



CAPSTONE

SPRING 2014

UNIVERSITY OF WISCONSIN-LA CROSSE COLLEGE OF LIBERAL STUDIES NEWSLETTER

INSPIRING | ACHIEVING | UNITING

Liberal Arts in Action

Meet five UW-L students whose liberal arts education is propelling them in the workplace

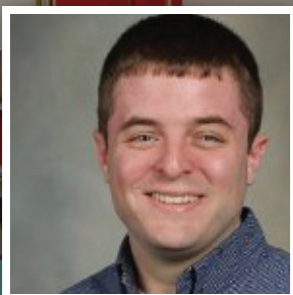
Caryn Meinert



STORY STARTS ON PAGE 4 >>



Shelby Krommenacker



Greg Nickel



Lisa Sweere



Christian Wendland

From CLS Dean Ruthann Benson



YES, EMPLOYERS VALUE LIBERAL ARTS!

It is not uncommon during any period of economic downturn for media commentators — and certain policy makers — to focus attention on the value of college degrees in business, technology and engineering as the solution to all of society's economic woes. In the next breath, there is often a disparaging comment about a liberal arts degree being relatively worthless when it comes to finding a job.

These stories, however, ignore what employers themselves are saying about what they value in the college graduates they hire. Overwhelmingly, they report they are most interested in liberally educated employees who have been taught to communicate effectively, think critically and creatively, and problem-solve in multicultural, cross-disciplinary teams. Employers say they value these abilities more highly than any field-specific knowledge.

A January 2014 survey of 320 CEOs by the Association of American Colleges and Universities showed that 74 percent of the business leaders surveyed would recommend a 21st century liberal education in order to create a more dynamic worker.

The importance of innovation to employers was also a key finding in this survey, as it was in the 2013 survey of employers by Hart Research Associates. That survey showed that 95 percent of employers surveyed gave hiring preference to college graduates with skills that enable them to contribute to innovation in the workplace.

Employers recognize that study in the liberal arts provides individuals with the ability to engage in the “big picture” thinking necessary for success in the global workplace. Liberal arts graduates benefit from a broad base of knowledge and skills that allow them to flourish in multiple and diverse careers.

Let it not be said that a liberal arts degree is worthless in the job market. Just the opposite is true!

Regards,

Ruthann E. Benson

EDITOR

Brad Quarberg, '85

ART DIRECTOR

Sanja Dojčinović

WRITERS

Kjerstin Lang

Sue Lee, '82 & '87

Bree Levine, '15

Brad Quarberg, '85

PHOTOGRAPHY

Mark Fei, '13

Sue (Sullivan) Lee, '82 & '87

Pa Moua-Yang, '11

Hanqing Wu

EDITORIAL ADVISER

Julia Johnson

Capstone is published biannually for UW-La Crosse College of Liberal Studies alumni and friends. Send comments to: Associate Dean Julia Johnson, UW-L College of Liberal Studies, 1725 State St., La Crosse, WI 54601, or 608.785.8113 or jjohnson2@uwlax.edu.

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CLS Vision Statement

Championing the enduring values of the liberal arts and positioning them as key to transforming people, ideas and the world.

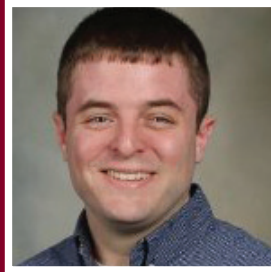
Liberal Arts in Action



Shelby Krommenacker



Caryn Meinert



Greg Nickel



Lisa Sweere



Christian Wendland

Don't tell Caryn Meinert — or hundreds of other liberal studies students — that it's hard to apply their classwork in the workplace.

Meinert, an interpersonal communication major and psychology minor, has been working in Kwik Trip's marketing department for more than a year. She incorporated her studies so well she's still working at the company — and she has a job offer when she graduates in May.

"My communication courses have certainly helped me adjust to communicating in the workplace and how to effectively — and efficiently — convey messages professionally," says the Mondovi, Wis., senior.

Meinert isn't the only liberal studies student finding success in the workplace. "Liberal studies students do very well in all career fields if they're open to thinking outside the box of what they can do," says Karolyn Bald, Senior Student Services Coordinator in Career Services.

Bald, a liberal studies graduate — '97 in political science and public administration — says it's often key to get students thinking how to apply their

classwork into the workplace.

"We talk about what skills they have developed in their classes," she explains. "They need to figure out how to connect the dots for a prospective employer."

For instance, when Bald meets with a theatre student, she helps them realize they aren't limited to only taking the stage.

"The student will say they love to act and be on stage," she says. "So, I will work to help them discover how they can translate that to impress a potential employer. By being on stage, they've been able to problem solve rapidly, memorize data and think on the spot."

Often it's not only the students Bald needs to get thinking. She has to convince employers they need to expand their scope of majors. "That way they can increase their job prospect pool," she notes.

Bald says employers look for research, problem solving, communication and analytical skills, along with the ability to digest complex information and interpret body language. As workforce

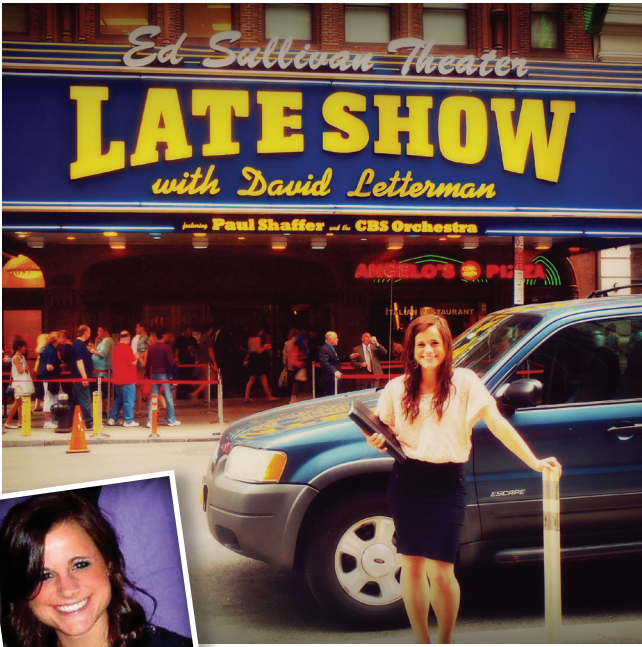
trends lean toward more multicultural experiences, she says it's key to not only have them — but to be able to say what was learned.

"Employers are always looking for diverse candidates and those who have had diverse experiences," she explains. "But, students need to learn how to articulate why that will give them an advantage for a company. It's not just about building your resume. You need to better sell those experiences to make yourself marketable."

Faculty are becoming more in tune with helping students applying coursework in the workplace. "A lot more job experience is being infused into the classroom," Bald says. "Faculty members understand the value of these experiences so they want students to get as much real-life experience as possible."

Bald reminds students to do more than simply go to class. "Having the degree is great, but one of the most important things is being able to make the connections from the classroom to a job," she notes.

Meet the Students:



SHELBY KROMMENACKER, *Senior*

Hometown: Wisconsin Rapids, Wis.

Major: Communication Studies, Emphasis in Broadcast Digital Media

Minor: Sports Broadcasting & Communication Studies, Emphasis in Organizational & Professional Communication

"If a liberal arts degree is what you want to pursue, pursue it," says Shelby Krommenacker. She should know. She was determined to land an internship with "The Late Show with David Letterman" and she did it.

Krommenacker applied for more than 40 internships in summer 2013. She didn't hear back from one. But, she re-applied in fall with Letterman.

"Somehow, out of about 750 applicants, they chose 24 candidates to interview and 13 of us landed the internship of a lifetime," Krommenacker says. "If I had given up, I would not be where I am today."

Krommenacker has always loved getting in front of people and speaking.

With Letterman, she worked in the writers' department, giving writers assignments, collecting scripts, and running tapes backstage. She also went on a Top Ten remote and sat in the control room during the show.

Krommenacker would like to become an anchor or reporter. "Although I know I have to work my way up, I would eventually like to host shows for Country Music TV, Travel Channel, or anything entertainment related," she says.



CARYN MEINERT, *Senior*

Hometown: Mondovi, Wis.

Major: Interpersonal Communication

Minor: Psychology

Caryn Meinert entered college as an education major. She then gravitated toward psychology before settling on communication.

"I wasn't really sure what I wanted to do as far as a career, and I figured that a communication degree was so universal that it would allow me to explore a variety of career paths," she says. It has.

Meinert is currently interning in the marketing department at Kwik Trip Inc. in La Crosse, where she started in September 2012. She is the donations coordinator and assists with other projects, including the social media committee, running kids programs, and coordinating meetings.

Her communication classes helped Meinert adjust. "Handling simple tasks like receiving phone calls or more difficult situations like speaking with an upset guest or giving bad news to someone are all easier because my classes have prepared me as much as possible for such situations," she says.

She's also mastered organizational tasks and event planning thanks to her classes.

Meinert believes her communication classes will continue to open doors. She has been offered a full-time position at Kwik Trip.



GREG NICKEL, '13

Hometown: Brownsville, Wis.

Major: English Rhetoric/Writing concentration

Minor: Communication Studies: Broadcast and Digital Media

Greg Nickel received a lot of scrutiny for majoring in English. "Blocking out that noise was one of the biggest challenges I faced in attaining my degree," he admits.

Nickel decided to major in English because he had always enjoyed writing and was told by several English professors he was a gifted writer. Nickel took that gift to Mayo Clinic Health System as a public affairs writing intern.

"My liberal arts education really helped me as a writer making conscious decisions about style and formatting," he explains. "When writing for a company, it's very important to make sure the decisions you make reflect

the company's standards. It's not just about grammar anymore."

The December 2013 graduate is freelancing for Mayo as he searches to launch his career as a communication specialist.

"A liberal arts degree makes you a well-rounded person able to make decisions based on critical observation and thought," Nickel notes. "Students who graduate with these degrees are fluid thinkers and every company needs as many of those people as they can get."



LISA SWEERE, *Senior*

Hometown: Lakeville, Minn.

Major: Psychology

Minor: Child and Youth Care

Lisa Sweere took an AP psychology class her senior year of high school. That led her to a psychology major.

Sweere was originally concerned about job opportunities after graduation, as well as the many different career paths available. But, she decided to narrow down the field of psychology and focus on her interests to find her career path.

She has completed two internships. The first was at New Horizons Domestic Abuse Shelter and Outreach Centers, where she assisted with answering crisis calls and clients needs. Her second was with the YWCA, interning with the Teen Services Excessive Absences program working with truancy intervention.

Sweere applied her liberal arts background in both. "I found it useful

in any writing that I had to do, for reports, or applications for grant money," she explains. "I also used my knowledge of psychology to dig deeper and connect with the clients and teens."

Entering college, Sweere never thought about earning a liberal arts degree. "I think that people should pick degrees based on their interests and goals for life, not based on the opinions of others, or potential salary outcomes," she says. "The more I got into college I realized that a liberal arts degree will give me vast background knowledge to pull from in the future, as well as a versatile set of job skills."

Sweere hopes to attend graduate school to become an alcohol and drug addiction counselor for teens.



CHRISTIAN WENDLAND, *Senior*

Hometown: Oshkosh, Wis.

Major: Sociology

Minor: Economics, Ethnic & Racial Studies

For Christian Wendland, majoring in sociology was perfect. It gave him the opportunity to continue to learn about racial inequalities while having enough flexibility to feel he wasn't going to be trapped into a specific area all his life.

"The decision to major in sociology wasn't based on trying to become a millionaire, but was based on the person I hoped to be in the future," says Wendland. "Studying sociology allows you to dissect your own socialization and recognize how the structures around you influence your own life, so you get to learn about yourself."

With a background in sports and as a member of UW-L's national cham-

pionship track and field program, Wendland is highly competitive and confident. He believes he'll be able to succeed.

Wendland says internships at Gundersen Health Systems have allowed him to apply research skills he honed in the McNair Scholars program.

"The research background of studying the liberal arts was huge," says Wendland. "Being able to think in such a way where the big picture is never out of sight was an effective tool that I gained through studying liberal arts."



STAY IN THE KNOW

Keep up with the latest in a number of CLS departments. Check these online newsletters for alumni and friends:

Military Science Department: Eagle Times Newsletter

www.uwlax.edu/rotc

Psychology Department Newsletter

www2.uwlax.edu/Psychology/News

Student Affairs Administration Department News

www2.uwlax.edu/Student-Affairs-Admin





UW-L History Professor Víctor M. Macías-González received the Wisconsin Professor of the Year Award in November.

Top Prof

Víctor M. Macías-González is Professor of the Year

Víctor M. Macías-González came to the U.S. from Mexico in fourth grade with little to no English. He was soon on the 4th grade honor roll, in the 6th grade gifted and talented program, and the second-place winner of the 8th grade spelling bee.

Now the boy who came to this country in the fourth grade has

received a national award for propelling students forward.

The UW-L history professor received the Wisconsin Professor of the Year Award in Washington, D.C., in November. The award, sponsored by the Carnegie Foundation for the Advancement of Teaching, is part of the U.S. Professor of the Year Program, which salutes the most outstand-

ing undergraduate instructors in the country.

It is not the first time UW-L has been recognized nationally for a stellar professor. History Professor Greg Wegner won the award in 2011.

Macías-González has taken a specific interest in working with under-represented and first-generation students. The biggest

STUDENT'S POINT OF VIEW

Here's what UW-L Junior Maricruz Sanchez, a participant in the Eagle Mentoring Program (EMP), says about Macías-González:

“He showed he cared and had confidence in us and made us want to try even more,” she says about EMP students.

“For me, it's not because I don't have the support of my parents, but I'm a first-generation college student and my parents didn't know the answers.”

challenge for these students, he says, is a lack of knowledge about how to take advantage of opportunities that exist, such as resources to help them pursue graduate school.

A 2006 UW-L study found that 30 to 40 percent fewer students of color attended graduate school than white students. And a follow-up study by UW-L's Office of Multicultural Student Services showed many shortcomings in what students from historically under-represented groups knew about the process for applying to graduate school.

These facts led Macías-González and Barbara Stewart, UW-L associate dean for Campus Climate and Diversity, to design UW-L's Eagle Mentoring Program in 2008, a retention initiative for under-represented, underprivileged second-year students. The program identifies promising students and provides them with mentors and opportunities to help them close the achievement gap.

Today more than 90 percent of EMP students graduate college. They generally see GPA improvements of .2 to .3 points after their first year in the program and about 70 percent go on to have “high impact experiences” such as study abroad and undergraduate research as well as internships that give them a better profile to pursue future academic and employment opportunities.



The Real Deal

Norm Flynn, '64 & '66, of Madison, speaks at a country seminar concerning the code of ethics and multiple listing in Bucharest.



Norm Flynn, '64 & '66, has helped strengthen world economies through real estate

In the late 1980s miles of 14-story, concrete apartment buildings lined the streets of Moscow. Inside were cramped quarters and communal bathrooms. Yet demand for city housing generated a wait list on one that took 10 years, recalls Norm Flynn, '64 and '66.

The former Soviet Union had no property managers or developers. Instead the government managed real estate ineffectively. Today Russia has thousands of real estate agents — a change largely due to Flynn, known as the father of Russian real estate.

Flynn says his education from English and speech courses provided him with a clear understanding of economics and above average communication skills.

Flynn has dedicated more than 20 years to training countries — Russia and others — how to improve the real estate

market. He travels with his wife Sue, '63, and teaches real estate practitioners while forming non-profit associations.

His work began in the early 1990s when he was president of the National Association of Realtors. He gave a speech at an international conference that intrigued a Russian official who wanted to know more about real estate privatization.

Three months later, Flynn spoke at a Moscow conference and subsequently applied for and received a \$5 million U.S. government grant in 1992 to

Norm Flynn received the Maurice O. Graff Distinguished Alumni Award in 1990. The award recognizes alums who attended UW-L more than 20 years ago and salutes achievements in their personal and professional lives, as well as community service.

launch the International Real Property Foundation. The non-profit extends real estate standards to Russia and other developing countries.

The foundation, now in 29 countries, represents 200,000 members and companies throughout the former Soviet Union, Central Europe, Africa, India and other emerging markets.

Flynn says UW-L contributed to his ability to lead the foundation. His education from English and speech courses provided him with a clear understanding of economics and above average communication skills. He also learned leadership skills from participating in campus organizations.

Today the penitentiary-looking facilities in Moscow are gorgeous condominiums. But the transition meant more than upgrading apartments. When the real estate market collapsed in the Great Recession, many saw first-hand influence of real estate globally, explains Flynn. The ability of real estate management to strengthen world economies keeps him motivated.

“A basic human need is housing,” says Flynn. “Unless you have a healthy real estate market, the entire economy doesn’t function.”



In Budapest, Norm Flynn, '64 & '66, right, participates in a discussion regarding cross-country cooperation between Hungary and Romania in February 2013. He's seated next to Dan Negulescu, past president of the Central European Real Estate Association Network.

YWCA Honors

ELISE DENLINGER

Senior instructor in Women's, Gender, and Sexuality Studies Department

AWARD IN EDUCATION

Students repeatedly and consistently evaluate Elise Denlinger as a top teacher. Many say she changed their life, whether through her lectures or in her attention to their personal issues related to the intense content covered in her course.

"You didn't just change my life; I think you have started it. I can honestly say that having you as a teacher has caused things to shift, set something in motion..." wrote one student.

Denlinger was the first CLS Excellence Award in Teaching for Instructional Academic Staff winner in 2008. More recently she was nominated for the first Provost's Teaching Excellence Award in Spring 2013.



SUSAN FABIAN

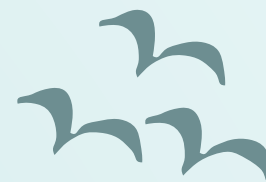
2012 CLS graduate

AWARD FOR YOUNG WOMEN OF TOMORROW – COLLEGE

Susan Fabian has been dedicated to the empowerment of women and single parents throughout her educational journey as adult program coordinator for Bluff

Country Family Resources Inc. In college, Fabian had her own struggles as a single mother working multiple part-time jobs. Yet she dedicated herself to serving others through many mentoring and leadership roles. Fabian graduated from UW-L's

Three UW-L women were recognized in November for achievements and contributions in the greater Coulee Region with the 2013 YWCA Tribute to Outstanding Women award.



DEB HOSKINS

Chair of the Women's, Gender, and Sexuality Studies Department
AWARD FOR ACTIVISM

Deb Hoskins' work in empowering women starts with her role as a teacher. She has taught in the department since 1994, becoming chair in 2008. One of her greatest joys is watching students find themselves and learn how to use their voices. She strives to create learning experiences that lend insight into diversity and engage students in real-life problems, sometimes through experiences at community organizations. Hoskins has volunteered to serve on university committees and diversity initiatives.

Her efforts extend off campus in prominent community roles including regional co-chair for the national professional organization National Women's Studies Association and past president of the People's Food Co-op board.



Susan Fabian, cont.

Self Sufficiency Program — a program that prepares low income parents to be successful in college — and went on to become a program mentor and board member. She launched the first Student Parent Community in 2010, for student parents attending college. She

also organized other efforts and spread her message of empowering people as a public speaker.

Last spring, Fabian won an award from the Wisconsin Community Action Program Association for efforts to over-

come poverty. She also earned the CLS Student Excellence Award and was featured in this year's Great Rivers United Way campaign —<http://news.uwlax.edu/alumna-finds-self-sufficiency-through-united-way/>

Man Talk

Psychology professor talks men's mental health

Ryan McKelley, says study after study has shown that social isolation is a risk factor for development of disease, which highlights the importance of social connection for mental and physical health. Yet the stereotype is that men are less



capable of emotional connection than women, notes the licensed psychologist and UW-L associate professor of psychology.

McKelley, who studies men and masculinity, disagrees with this notion. Studies show when men's physiological responses to emotional stimuli are measured, their internal experience is similar to that of women, he explained during a campus presentation in November.

McKelley was one of six from campus and La Crosse to share "turning points" in society or their personal lives during a TEDx event in Graff Main Hall in November.

TED Talks is an award-winning video site of the TED non-profit organization. TEDx events are independently coordinated to give communities, organizations and individuals the opportunity to stimulate dialogue through TED-like experiences at the

local level.

McKelley's presentation "*Unmasking Masculinity - Helping Boys Become Connected Men*" wants men to do away with the mask. Sometimes emotional restriction is necessary, but it doesn't need to be the default mode, he says.

He challenges men to eliminate phrases like "man up" or "stop acting like a girl." They should understand that opening up and being vulnerable is courageous. Taking small risks to open up will give them a broader experience of all of their emotions and allow them to make deeper connections.

MCKELLEY AND 'THE SECRET LIVES OF MEN'

McKelley also talks about men's issues as a weekly guest on the online radio show, "The Secret Lives of Men." Authors of books and documentaries on boy's and men's issues are interviewed on the show and McKelley responds. Issues include trust, intimacy, masculinity and more. Download at <http://www.blogtalkradio.com/theseconlivesofmen>

Watch McKelley's TEDx presentation at <http://youtu.be/LBdnjqEoiXA>

Q&A

with Tim Dale, author of *'Homer Simpson Ponders Politics'*

TIM DALE

Assistant Professor, Political Science
and Public Administration

YEARS AT UW-L: 2 years

EDUCATION:

Bachelor's – Marquette University, 2000;
master's (2003) and doctorate (2006) – Notre Dame

HOMETOWN: Milwaukee, Wis.



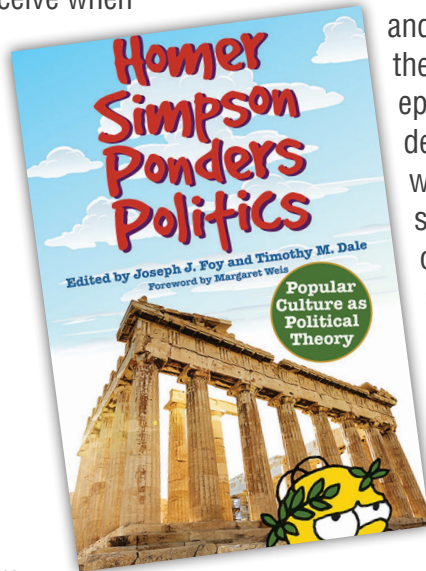
Q Why did you write the book?

A I am interested in the political messages people receive when they consume popular culture. As someone who studies political philosophy I am particularly interested in the philosophical basis on which popular movies and TV shows establish their political messages. These aren't necessarily political messages like "Obama is a good president" or "vote for Republicans," but they are messages about what justice means, why freedom is important, and what kind of society we should want to live in.

Q What in your research for the book surprised you the most?

A Even though I approach popular culture looking for philosophical messages, sometimes they exist only at the surface. I am sometimes surprised to find just how thoroughly embedded these messages are. For example, the ancient Greek philosopher Aristotle proposed

the idea that friendship should be the basis for political communities, and we find a similar message in "The Simpsons." Friendships define the lives of the characters and are the basis for the plots of several episodes. Digging deeper, however, we find that friendship is at the heart of "The Simpsons." When the town needs to be saved, it is usually friendship between community members that saves it. Every single



character in the show is depicted in terms of their friendships, and the characters usually only learn things and develop through the friendships that they have with others in Springfield.

Q Who is your main audience?

A This book was written with a double purpose. It is written for a general audience because we want readers to be engaged in a

conversation about the significance of the messages in popular culture, and better understand political messages they are receiving at the movies or on TV. Academically, the book is intended to contribute to the scholarship of political communication and popular culture studies.

Q What kind of response has your book received?

A The book has been received positively, reviews have yet to be written.

Q Was this your first book?

A This is my second co-edited book, along with "Homer Simpson Marches on Washington: Dissent in American Popular Culture." I have also co-authored a textbook in political philosophy, "Political Thinking, Political Theory, and Civil Society." I currently have two books under contract: an edited collection on the philosophy of Jim Henson, and one on the role of popular culture in communicating political messages.



English major Shelby Jo Phillips (center) and art major Alyssa Shurbert-Hetzel (right) were selected as apprentices to work with John Pugh (left) in his California studio.

Mural Lesson

Students work with international artist John Pugh

Internationally-renowned artist John Pugh has selected Alyssa Shurbert-Hetzel and Shelby Jo Phillips to work for four weeks at his Truckee (Lake Tahoe), Calif., studio while he works on the mural. Their lodging, travel and stipend are funded by a CLS grant, a National Endowment for the Arts grant to the city and the Pump House Regional Arts Center.

Pugh says since the project has a prestigious NEA grant, it would be an honor if one of the students would eventually make a living creating art. “It would be especially flattering if trompe l’oeil might be their focus,” he says.

Trompe l’oeil is a technique that uses realistic imagery to create an optical illusion that depicted objects exist in three dimensions.

Phillips, a senior majoring in English rhetoric and writing with a minor in art, hopes to learn use of color in creating the effect of a trompe l’oeil. “Some might expect that it is making things darker or lighter that creates the shadow or the depth,” she explains. “It is really a change in color that fools the eye. This is a once in a lifetime opportunity to learn from a master.”

Shurbert-Hetzel, a junior art major, expects art to become her profession. “In addition to learning technique I’d like to learn how to make a living doing something I love,” she says.

Art Associate Professor Jennifer Terpstra is advising the students. “As part of their education, few students, at any university, have an opportunity to be in residence at the studio of an international artist,” she notes.

“As part of their education, few students, at any university, have an opportunity to be in residence at the studio of an international artist. Shelby and Alyssa will have that opportunity, and it will, no doubt, have a profound effect on their education and careers.”

Jennifer Terpstra
Associate Professor of Art

“Shelby and Alyssa will have that opportunity and it will, no doubt, have a profound effect on their education and careers.”

The City of La Crosse was awarded a NEA 2013 Our Town Grant to fund the mural — one of only 59 communities in 36 states selected. The mural is expected to be dedicated in June.

More Than a Story

Alum shares war experiences in his writings



LEFT: A familiar scene for Kyle Larkin, '12, who completed his last deployment in 2005.

BELOW: Larkin, far right, wrote a story about his experience as a soldier in Iraq during the American-Iraqi War.



The story is fiction. But read Kyle Larkin's short essay and you get the sense he lived the American convoy in Iraq.

Larkin, '12, who completed his last deployment in 2005, came home and started college at UW-L. He finished active service in 2008 and was honorably discharged in 2010. The Iraqi vet shared his war experience in a June 2013 essay in *Tikkun* magazine.

Larkin was inspired to write about convoy life in Iraq because of his philosophy capstone project on Post Traumatic Stress Disorder. He did a genealogy of PTSD, tracing it back to "shell shock" in WWI, and the changes up through its acceptance as a diagnosis after Vietnam, as well as its current understanding.

During his studies, Larkin became very interested in war literature. He also wrote to help people understand what the war was like, a question he — and other vets — have been asked many times.

"I focused my story on convoys because I wanted to give people an idea of what it was like to go on a convoy, as if they're riding along," explains Larkin. "I focused this story entirely on convoys because the vast majority of deaths and injuries in Iraq and Afghanistan came during convoys, primarily from roadside bombs. The uncertainty and stress involved on these convoys is a leading factor in PTSD."

Larkin says it's difficult to recall and write about his time near Sa-

marra, Iraq. "I lost a few close friends while I was deployed, and we were in a pretty rough place during our tour. However, I think it's important for veterans to share these sorts of experiences."

He hopes readers can understand what veterans have gone through. "Very often, veterans are told, 'I could never understand what you went through,' but this really closes the possibility for dialogue before the conversation even begins," he explains.

Larkin, currently a full-time credit union member relations specialist, is working on a novel based on his time in Iraq. Once that gets published, he hopes to write a follow-up novel about post-war issues.

Read Larkin's story at <http://www.tikkun.org/nextgen/convoy>



LEFT: Retired Psychology Professor John Cleveland and his wife Arduis have created the John and Arduis Cleveland Scholarship Fund to benefit psychology majors. BELOW: UW-L Psychology students send a 'thank you' message to the Clevelands.



'THE TIME IS RIGHT'

Retired Psychology Professor John Cleveland and his wife Arduis create a scholarship

They know how tough it can be to make ends meet. As a college student, John Cleveland worked at J.C. Penney, on construction, and in the wheat fields of North Dakota. Arduis Cleveland detasseled corn and spent summers working as a nanny. The western Minnesota natives attended St. Cloud (Minn.) State University to become teachers and eventually married — but paying tuition wasn't easy.

That's just one of the reasons the retired UW-L psychology professor and his wife recently established the John and Arduis Cleveland Scholarship Fund through the UW-L Foundation.

"When you think back to all we had to do to pay tuition and living expenses, it seems natural that we'd want to help today," says Arduis, who worked as a primary teacher before returning home to raise four children. She was active in

a faculty wives group, along with church and other community groups.

John helped set the roots for the Psychology Department that is currently among the top five departments on campus in enrollment. Eventually, he helped establish the school psychology graduate program.

Growing up in northwestern Minnesota, John didn't plan on becoming a professor. In fact, he was lucky to get a bachelor's degree.

"Education was valued in my family, but there was no way my parents could support all of us going to college," he explains. Yet, five of the seven children earned college degrees.

La Crosse administration supported him as he earned a doctorate, as well as reaching a dream of teaching internationally. It was only natural to have the

fund assist the program he worked in for more than 30 years.

"There's so little financial support for the students in psychology," John explains. "We wanted to do it while we could be personally involved."

The Cleveland's philanthropy extends to the community they have called home for a half century. They also give to their alma maters. "Our purpose in life is to serve and to share," says John. "We wanted to do that while we are still here to enjoy it."

Having attended the UW-L Foundation's scholarship programs in years past, it's exciting to see different funds at work. "When you see faces and talk with students receiving scholarships, it's priceless," says Arduis.

Donate to a scholarship fund at www.foundation.uwlax.edu

NOT FORGOTTEN

Art Professor Don Sloan remembers the donors who helped him along his academic way, by creating two scholarships for first-year students

Don Sloan, chair of the UW-L Art Department, remembers his humble beginnings growing up in a small, poor Kansas town. His parents didn't have money to offer financial support for college, but Sloan was granted a full scholarship to attend the University of Kansas and graduated with no debt. A donor's gift to the university changed his life, he says.

"My undergraduate experience was a route to a wider world," he says.

Sloan later went back to school to earn a law degree at Yale University — again with the help of financial aid. That led to a 21-year career in law. Sloan then returned to school and earned his doctoral degree in art history to teach at UW-L.



Art Professor Don Sloan remembers the donors who helped him achieve his academic goals. Sloan has started two scholarships for first-year students in the Art Department to provide the same opportunities to UW-L students.

"I really believe arts and the humanities can change their lives. It happened to me and I know many other people for whom it has happened. I want it to happen for our students."

Don Sloan
Art Professor

He hasn't forgotten the donors who helped him achieve his educational and career dream. Now, he's paying it back.

Sloan is on the steering committee for the Share the La Crosse Experience scholarship campaign. He has started two scholarships for entering freshmen in the Art Department.

Most scholarship dollars in the department go to art majors who have a lot of need, so few dollars are left for recruiting, says Sloan. His scholarship is the first of its kind for entering freshmen in the department.

"It's not just a case of helping students get jobs although we want to do that," says Sloan. "I really believe arts and the humanities can change their lives. It happened to me and I know many other people for whom it has happened. I want it to happen for our students."

Sloan is already seeing the results. He sees one of his scholarship recipients about three times a week on campus.

"He is so bright — so interested in art," says Sloan. "I've already seen the reward."

Listen to Don Sloan's testimonial: <http://youtu.be/9gj9dBwKr6o>

What does the future hold



JUSTIN COOKE

Anticipated graduation: **May, 2014**

Hometown: **Cottage Grove, Minn.**

Major: **Theatre Performance**

Minor: **Music Performance, Arts Administration**

Best learning experiences in your major?

The greatest learning experiences I have had in the Theatre Department has been the hands-on opportunities provided me by casting me in productions. I have been able to apply the performance techniques we are learning in the classroom into a true performance atmosphere which has prepared me for performance opportunities I may have when I graduate.

Any experiences with undergraduate research, study abroad, internships or fieldwork?

I have been very fortunate to have experiences with undergraduate research and fieldwork. From 2011-12, between my sophomore and junior years, I took a break from school and worked at a professional theatre in the Twin Cities as a cast member in a four-member musical production. I returned to finish my final two years at UW-L.

In January of 2013 I traveled to London for two weeks researching educational effects of live performance and theatre in children and teenagers. In January, I returned from Kerala, India, where my partner and I researched Indian dance drama in relation to the ancient Indian text "Natyashastra," the treatise for Indian performance.

What did you learn through those experiences?

From my time working professionally in the Cities, I was able to not only put into practice the performance techniques I had learned, but more importantly I was able to assess what exactly I had learned and what else I wanted to learn. I was able to really focus in on how I wanted to utilize my last two years of undergraduate studies. Additionally, I got a better idea of how the industry functions and operates daily in the real world, making my future studies much more understandable and applicable.

Words cannot describe how educational my experiences were. I not only was able to answer the questions I wanted to seek for my research, but I better understood myself on a global scale. These have been my only international travel experiences and most definitely not the last. The undergraduate research opportunities gave me the chance to not just see the world on a larger scale, but also understand it and provide me with a sense of how I fit into it, effect it, and what I want to do with it after I graduate.

Plans after graduation?

I am applying for apprenticeships and internships with theatre companies across the country as either a performance or administration candidate. My biggest priority is to travel and see as many different places I can.

for CLS students?



MEGAN GALDES

Anticipated graduation: **Bachelor's in May 2012; expect school psychology degree, May 2014**

Hometown: **DeForest, Wis.**

Major: **Psychology**

Minor: **Spanish**

Best learning experiences in your major?

While theoretical classroom readings, lectures, and discussions are beneficial, the best learning experiences I have had would be the applied or experiential components of my courses. These really connect theory to practice in a way that I can relate to and use in life. Also, I have always appreciated when professors and others challenge assumptions and beliefs because it has taught me a great deal about myself, as well as about acceptance of everyone's unique differences!

Any experiences with undergraduate research, study abroad, internships or fieldwork?

As an undergraduate, I completed a research project as a requirement for my psychology major examining "Effects of Media Pressure on Self-esteem, Body Dissatisfaction, and Anxiety/Depression." I also worked with professors in Spanish and Psychology on a collaborative project analyzing nation-wide business Spanish courses and syllabi to develop an effective business Spanish course at UW-L.

These research experiences taught me a lot about professionalism, collaboration, and the challenges that arise in "the real world" when gathering and interpreting basic to complex data. As a graduate student, I am completing an independent research project where I will present results at the local, state and national levels.

What did you learn through those experiences?

I participated in two internships as an undergraduate. I was an intern at the DeForest Community and Senior Center, where I led a team through the process to get the center accredited by the state. This was a great experience because it allowed me to take on a professional leadership role, apply my learning in a real-world setting, and experience working with a non-profit. My second internship was at a local high school where I worked as an intern in student services. I served as a career/future planning mentor for at-risk students. I was able to work closely with school counselors and school social workers, which indirectly led me to school psychology. This experience unearthed my desire

to work in schools to help kids, specifically those with special academic, emotional, and/or behavioral needs. Also, it taught me the importance of a liberal arts education — I applied skills from many different disciplines in my every day intern work (communication, collaboration, psychology, interpersonal skills, presentation skills, education, professional writing, etc.) It made me understand that a liberal arts education prepares you for more than just a job in your chosen field; it prepares you by giving you skills necessary for living a well-rounded life.

Plans after graduation?

When I was an undergraduate, my plans were to apply to graduate school and if that didn't work out, I would work for a year and re-apply. Luckily, I got into the program of my dreams. I plan to begin applying for jobs in a Wisconsin school district for a school psychologist. I hope to continue my journey of lifelong learning and growth kick started by the wonderful undergraduate experience I had.

SCROOGE STAGED

The story of Ebenezer Scrooge was retold this December in Toland Theatre. "I like to think of it as being our gift to our community and to our own students," says Theatre Professor Mary Leonard, who directed the classic tale of "A Christmas Carol" by Charles Dickens.



4

Times the classic has run on the Toland stage in the new millennium. Others were in 2002, 2006 and 2009.

54

Cast members

10

Children, ages 1-7, who had roles.

2

Times 13-year-old Ian Scott has been in the UW-L production. He was Tiny Tim four years ago and portrayed the young Scrooge this time. His 8-year-old brother, Owen, played Tiny Tim this time.



TOGETHER AGAINST BULLYING

BELOW: UW-L psychology students and recent graduates who contributed to the anti-bullying website, from left: Alycia Brun, Karli Dahl, Caitlin Cullen and Corina Colon. **INSET:** Jeff Reiland, UW-L lecturer and Gundersen Health System family therapist.



Faculty, students see benefits of anti-bullying website

In early 2013, UW-L students and faculty teamed up with Gundersen Health System to launch a website dedicated to helping families and schools stop bullying.

Jeff Reiland, Psychology Department lecturer and family therapist at Gundersen, created the site, “Together Against Bullying,” with the help of a \$62,000 grant from Kohl’s Cares. He enlisted four undergraduate interns to help: Alycia Brun and Corina Colon, along with recent grads Karli Dahl and Caitlin Cullen.

“Bullying is a heartbreaking occurrence,” says Colon, a senior. “I am so happy to be a part of the possible prevention of some of these experiences.”

Reiland created the website to learn more about bullying. As a childhood and family therapist, he’s seen many children

with depression and anxiety because of bullying at school or home.

Reiland found that the most effective bullying prevention programs include parents, not just schools. Often times, he says, schools don’t know how to reach parents. Reiland wanted to reach out and help schools communicate with parents about what they can do to stop bullying.

When the La Crosse County Anti-Bullying Task Force met last fall, Reiland saw how the site has impacted schools. La Crosse and Holmen school districts link it to their websites and refer parents to it. WKBT Channel 8 uses the site as a source for bullying facts and statistics for their stories.

“I was almost moved to tears because of all the wonderful things the members of the task force had to say

about the website,” says Reiland.

Together Against Bullying is still in its infancy. Cullen is working on making a guide for pediatricians to detect signs of bullying. She is also working on a section about girls and bullying, and how the bullying is different among boys.

Colon continues to develop new activities that, she says, “teach empathy and initiate conversation among family members or education providers and children regarding awareness of the issues of bullying.”

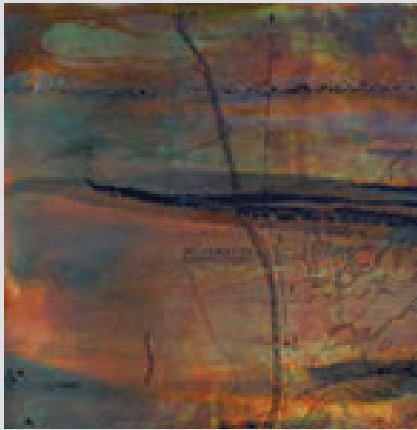
Reiland continues research he hopes will help bullies and victims alike, as well as educate the community about the dangers of letting bullying behavior continue.

— by UW-L student Bree Levine

Visit the website: www.togetheragainstbullying.org

Encore!

ART PROFESSOR'S WORK AT MARINE ART MUSEUM



Associate Art Professor Jennifer Terpstra exhibited at the Minnesota Marine Art Museum in Winona last fall. Her work was featured in "Tri-State Invitational: 3 Women from 3 States." <http://news.uwlax.edu/uw-l-art-professors-work-featured-at-marine-art-museum/>

CLS ALUM ADDED TO WALL



A former CLS student-athlete joined others on the university's Wall of Fame. Art major Laura (Waterhouse) Ball, who participated in swimming and diving from 1996-2000, was honored during Varsity Homecoming. <http://news.uwlax.edu/uw-l-to-add-6-to-athletic-wall-of-fame/>

ART, SCIENCE COLLABORATION GAINS STEAM



Integrating art and science to understand and create isn't new. The Egyptians and the Greeks did it. Americans Frank Lloyd Wright and Louis Comfort Tiffany became famous for blending biology into artistic designs. CLS faculty are joining others on campus to integrate arts into the sciences. <http://news.uwlax.edu/art-science-collaboration-gains-steam/>

FACULTY MEMBER STUDIES TIF DISTRICTS



A recent report by Political Science Professor John Kovari reveals some tax incremental finance (TIF) districts have dramatically increased property values in La Crosse, while others haven't. <http://news.uwlax.edu/faculty-member-studies-tif/>

STAY IN THE KNOW

Keep up with the latest in a number of CLS departments. Check these online newsletters for alumni and friends:



Military Science

Department: Eagle Times Newsletter

www.uwlax.edu/rotc

Psychology Department Newsletter

www2.uwlax.edu/Psychology/News

Student Affairs

Administration Department News

www2.uwlax.edu/Student-Affairs-Admin

Marching to a new beat

200 energetic alums performed in Oktoberfest's annual Maple Leaf Parade — entertaining the parade watchers while preserving UW-L traditions.

The UW-L Alumni Band has been around for 30 years and continues to grow. Members are reaching out to younger alumni to join. The band is also incorporating marching traditions from recent grads.

“We’re saying to young members, you’re important to us and we want to learn your cadence . . . your tunes,” says Dave Friedman, past president of the alumni band.

Reaching out to younger alumni is a “big positive,”

says Tammy Fisher, director of the Screaming Eagles Marching Band. “This is something we need to do so we can carry on the long-standing history and tradition that the alumni band has at UW-L,” she explains. “I have a lot of respect for what they did back in the day and we want to continue that.”

New members bring new energy, says Jackie Herbers, '00 & '04, who serves on the alumni band operating committee.

For many years the band played primarily tunes from early marching years. Stephanie Friedman, '12, says she and her sister, Jennifer, learned the traditional

marching songs from their father, Dave. But these days teaching is going both ways. Stephanie recently shared a CD of more recent Screaming Eagles Marching Band songs and chants with Dave.

“It’s cool to see how things have changed and evolved with the time,” she says. “Yet a lot of traditions have stayed the same — with small tweaks.”

Anyone who marched in the band and wants to play is welcome. Along with Oktoberfest, the band performs every year at June Dairy Days in West Salem. They’ve recently picked up gigs in Trempealeau and Milwaukee.

ALUMNI BAND SUPPORT

Alumni band members are supporting current marchers — they fund two scholarships for current band members. “We care that the band program stays intact and that students who are interested in playing music have an opportunity to do so,” says Jackie Herbers, '00 & '04. Associate Professor of Music Tammy Fisher, director, says current band members appreciate the scholarships and volunteer help alumni provided on High School Band Day when a large group of high school students came to campus for a joint performance with the Screaming Eagles.



The UW-L Alumni Band rehearses for the Oktoberfest Maple Leaf Parade in September 2012.

WANT TO JOIN THE ALUMNI BAND?

- Sign up as a new member at www.uwlalumni.org
- Check out the Alumni Band Facebook group at <https://www.facebook.com/groups/117481631643615/>

SNAP!



Taryn Greendeer, '05,
(center) works with
students in the
photography studio.

Taryn Greendeer, '05, couldn't wait to get back to campus – and bring some high school students along. The Spanish major who works as a youth coordinator at La Crosse's Ho-Chunk Nation's Three Rivers House Youth and Learning Center knew some in her after-school program had photography passion. So, she contacted Art Professor Linda Levinson last fall. "She and several photography students welcomed our group and, after initial introductions, we proceeded to visit the 'Camera Obscura' and create photograms in the darkroom," explains Greendeer. "The youth had a wonderful time and have asked that we repeat the activity. It certainly was inspirational." It was the first time Greendeer brought students to campus for a specific activity. She hopes to be back soon for visits to other departments.

