existed since 1969. The program includes early entrance to school settings, a collaborative atmosphere, and training grounded in a practitioner-scientist model.

Olivia Woodmansee was been appointed to the UW System Board of Regents by Gov. Tony Evers in April. Woodmansee, from New Glarus, is majoring in mathematics and English with a writing & rhetoric emphasis and a minor in legal studies. Here are three questions for the new Regent:

Do you have any previous government/board experience from high school or on campus?

In high school, I served as president on the state executive board of the Wisconsin Family Career & Community Leaders of America. More recently, I have served as chair of the Segregated University Fee Allocation Committee for the UWL Student Association in addition to being a student senator. As a student senator, initiatives I have

spearheaded include convening an ad hoc committee increasing the awareness of sustainable actions on campus, as well bridging the gap between administration and students regarding student fees.

What are the important issues you see before the board?

I have recognized a lack of holistic student representation among my predecessors that I hope to improve upon. Additionally, as the board recognized in their April meeting, access to mental health services is a major concern for students and I will continue to advocate on behalf of funding for increased capacity. Furthermore, the restructuring has left a gap in communication and understanding between two-year branch campuses and four-year

campuses. I want to ensure that real-time impacts on students are brought to light in front of the board to ensure that while making decisions for future students, current student situations should also be considered.

What do you hope to bring to the board?

I'm excited for the opportunity to be a voice for student concerns across the state and to ensure that each UW campus is recognized for their individualized needs, whether it be about the cost of tuition, considering the rising expenses of living, or the quality of the environments in which we are learning. I aim to connect with as many campuses as possible throughout my appointment to ensure I'm including students of all backgrounds.

Olivia Woodmansee

New regent on campus



IN THE SPOTLIGHT

NICHOLAS BAKKEN

RECOGNIZED DURING BOARD OF REGENTS MEETING

UW System President Ray Cross highlighted CASH Associate Professor of Sociology and Criminal Justice Nicholas Bakken in his Faculty Spotlight at the Friday, July 12, Board of Regents meeting at UW-Madison. Bakken has specialties in criminology, criminal justice, criminal desistance, prisoner re-entry, substance use and health, and programmatic evaluation.

Bakken told the Regents that, as part of the research process, his students have the opportunity to meet and interview men and women who are incarcerated. “It provides an applied experience for students that they may not get otherwise while also illustrating some of the current social problems that exist not only within the La Crosse community but also in Wisconsin

and nationally,” he said. Bakken also noted that it helps students “realize that behind social problems are actual people.”



Find out more about Bakken and his work.



UW System President Ray Cross, left, highlighted Bakken, middle, during the Faculty Spotlight at the Board of Regents meeting July 12. Also pictured is UW System Board of Regents President Drew Peterson.



Members of UWL's new Gerontology Club individually volunteer at various locations in the community from assisted living facilities to nursing homes, in addition to coordinating group trainings and events. UWL junior Hannah Brandner, president of the club, anticipates they'll do more volunteering as a group in the future. Members participated in the Walk to End Alzheimer's in September and organized a "Careers in Aging Panel" in October.

Lessons in civility: An attempt to bring civility back in politics

Washington, D.C., correspondent at the "National Review" John McCormack kicked off the new lecture series aiming to bring some civility back into political discussion. McCormack spoke on "A Crisis of Civility: How the left and the right are damaging political debate in America" on campus in April.

The talk was the inaugural presentation of the UWL Political Science and Public Administration Department's new series, "Civility in a Partisan Era."

"It is probably clear to anyone who follows politics that we are living in a particularly contentious time," says series co-leader Professor Tim Dale. "The political divide makes it increasingly difficult for many to imagine how we can

have a productive conversation with people who have different opinions from our own."

The series intends to bring these conversations to a wider audience on campus while inviting nationally recognized speakers. A healthy democracy requires this type of discussion, notes Dale. "Despite the partisan divide, civil conversations are necessary in a democracy," he explains. "This speaker series aims to explore how we can continue to engage in these conversations."

Dale finds students open to listening to the other side's view. "It happens all of the time in our classrooms and at campus events," he says. "In my experience students are interested in a range of views on any given subject, sometimes

to learn and other times to engage in debate. We make a mistake if we think an argument or the passionate expression of an opinion is the same as not being open to listening to others."

Dale says it's important to maintain productive political conversations. "Structured dialogue can also remind us of our shared priorities and goals, even if we have disagreements about principles and policies," he notes.

The series will continue through the 2019-20 academic year.

CIVILITY
IN A PARTISAN ERA



The Lost Voices of Mariel

SNAP

In April a campus exhibit, “The Lost Voices of Mariel: The Cuban Refugee Program at Fort McCoy,” featured historic photographs from the La Crosse Tribune and other archives depicting life as the group resettled into this small, Midwestern community. The display included newspaper articles and other artifacts.

UWL student Jessica Nelson, who helped organize the exhibit, says the exhibit paid tribute to the Cuban refugees and started conversation about social stigmas affecting refugees.

More than 14,000 Cubans were brought to an improvised refugee camp in Fort McCoy, a military base between Sparta and Tomah, in 1980. Their arrival came after a mass emigration of Cubans from Cuba’s Mariel Harbor to the U.S. These Cubans who left were called Marielitos.

While many long-term La Crosse residents recall the negative media coverage of Marielitos, detailing a spike in crimes and a cost to taxpayers, Omar

Grandaos, associate professor of Global Cultures & Languages, considers the perspective of the refugees. Over the years, Granados has built a relationship with Cuban refugees in the area and has shared some of the obstacles they endured during the resettlement. Among the challenges was being confined to camps for several months

“For many Wisconsin Marielitos who were at Fort McCoy, the anxiety of coping with delayed detention turned into a depressive stage that clashed with their expectations of the “freedom” and “dream” of America,” he explains in a piece he wrote, “Cubans in the Tundra.”



Find out more about
Cubans in the Tundra

Cuban refugee Rodosvaldo Pozo holds a picture depicting the trial of refugee Lene Céspedes- Torres and his lawyer Kathleen Mann who defended most Cubans cases in the 1980s. Photo by UWL student Jessica Nelson.

