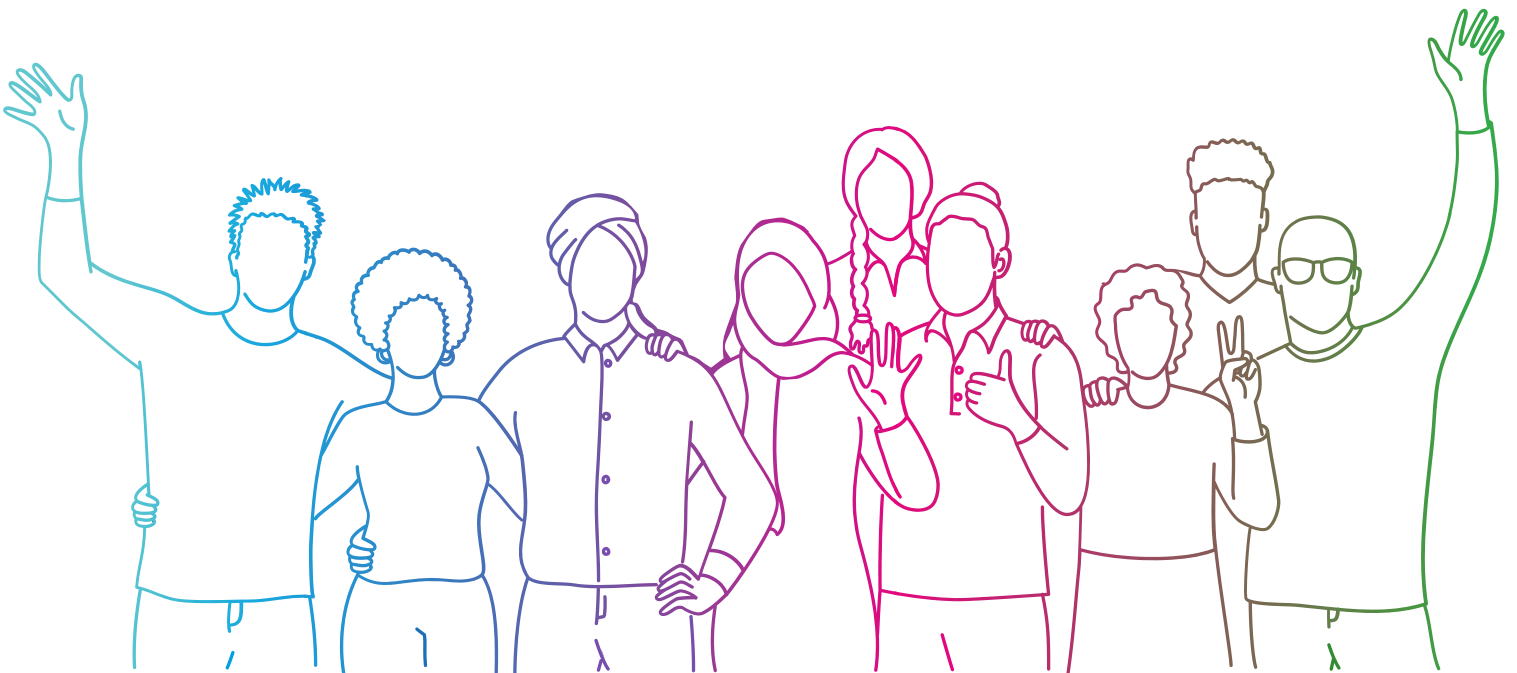


SOCIAL JUSTICE WEEK

BUILDING BELONGING

Identities Shaping Communities



The Institute for Social Justice

In support of the University of Wisconsin-La Crosse's commitment to Inclusive Excellence, the mission of the Institute for Social Justice is to create and support a community of scholars committed to social justice research; to engage and mentor students who are interested in pursuing social justice research and/or careers in social justice fields; and to form partnerships with social justice organizations in the La Crosse community.

Our Mission

The Division provides leadership and services, and advocates for access, equity, and inclusion for historically marginalized and systematically under-served populations. The Division creates an inclusive environment for preparedness, global awareness, and service to others.

Thank you to our sponsors and collaborators

Center for Transformative Justice
College of Arts, Social Sciences, & Humanities
College of Business Administration
Disability Rights, Education, Activism, and Mentoring (DREAM)
Diversity and Inclusion Office
Multicultural Student Services Office
Parent Fund
School of Education
School of Visual and Performing Arts
University Marketing & Communications Office
Wisconsin Public Radio

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Need to register?

To register and view our online content visit uwla.edu/go/sjw. Or, scan the QR code. Make sure to follow @uwldiversity on Facebook and Instagram!



Art inspiration for event

For our Social Justice Week 2024 program, we drew inspiration from the vibrant and impactful art style of Keith Haring. Haring's use of bold lines and vivid colors served as a guiding influence in shaping the visual aesthetic of our event materials, infusing them with energy and dynamism. Just as Haring fearlessly tackled social issues through his art, our program seeks to engage attendees in thought-provoking discussions and activism, echoing his spirit of advocacy and awareness.

Moreover, Haring's identity as a gay man and his dedication to raising awareness about the AIDS crisis resonates deeply with the themes of inclusion and social justice that underpin our event. By incorporating elements of Haring's artistic vision into our program, we pay homage to his legacy of using art as a tool for social change and empowerment. Through vibrant visuals and meaningful content, we aim to inspire participants to embrace activism, celebrate diversity, and champion justice in their communities, echoing the enduring impact of Keith Haring's artistic legacy.

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UWL Indigenous Land Recognition Statement

We would like to recognize that the University of Wisconsin-La Crosse occupies the land of the Ho-Chunk people. Please take a moment to celebrate and honor this ancestral Ho-Chunk land, and the sacred lands of all indigenous peoples.

The Native American Student Association (NASA) at the University of Wisconsin-La Crosse created the Indigenous Land Recognition statement with the sole purpose to recognize, honor, and celebrate the traditional land that the university resides on. The Joint Multicultural Affairs Committee (JMAC) supported NASA's efforts to have the statement adopted by UWL.

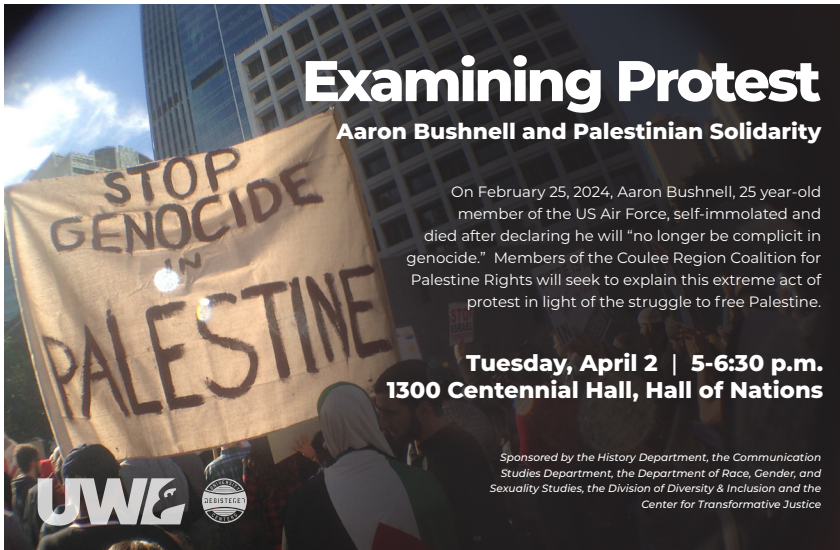
To learn more visit the Center for Transformative Justice website.



	Tuesday April 2	Wednesday April 3	Thursday April 4
10 - 11:30 A.M.	<p>Animals, Objects and Nonhuman Characters: Results of a Diversity Analysis of the Picture Books in Murphy Library 3120</p> <p>Belonging Together: How Read-Alouds Shape Identities in Classroom Communities 3310</p>	<p>Student Retention and Sense of Belonging with Study Strategy Support in an Upper Division Anatomy and Physiology Course 3120</p> <p>The Importance of Queer Spaces 3310</p> <p>"I kind of have to prove myself": Sense of Belonging for Latina Students Who Do Not Speak Spanish 3314</p>	<p>Fostering Connection: A Mental Health Group Therapy Perspective 3120</p> <p>Eagles Don't Stand By: Bystander Intervention Training 3130</p> <p>Queer Love in Higher Education 3314</p>
Noon - 1:30 P.M. Lunch and Learn	<p>Keynote Quantum Strategies for Building Community and Belonging: Empowering Collective Consciousness 3310</p> <p>Epidemic of Homelessness and Food Insecurity 3120</p>	<p>Keynote Establishing Spaces for Belonging: How Institutions Can Transform Spaces for Student Success 3310</p> <p>Building Belonging for marginalized identities at a PWI 3120</p> <p>Breaking Barriers: Women in STEM 3314</p>	<p>Keynote LGBTQ+ and Religion: Finding a Way Forward in Difficult Times 3314</p>
2 - 3:30 P.M.	<p>Applied Drama for Social Justice & Community Dialogue 3120</p> <p>Fact or Fiction: Implications of Recent State-Level DEI Decisions 3310</p> <p>Building Belonging through Education: Teacher Identities 3314</p>	<p>Bias Support and Education at UWL 3120</p> <p>Fatphobia as a Form of Discrimination in La Crosse 3310</p> <p>Building Community through Scholarship and Activism 3314</p>	<p>Civil Discourse at UWL 3120</p> <p>Building Community Through Labor-Based Grading 3130</p> <p>Empower Hour 3314</p>
4 - 5:30 P.M.	<p>Wonder Pedagogy and the Influence on Academic Socialization for Diverse Students 3120</p> <p>What Makes for Successful Community Engagement: The Implementation of Environmental Justice Initiatives Throughout Wisconsin Governmental Agencies 3310</p> <p>The Midwestern Trans script: Growing up as a Transgender individual in rural Wisconsin 3314</p>	<p>Psych Hour: Building a Community Space in Our Department 3120</p> <p>Hear, Here North as a Social Justice Project 3310</p> <p>Building Belonging in the World Language Classroom: Teaching with Equity in Mind 3314</p>	<p>Gender Euphoria! Building Resilience in LGBTQ+ Populations 3120</p> <p>Sense of Belongingness: from the perspectives of student of color on campus 3130</p> <p>Burning our Illusions: Travel and Ethnography as a Path Towards Social Transformation 3314</p>

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Examining Protest

Aaron Bushnell and Palestinian Solidarity

On February 25, 2024, Aaron Bushnell, 25 year-old member of the US Air Force, self-immolated and died after declaring he will "no longer be complicit in genocide." Members of the Coulee Region Coalition for Palestine Rights will seek to explain this extreme act of protest in light of the struggle to free Palestine.

Tuesday, April 2 | 5-6:30 p.m.
1300 Centennial Hall, Hall of Nations

Sponsored by the History Department, the Communication Studies Department, the Department of Race, Gender, and Sexuality Studies, the Division of Diversity & Inclusion and the Center for Transformative Justice

Examining Protest:
Aaron Bushnell
and
Palestinian Solidarity
Tuesday, April 2 | 5-6:30 p.m.
1300 Centennial Hall,
Hall of Nations

Other events to check out

PAMELA SCHULLER AT UWL

"WHAT MAKES ME TIC"

Comedy & Storytelling on Disability & Mental Health

TUESDAY APRIL 9TH
7:00PM
STUDENT UNION
BLUFFS

521 East Avenue N, La Crosse, WI

For accommodations and questions contact: DREAMeuwlax.edu




"What makes me tic"
Pamela Schuller at UWL
Tuesday, April 9 |
7 p.m. | Bluffs,
Student Union

COLLEGE OF BUSINESS ADMINISTRATION | **UW**



Jump Start your Career Success

Monday, April 29th | 3:30 - 4:30 pm
Great Hall - Cleary Alumni & Friends Center

Co-sponsored by CBA and Computer Science & Computer Engineering

The first 50 attendees will receive a copy of
Show Your Worth

Shelmina Abji '85
Bestselling Author, Speaker, Former IBM VP

Linked 




Jump Start you Career Success
Monday, April 29 |
3:30-4:30 p.m. | Stzrelczyk Great Hall,
Cleary Alumni & Friends Center

Tuesday, April 2

Animals, Objects and Nonhuman Characters: Results of a Diversity Analysis of the Picture Books in Murphy Library

10-11:30 a.m. | 3120 Student Union

Presented by: Teri Holford (she/her/hers), associate professor, education liaison and Special Collections librarian

Inspired by the diversity statistics work of the Cooperative Children’s Book Center, we will look at the results of an in-depth diversity analysis of all the 5200+ picture books in the Alice Hagar Curriculum Center of Murphy Library. Although the results were slightly disappointing compared to expectations after many years of deliberate and intentional selection of picture books with diverse character representation, the question remains as to the overall state and role of children’s book publishing in the U.S. The levels of animals, objects and other nonhuman characters is on the rise. Does this teach kids about diversity? Whether the answer is black, white, or somewhere in the gray, the conversation is valid. And there’s a silver lining—we have a collective role to play to encourage the publishing industry to give us more diverse picture books.

Belonging Together: How Read-Alouds Shape Identities in Classroom Communities

10-11:30 a.m. | 3310 Student Union

Presented by: Jeannette Armstrong, Ed.D, (she/her/hers)
Indiana University - Bloomington, IN | Western Technical College, La Crosse, WI

As educators, we hold in our hands the power to shape the minds and hearts of students. Every choice we make in the classroom resonates deeply, influencing students’ sense of belonging and their comprehension of self and other. This presentation delves into the transformative potential of read-alouds in nurturing belonging and initiating dialogues about identity. It explores:

- How elementary teachers utilize read-alouds to encourage students to engage in meaningful dialogues about their understanding of self and other.
- Strategies for using read-alouds to cultivate a sense of belonging among students.
- Utilizing read-alouds to help students comprehend how identities influence classroom communities.

Participants will gain fresh insights and practical strategies for fostering belonging through read-alouds. Together, we will embark on a journey to reshape our classrooms into inclusive environments, recognizing the profound influence of identities and intersections of identities on our classroom communities. Let’s create spaces where every student experiences genuine belonging.

Building belonging: Identities shaping communities 7



Tuesday, April 2

Lunch and Learn

Epidemic of Homelessness and Food Insecurity

Noon-1:30 p.m. | 3120 Student Union

Presented by:

- Maddy Benzine, (she/her/hers), UWL student
- Kendra Hohenstein, (she/her/hers), UWL student
- Dr. Shuma Iwai, (he/him/his), assistant professor of race gender and sexuality studies
- Cece Toenjes, (she/her/hers), UWL student

We chose to focus our efforts on examining the impact homelessness and food insecurity has on our community, within the state, and throughout the nation. It is a widespread epidemic that is plaguing the mass of citizens within our borders. While inspecting these phenomena we dove deeper into the legislation, demographics, statistics, and additional factors that contribute to the precedence of both issues within our society. Although there are efforts being put forth by select organizations, more needs to be done to better the lives of citizens throughout the nation and in La Crosse. Bringing awareness to food insecurity and homelessness in our community helps destigmatize negativity towards people experiencing poverty and will hopefully invoke change at personal and local levels.

Keynote Lunch and Learn

Quantum Strategies for Building Community and Belonging: Empowering Collective Consciousness

Noon-1:30 p.m. | 3310 Student Union

Presented by: Dr. Jonathan Locust

In this keynote, we explore how quantum strategies can profoundly transform communities, fostering inclusivity and unity. By delving into intentional practices and mindful leadership, we illuminate the profound interconnectedness of individual energies within collective consciousness. Participants will uncover the potential of quantum principles to cultivate belonging and unity amidst diversity. From enhancing self-awareness to empowering collectives, attendees will glean actionable insights for nurturing positive energy dynamics within their communities.

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Tuesday, April 2

Applied Drama for Social Justice & Community Dialogue

2-3:30 p.m. | 3120 Student Union

Presented by: Pete Rydberg, Ph.D. (he/him), director of the School of Visual and Performing Arts, UW-La Crosse

America is more polarized than ever: politics are “we vs. them”; social issues are presented in “black and white”; and there is a growing chasm between the “haves and have-nots.” 24/7 news programming and the ubiquity of social media further dehumanizes how we perceive and process information we take in about the world, the people, and the issues surrounding us every day. In this hands-on workshop participants jump directly into engaging with “hot-button” social issues through dramatic games that facilitate community dialogue through unscripted dramatic play. This workshop is for anyone interested in teasing out the grey areas in a seemingly black-and-white world.

****Warning:** Participants determine the topics we engage with, so we may deal with some content that may make some uncomfortable. I like to say: “It is ok to be uncomfortable. As long as you do not feel unsafe.” Participants may step out at their discretion.

Fact or Fiction: Implications of Recent State-Level DEI Decisions

2-3:30 p.m. | 3310 Student Union

Panelists:

- Stacy Narcotta-Welp (she/her/hers), interim vice chancellor for Diversity & Inclusion
- Karl Kunkel (he/him/his), provost
- Allison Ziegelman (she/her/hers), executive director of Development
- Corey Sjoquist (he/him/his), assistant vice chancellor for Admissions & Recruitment

2024 is a challenging time to engage in diversity, equity, and inclusion (DEI) work as the university responds to actions taken by the state legislature and SCOTUS. At the same time, UWL remains strongly committed to our strategic plan and achieving excellence through equity and diversity.

This panel features administrators who are deeply involved in ensuring we continue our good work, in compliance with all state and federal guidelines. Specifically, the panelists will each overview the impact of these changes for academic affairs, programming, scholarship, and recruitment, with substantial time for audience questions.

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Tuesday, April 2

Building Belonging through Education: Teacher Identities

2-3:30 p.m. | 3314 Student Union

Panelists:

- Dr. Rita Chen (she/her/hers), associate professor
- Dr. Yuko Iwai (she/her/hers), professor
- Dr. Deanna Maynard (she/her/hers), assistant professor
- Dr. Matt McParker (he/him/his), assistant professor
- Dr. Charlotte Roberts (she/her/hers), assistant professor

Schools are spaces where some community members feel they belong while others feel marginalized. In the School of Education, we work to recognize and value the multiple identities of our students (teacher candidates) and to ensure that our graduates will do the same in their future classrooms. We know that the best teachers are those who advocate for the rights and access for all students and those who work hard to build communities where everyone feels they belong.

Panelists will speak to how they build belonging through a focus on teacher identities through advising, foundational coursework, international opportunities, and field experiences. As School of Education faculty, we insist that educational spaces should provide belonging for all.

Wonder Pedagogy and the Influence on Academic Socialization for Diverse Students

4-5:30 p.m. | 3120 Student Union

Presented by: Tara Nelson (she/her), Melissa Cournia (she/her), Nate Wood (he/him)

We explore wonder pedagogy to support multicultural students through bidirectional socialization and as a tool for decolonizing education. Troubled by US academia's roots in Cartesian dualism, which evokes assimilation into white, patriarchal, academic culture, bi-directional socialization aims to teach students academic norms while promoting multi-cultural identity integration. In-depth interviews with university students yielded critical insights about how wonder pedagogy awakens critical consciousness, self-determined scholarship, and diverse epistemological thinking. Wonder pedagogy is promising for bidirectional socialization as it goes beyond examining curriculum and challenges hegemonic paradigms systemically ingrained within classroom pedagogy that are frequently overlooked in bidirectional socialization studies.

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Tuesday, April 2

What Makes for Successful Community Engagement: The Implementation of Environmental Justice Initiatives Throughout Wisconsin Governmental Agencies

4-5:30 p.m. | 3310 Student Union

Presented by: Jenasea Hameister (she/her/hers), former environmental justice (EJ) intern with Wisconsin Department of Natural Resources (DNR)/Student

With human rights at the forefront of climate change resilience, it has never been more important for the State of Wisconsin to implement well-structured environmental justice initiatives throughout its agencies. Focusing on successful community engagement, this research paper analyzes two bureaus within the Wisconsin Department of Natural Resources (DNR) and how they engaged with community members to address environmental concerns throughout the state. Furthermore, this paper explains how other Wisconsin agencies can mirror the successful strategies already accomplished by two DNR bureaus. Successful strategies include the implementation of equity and climate justice, improving the state consultation process with Native Nations, mandating a racial disparity impact study, implementing anti-racist education, and leveraging voices in communities that are traditionally excluded from the governmental decision-making process.

The Midwestern Trans script: Growing up as a Transgender individual in rural Wisconsin

4-5:30 p.m. | 3314 Student Union

Presented by: Terra Clark (she/her), current student teacher candidate for the School of Education, 4th year broad field social studies education major with a history emphasis, former Student Association senator for the A.L.A.N.A Women's Diversity club

Drawing from her own life experiences, Terra paints a broad picture of what life was like being raised in rural Wisconsin as a transgender individual. Sharing the trials, tribulations, and realizations she had to confront both within her family and community, but also from within herself.

Building belonging: Identities shaping communities 11



Wednesday, April 3

Student retention and sense of belonging with study strategy support in an upper division anatomy and physiology course

10-11:30 a.m. | 3120 Student Union

Presented by:

- Cord Brundage (he/him/his), assistant professor in biology
- Danielle Hudson, biology graduate student,
- Alyssa Kislewski, undergrad biology: biomedical sciences pre-PA,
- Dylan Motschenbacher, undergrad biology major pre-med

Anatomy and Physiology (A&P) at UWL are upper division classes with lower pass and higher withdrawal rates. Universities have not been designed for all students resulting in performance gaps. These may be due to disparities in access and awareness of study strategies. I explored avenues to improve student study skills development and student sense of belonging in an A&P classroom. These included instructor and peer driven activities. Results in my classroom were compared with concurrent and previous course sections without these activities. Success measures included direct, formative and summative assessments, retention data, early and late semester surveying on belongingness and qualitative student response scoring. Results from several of these measures indicated that providing students with access to study skills can decrease student belongingness uncertainty and improve retention rates in A&P. These strategies and measures can be translated into other bottleneck courses in an effort to mitigate inequities in student success.

The Importance of Queer Spaces

10-11:30 a.m. | 3310 Student Union

Presented by: Logan Edmonds (they/them/theirs), Ozzy Glazer (they/them/theirs), Lyd Voss (they/them/theirs)

Queer spaces have always been an important part of the LGBTQ+ community. From bars to college clubs, queer individuals have found belonging in these spaces. These places have been monumental in LGBTQ History. But they have also provided queer individuals with safety, education, friends, and culture. This presentation will discuss why physical queer spaces are beneficial to the community, even in the time of social media and dating apps, and why queer businesses can be safe havens for tourists and small-town dwellers. This will also include local queer spaces in La Crosse and how people can support them.

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Wednesday, April 3

“I kind of have to prove myself”: Sense of Belonging for Latina Students Who Do Not Speak Spanish

10-11:30 a.m. | 3314 Student Union

Presented by: Adele Lozano (she/hers/ella), associate professor and Ed.D. program director Student Affairs Administration

Given the increase in monolingual English-speaking Latina/o/x college students, coupled with the current cultural and political climate in which this population faces negative stereotypes, it is crucial to develop a more nuanced understanding of Latino/Hispanic students who do not speak Spanish. It has always been important for higher education faculty and staff to avoid viewing the Latino population as a monolith, yet student development theories that focus on Latino ethnic identity development do not consider how Spanish proficiency (or lack of) shapes Latino identity. This session will present preliminary findings from a study examining how self-identified Latina/Hispanic college students who do not speak Spanish make meaning of their ethnic identity. The researcher interviewed 14 Latino/Hispanic students attending higher education institutions in the Midwest. Findings from this study help fill a gap in current Latino identity development theories and models.

Lunch and Learn

Breaking Barriers: Women in STEM

Noon-1:30 p.m. | 3314 Student Union

Panelists:

- Joan Bunbury
- Anne Galbraith
- Whitney George
- Allison Sauppe
- Eugiena Turov

We are embarking on an exploration of diversity within the field of Computer Science, with a particular emphasis on addressing the underrepresentation and invisibility of women of color. This project is motivated by a fundamental question: How can we foster a more inclusive environment that instills a sense of belonging for women of color in STEM, but particularly in Computer Science? Our investigation will encompass various dimensions such as culture, role models, and support networks, utilizing surveys as our primary means of data collection. Our intended audience for this endeavor is the community of UWL students and faculty.

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Wednesday, April 3

Keynote Lunch and Learn

Establishing Spaces for Belonging: How Institutions Can Transform Spaces for Student Success

Noon-1:30 p.m. | 3310 Student Union

Presented by: Dr. Dina Zavala

As the United States undergoes a notable demographic transition, it is imperative for higher education institutions to adapt their campus environments to foster a sense of belonging. Demographic forecasts and surveys on campus climate offer valuable perspectives on the changing dynamics of higher education. Our conversation will delve into demographic patterns and recent research on the importance of inclusive spaces in promoting student success. Furthermore, we will explore actionable strategies to support students, staff, and faculty in cultivating a strong sense of belonging within the campus.

Lunch and Learn

Building Belonging for marginalized identities at a PWI

Noon-1:30 p.m. | 3120 Student Union

Presented by: Dr. Sana Illahe (she/her/hers),
 assistant teaching professor of race, gender and sexuality studies

This will be a panel with faculty/ staff/ student of color as well as other marginalized identities. The panel will be step towards community building, highlighting personal and professional journeys of being at a PWI.

Building belonging: Identities shaping communities 14



Wednesday, April 3

Bias Support and Education at UWL

2-3:30 p.m. | 3120 Student Union

Panelists:

- Jenni Brundage (she/her), Residence Life
- Allen Hill (he/him), University Police
- Andrew Ives (he/him), ACCESS Center
- Blythe McConaughey (she/her), Violence Prevention
- Stacy Narcotta-Welp (she/her), Diversity and Inclusion
- Ashley Nowak (she/her), Center for Transformative Justice
- Carri O'Melia, Human Resources
- Kara Ostlund (she/her), Student Affairs
- Vickie Sanchez (she/her), Office of Multicultural Student Services
- Will Van Roosenbeek (he/they), Pride Center

The Bias Support and Education Team (BS&ET) addresses forms of bias at UWL through campus climate assessment, impactful education, and comprehensive support to develop a community of belonging. This session will provide an overview of how the BS&ET collects data regarding bias incidents across campus and how we partner across campus to provide support. We will also look at current trend data as it relates to bias reporting at UWL and discuss some of the ways the BS&ET is providing education across campus. We believe that having an entire campus committed to reporting bias, providing support, and engaging in education is essential. We hope you will join us in learning more about how we all play a role in fostering a sense of belonging here at UWL.

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Wednesday, April 3

Fatphobia as a Form of Discrimination in La Crosse

2-3:30 p.m. | 3310 Student Union

Panelists:

- Dr. Shuma Iwai (he/him), assistant professor in race, gender and sexuality studies
- Alana Marriott (she/her), student
- Jess Reztloff (she/her), student
- Yer Xiong (she/her/they/them), student
- Katherine Zeise (she/her), student

Fatphobia is often overlooked as a social justice issue and as a form of discrimination; there have been historical shifts in sizeism, and fat people have been disproportionately discriminated against in multiple spheres of society. People often see being fat as a moral failure and as a negative descriptor for a person. We would like to change the narrative and reclaim the word fat. We will be focusing on the intersections of gender and disability while using fat rights and a disability framework to analyze these issues. Join us for an intersectional approach to examining fatphobia in the UWL and La Crosse community. This will be a safe space for members of the community to discuss and share their experiences on this topic.

Building Community through Scholarship and Activism

2-3:30 p.m. | 3314 Student Union

Panelists:

- Dr. Richard Breaux, associate professor of race, gender and sexuality studies
- Andrea Hansen (she/her), Self-Sufficiency Program director
- Dr. Sana Illahe (she/her) assistant teaching professor of race, gender and sexuality studies
- Dr. Shuma Iwai (he/his) assistant professor of race, gender and sexuality studies
- Dr. Sona Kazemi (she/ her) assistant professor of race, gender and sexuality studies
- Dr. Terry Lilley (he/his), associate professor of race, gender and sexuality studies
- Dr. Melina Packer (she/her) assistant professor of race, gender and sexuality studies

One of our core principles at RGSS is building and bettering community, as well as building belonging by highlighting people that are marginalized. Faculty of RGSS will present a discussion, with examples from their scholarship and activism on how they work on bettering community.

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Wednesday, April 3

Psych Hour: Building a Community Space in Our Department

4-5:30 p.m. | 3120 Student Union

Presented by: Ellen Rozek (she/her), associate professor of psychology,
Casey Tobin (she/her), associate professor of psychology

In the fall of 2023, under the guidance and organization of Dr. Rozek, the Psychology department launched a new initiative known as "Psych Hour" to create a space for students and faculty to learn, develop, and socialize. Recognizing the limited opportunities for engagement outside of regular classes, "Psych Hour" has become a valuable avenue for faculty to share scholarly insights, amplify diverse voices within and beyond the department, and create a space for students to connect in a unique manner. Within this first semester, we witnessed notable successes, including high faculty participation and consistent voluntary attendance by students. Looking ahead, the department aims to further enhance attendance and participation, particularly within its large major, with the overarching goal of fostering a stronger sense of community and connection among all department members and students.

Hear, Here North as a Social Justice Project

4-5:30 p.m. | 3310 Student Union

Presented by: Alec Lass (he/him/they), ADA of the RGSS Department, and the students of HIS 318 and 418:

- Kevin Coughlin • Adeline Hendrix • Hunter Kopp • Quaid Morgan • Jay Strain
- Shaylin Crack • Lila Huowers • Sara Krueger • Joe Piotrowski • Zach Warnke
- Brooke Dreier • Kit Kirsch • Adam Lien • Will Pritchard • Eleanor Wright
- Charlie Dyar • Gavin Klein • Kaley Lutker • Hailey Reseburg • Destiny Ziel

This presentation is a preview of the upcoming Hear, Here expansion to the Northside of La Crosse. Hear, Here is an award-winning public and oral history project that began in downtown La Crosse in 2015. In this interactive presentation, students and community members in HIS 418: Exhibition Development and Design who are contributing to Hear, Here, will showcase the history of North La Crosse through the lens of social justice. The Northside has historically been a working-class part of town and the home to many diverse and historically underrepresented communities in La Crosse, including Black, Hmong, Ho Chunk, and LGBTQ+. This presentation will use first-person narratives collected by students, community members, and the Oral History Program at UW-La Crosse to guide the audience through a virtual history tour of North La Crosse to demonstrate how the Northside has built tight communities through adversity.

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Wednesday, April 3

Building Belonging in the World Language Classroom: Teaching with Equity in Mind

4-5:30 p.m. | 3314 Student Union

Panelists:

- Austin Heinsohn (he/him/his), teacher candidate (Spanish Ed and TESOL)
- Astrid Lorena Ochoa Campo (she/her/hers), assistant professor of Spanish and world language education
- Kimberly Morris (she/her/hers), associate professor of Spanish and world language education
- Liv Sarasio Meyer (she/her/hers), teacher candidate (Spanish Ed and TESOL)

Our presentations delve into the pivotal role of fostering belonging in the world language classroom, focusing on equity-centered teaching practices. Recognizing learners' diverse cultural and linguistic backgrounds, we explore strategies to create inclusive learning environments where every student feels valued and empowered. Drawing upon research-backed methodologies and real-world classroom experiences in the K-12 and college settings, this session offers practical insights into promoting equity through curriculum design, instructional approaches, and assessment methods. Participants will better understand how to integrate culturally relevant content, facilitate meaningful intercultural exchanges, and address linguistic diversity effectively. Moreover, we will discuss the importance of self-reflection and ongoing professional development in cultivating equitable teaching practices. By embracing them, educators can cultivate a sense of belonging that enhances language acquisition, fosters social-emotional growth, and prepares students to thrive in an interconnected world.

Building belonging: Identities shaping communities 18



Thursday, April 4

Fostering Connection: A Mental Health Group Therapy Perspective

10-11:30 a.m. | 3120 Student Union

Presented by: Ashley Jochimsen, LPC, (she/her), counselor, groups coordinator at CTC; Chad Walters, LPC, (he/him), counselor, case Manager at CTC

Belonging is fundamental to humanness, therefore creating community and belonging is essential for improving and maintaining mental health. All people have mental health, and everyone deserves to feel like they belong and are part of a community. During this presentation, mental health professionals will review research from a group psychotherapy perspective, and guide attendees through activities to elicit a sense of connectedness. Additionally, presenters will share how UWL Counseling & Testing Center programming addresses student needs for connection, universality, and belonging.

Eagles Don't Stand By: Bystander Intervention Training

10-11:30 a.m. | 3130 Student Union

Facilitators:

- Issy Beach (she/her), student wellness coordinator
- Blythe McConaughy (she/her), violence prevention specialist
- Miranda Ricci (she/her), violence prevention graduate assistant

During this session, we will educate participants about barriers to being an active bystander and the steps of bystander intervention. We will offer an opportunity for participants to practice their new skills and work through several scenarios together. There will be time for participants to ask questions and gain a new understanding of what bystander intervention is.

Queer Love in Higher Education

10-11:30 a.m. | 3314 Student Union

Presented by: Becki Elkins (she/her), associate professor, Student Affairs Administration; Andrew Ives (he/him), director, ACCESS Center; Will Van Roosenbeek (he/they), director, Pride Center

This session will explore the possibilities of queer love as an integral part of belonging on a college campus. Through the medium of writing and reading love-letters, presenters will engage deeply with the concept of queer love in higher education. For us, queer love asks us to move beyond traditional and normative concepts of love and instead look at queer love to explain ways connection can sustain us. Our queer love letters are written to our past selves and will shed light on how connection, love, desire, heartache/break, deep friendships, have sustained our careers in higher education. Participants will also have the opportunity to write their own queer love letters and reflect on the limitless possibilities of connection and belonging.

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Thursday, April 4

Keynote Lunch and Learn

LGBTQ+ and Religion: Finding a Way Forward in Difficult Times

Noon-1:30 p.m. | 3314 Student Union

Presented by: Nicole Collins

Reading American news headlines, it might seem that no two things might be more opposed than LGBTQ+ and religious identities. But that's not the case: there are many thriving LGBTQ+ religious communities in the US, and many of them are taking a stand against current anti-LGBTQ+ initiatives from the religious right. This presentation is an introduction to thinking LGBTQ+ and religion together, surveying American LGBTQ+ religious history, important LGBTQ+ religious figures, and the academic field of queer religious studies. I conclude with several suggestions for how faith communities might work to make their congregations more open to LGBTQ+ communities.

Civil Discourse at UWL

2-3:30 p.m. | 3120 Student Union

Panelists:

- Anthony Chergosky (he/him/his), professor of political science and public administration
- Jacob Hart (he/him/his), associate director of student engagement and leadership
- Amanda Krafft (she/her/hers), program coordinator for civic engagement and leadership
- Maiya Nate (she/her/hers), Leadership and Involvement Center graduate assistant

The Civil Discourse Program is a cross-campus initiative between University Centers, The Center for Transformative Justice, UWL Votes, and The Political Science and Public Administration Department. Our goal is to educate on, demonstrate, and give participants space to practice civil discourse, defined as a conversation in where there is a mutual airing of views in a respectful manner. Civil discourse can provide opportunities for building understanding in communities where members can share their beliefs and opinions in a supportive environment. During this session, we will discuss what the Civil Discourse Program is, why discourse is essential to learning and growing as a community, and how we engage in discourse. Attendees will learn about upcoming programming and have the opportunity to participate in a civil discourse.

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Thursday, April 4

Building Community Through Labor-Based Grading

2-3:30 p.m. | 3130 Student Union

Presented by: Dr. Joshua T. Hertel (he/him), professor of mathematics & statistics

In this presentation, I will share how I have been using labor-based grading contracts within several courses to foster community and engage students in a vision of equitable mathematics education. This vision seeks to humanize all individuals, foster relationships, shift power and authority to learners, promote collaboration, and elevate a social justice lens. I will offer details on my practice, ideas for how labor-based grading contracts can be implemented across disciplines, and resources for those wishing to learn more.

Empower Hour

2-3:30 p.m. | 3314 Student Union

Facilitators:

- Issy Beach (she/her), student wellness coordinator
- Blythe McConaughy (she/her), violence prevention specialist
- Miranda Ricci (she/her), violence prevention graduate assistant
- Anna Van Orsow (she/her), student wellness preceptee

This two-part session is dedicated to holding space for survivors of trauma and empowering the community at large. First, participants are invited to engage in a “speak-out”. This may look like sharing experiences related to healing from trauma, sharing an empowering message for survivors, reading a poem, or sharing another reflection. Then, we welcome participants to explore our Empower Hour stations while collaborating with their peers. These stations will include affirmation button-making, collaborative resource sharing to promote healing, and writing letters to support trauma survivors. Upon exit from the session, participants will be asked to share their concluding thoughts in the form of a collaborative art collage that encompasses empowerment and healing. We welcome participants to come and go during this session; all are welcome to join at any time.

Gender Euphoria! Building resilience in LGBTQ+ populations

4-5:30 p.m. | 3120 Student Union

Presented by: Allison Allmon Dixson (she/her), PhD, child psychologist and integrated care program chair for Gundersen Health System and Erin Gutowski (she/her) DO, MPH, GHS pediatrics

While it is important to recognize that LGBTQ+ communities nationwide suffer from health disparities, emerging research is refuting the deficits-based model historically used to discuss gender and sexually expansive individuals. This presentation highlights resiliency factors in LGBTQ+ communities while also offering numerous evidence-based models that can improve inclusivity, acceptance and safety for all.

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Thursday, April 4

Sense of Belongingness: from the perspectives of student of color on campus

4-5:30 p.m. | 3130 Student Union

Presented by: MSO Leaders, panel co-facilitated by: Spark Lim (he/him), student and Yer Xiong (she/they), student

Because identities and intersections of identities impact the UWL community, student leaders have organized to relay and promote this sharing session also aims to provide alternative ways to foster belongingness from students' perspectives. The panel will include students from diverse backgrounds and abilities. This student panel's purpose is to draw attention to learning from the daily narrative of students of color on campus, how they view or make sense of belongingness effort being in place on campus, and what action steps can be taken, moving forward with student voices.

Burning our Illusions: Travel and Ethnography as a Path Towards Social Transformation

4-5:30 p.m. | 3314 Student Union

Presented by: Peter Marina, Ph.D.

In an era of division where empathy has been driven out of our collective imagination, achieving social justice requires moving beyond symbolic advocacy and virtue signaling to engage in empathetic action challenging all forms of hierarchical institutional power and domination. This talk explores how global travel, intensive ethnography, and use of the sociological imagination cultivate the empathy needed for radical social transformation. But radical social transformation begins in the heart, the soul, our essence. This change requires realizing our potential, often unrealized, for human agency. Through immersive travel and ethnographic inquiry, we transcend our perspectives to burn through all our illusions to see the truth hidden beneath reality's deep surface. Such realizations lead to unexpected self-transformation allowing us to fight and engage in small revolutionary acts, no matter the personal consequences, that help create a world based on human rights for all conscious, sentient beings. Will you join me?

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Thank you



Save the date | June 5, 2024
23rd annual Barbara Stewart
Scholarship golf outing!

Diversity and Inclusion programming committee



Caleb Colon-Rivera
Co-Chair
Program Coordinator,
Center For
Transformative Justice



Vickie Sanchez
Co-Chair
Director,
Multicultural Student
Services



Basil Dax
Committee Member
Executive Assistant,
Diversity & Inclusion



Margaret Henning
Committee Member
Academic Advisor,
Student Support
Services



Sienna Miller
Committee Member
Student,
College of Arts,
Social Sciences, &
Humanities

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