

UWL COLLEGE OF ARTS, SOCIAL SCIENCES AND HUMANITIES

CAPSTONE



YOUR KEY TO GLOBAL CITIZENSHIP

FALL 2021



A DIVERSE DIRECTION

Charles Martin-Stanley's 20 years
of diversity, equity and inclusion



HONORING CHARLES MARTIN-STANLEY

Welcome to the Fall 2021 edition of Capstone, a publication providing recent activities in the College of Arts, Social Sciences, and Humanities (CASSH) at UWL. This edition highlights Dr. Charles Martin-Stanley, a fixture in the Dean's Office whose fingerprints are all over various aspects of the College.

Dr. Martin-Stanley retired this past May after nearly 20 years as an Associate Dean in CASSH. During these two decades, he worked with four different Deans, developed a comprehensive and thorough knowledge of the College, its people, and operations, and provided steady, reassuring leadership for faculty, staff, and students.

Dr. Martin-Stanley made innumerable contributions to the College and UWL. As the feature article showcases, he has a passion for facilitating the success of others as well as being a tireless champion for diversity.

For example, Dr. Martin-Stanley orchestrated new faculty orientation and mentoring in CASSH assisting many cohorts of faculty with successful starts to their careers. He also was a leader for the Eagle Mentoring Program on campus, a

program benefitting second-year under-represented students by striving to close achievement gaps and pursuing academic excellence.

Charles recently was nominated for the 2021 University of Wisconsin Board of Regents Diversity Award. Additional information about his career accomplishments and time in the Dean's Office for the College of Liberal Studies/College of Arts, Humanities, and Social Sciences, as well as at the University, is provided in the included feature article. We sincerely thank Dr. Martin-Stanley for his service and many outstanding accomplishments as Associate Dean and wish him well in a much-deserved retirement.

This version of Capstone also includes just a few examples of recent activities by faculty, alumni, and students. I trust you will enjoy learning about these outstanding and impactful contributions demonstrating the excellence found in CASSH.

A handwritten signature in red ink that reads "KARL KUNKEL". The signature is written in a cursive, slightly slanted style.

Karl R. Kunkel, Dean
College of Arts, Social Sciences, and Humanities

YOUR KEY TO GLOBAL CITIZENSHIP
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THINK B4 U PRINT: This online newsletter has many handy, direct links to videos and websites. Printed copies don't contain hyperlink information. You may download and print this publication through ISSUU.com

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Environmental leaders



'Satirical Steel'



La Crosse then and now



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Student Affairs Administration

Theatre Arts



Charles Martin-Stanley, an associate dean for the College of Arts, Social Sciences and Humanities, retired May 30 after 20 years on campus and 34 years in higher education. "Working with the dean's staff and others to secure resources for faculty, staff and students to do their excellent work is what I have enjoyed most about my time at UWL," he says.

A DIVERSE DIRECTION

Associate Dean Charles Martin-Stanley's 20-year path leads to diversity, equity and inclusion

Throughout his career, Charles Martin-Stanley used his passion for diversity, equity and inclusion as a compass, an indication of where he was supposed to be and what he was supposed to do.

In 2001, that compass steered Martin-Stanley to UWL, where he has been a champion for DEI causes ever since, serving as one of the CASSH associate deans.

After 20 years at UWL and 34 years in higher education, Martin-Stanley has retired knowing that he succeeded in creating a brighter future for students, staff and faculty — especially those of color.

“Working with the dean’s staff and others to secure resources for faculty, staff and students to do their excellent work is what I have enjoyed most about my time at UWL,” says Martin-Stanley, whose last day was May 30. “Whatever

success I have had in my career was due to the partnerships, collaborations and relationships I was able to develop to achieve the mission of the university.”

Martin-Stanley holds three degrees in psychology — a bachelor’s from Amherst College in Massachusetts and a master’s and doctorate from Stony Brook University in New York. He spent the first 14 years of his career at Central State University in Wilberforce, Ohio.

There, he was a professor of psychology and the department chair. He also directed the Governor’s Summer Institute, a summer residential program offering gifted high school students project-based, hands-on experiences.

He was drawn to UWL in part because of the Diversity Plan 2008,

which laid out the university’s goals and action plan for boosting diversity and creating a more just and equitable campus.

“It seemed to me that UWL was a leader in the UW System on diversity, equity and inclusion issues,” he explains. “For me, diversity is defined not only as differences in individual backgrounds, but it is also the removal of barriers and the creation of safe spaces that allow all individuals to fully engage in the life of the university. Only by embracing DEI can we challenge our assumptions and broaden our understandings of what it means to live in a diverse world.”

UWL Provost Betsy Morgan says Martin-Stanley has a long track record of developing strong programs and working with students.

Cover story continued on next page



Charles Martin-Stanley has been a champion for diversity at UWL, having created a number of programs supporting students, staff and faculty of color. “I appreciate the intelligent, calm and ethical stance Charles brings to the table and his consistent goal of promoting minoritized students,” Provost Betsy Morgan says.

“I appreciate the intelligent, calm and ethical stance Charles brings to the table and his consistent goal of promoting minoritized students,” says Morgan. “Much of his work has been quiet and behind the scenes, but the impact can be seen in strong student and programmatic outcomes. I will miss his humor and his overall view of what could be a better world.”

The impact of his work didn’t stop at the borders of campus.

When Martin-Stanley noticed an opportunity gap in study abroad experiences for historically underserved students in 2013, he collaborated with a host of campus offices to re-establish UWL’s faculty-led study abroad program with Ghana and West Africa.

That summer, he traveled to Ghana to develop a comprehensive faculty-led study tour for the 2014 J-Term.

The following January, he led nine African American students and one white student on a 14-day study tour of West Africa — an experience he called “transformational for each student.”

Charles Martin-Stanley's personal UWL highlights

In 2016, he led a second study tour in Ghana, this time with students who are Hmong, African American and white — 11 in total from UWL.

“During my career at UWL,” he says, “I have been fully committed to pursuing efforts to enhance diversity, equity and inclusion at the university.”

In retirement, Martin-Stanley hopes to devote more time to caring for his mother and, when the pandemic is over, traveling with his wife.

Colleagues have mixed emotions about his retirement. They're thrilled to see him complete an outstanding career, but they're also sorry to see him go.

“Charles has been a constant and supportive colleague through six deans, many intensive initiatives and work, and also more broadly in my life both within and outside UWL,” says Marie Moeller, associate dean of CASSH. “I count myself immeasurably lucky to have worked alongside Charles for the past six years.”

Adds CASSH Dean Karl Kunkel: “It is obvious we will not be able to replace Charles, given his breadth of experience, strong leadership skills and thorough understanding of both UWL and higher education in general. Yet, we are grateful that his legacy and impact will persist in many ways for years to come.”

- Developing a new psychology course on racism and oppression
- Chairing CASSH's Diversity Committee
- Co-chairing the Inclusive Excellence Task Force
- Delivering DEI presentations at national conferences
- Writing grants to fund diversity reading seminars
- Lobbying for a new faculty mentoring program geared toward faculty of color
- Organizing a campus-wide training on implicit bias
- Directing a mentoring retention program for historically underserved students
- Advising the dean on issues related to recruitment, retention, promotion, pay, working conditions and university policies related to DEI.

Twenty years ago the world changed.

Sept. 11, 2001, represents one of the deadliest terrorist attacks in human history and continues to have profound effects in the U.S. and worldwide.

A new UWL Theatre Arts Department project seeks to capture the untold stories from that horrific day, as told by those who experienced it firsthand.

“So many people were impacted by Sept. 11, and we’re trying to wrap our arms around that and tell their stories,” says Associate Professor Laurie Kinckman, one of the creators of “Severe Clear: Sept. 11 from Memory to History.” The in-person, fully produced play debuts Oct. 15 in Toland Theatre.

Tickets go on sale in early October.

“This is a story that everyone can appreciate,” Kinckman says.

The play was inspired by Garrett Graff’s book, “The Only Plane in the Sky: An Oral History of 9/11.” Kinckman was fascinated by the diversity of voices in the text, and by Graff’s ability to stitch them together into one moving narrative.

After finishing the book, Kinckman approached Associate Professor Greg Parmeter to gauge his interest in creating a similar project, though it was unclear what form it would take.

“We were talking about a massive project, so there was always the fear that it wouldn’t work out,” Parmeter says. “That said,

I didn’t need much convincing. I was on board almost immediately.”

In fall 2020, the pair taught a course in which students helped create the framework of the play.

Throughout the semester, they collected hundreds of memories — from New York City, the Pentagon, Shanksville, Pennsylvania, and Air Force One — and transferred them onto note cards, which soon covered an entire wall.

Next, the class began the painstaking work of determining which stories to include and where to put them in the draft.

To maintain accuracy and authenticity, they decided that each story should be a word-for-word reading of quotes from witnesses, first responders, survivors and others. They didn’t limit themselves to the stories in Graff’s book, drawing from many other sources.

“It helped that we were a small group, and we all knew each other and what to expect,” explains Emily Ludewig, a May 2021 theatre arts graduate with an emphasis in design and technology. “As we dug into it, our brains started to click as far as what we could do for sound or lighting and set design.”

“Laurie and Greg had a good guiding vision but didn’t shoehorn us into following one direction,” adds Sydney Smith, a May 2021 theatre arts graduate with an emphasis in stage management. Even with several people working on the script, “we were able to keep



A DARK DAY REMEMBERED

Theatre production
recounts memories
of 9/11



A new play created by UWL associate professors Laurie Kinckman and Greg Parmeter and their students will capture untold stories of Sept. 11, 2001, as told by the people who experienced it firsthand. "Severe Clear: Sept. 11 from Memory to History" debuts Oct. 15 in UWL's Toland Theatre.

consistency with tone and make sure everything felt good together, cohesive."

After the fall semester, five of the course's seven students continued to work on the play with guidance from Kinckman and Parmeter.

The more they worked, the more they noticed themes and details that tied the stories together.

As a parent, Parmeter identified with first responders with children.

Kinckman noted that 35 people described how blue the sky was that morning, as well as the surprising number of shoe references.

"Whether it was people running so fast they ran out of their shoes, or shoes being found in the wreckage, it kept coming up," she says.

Kinckman and Parmeter have their own memories of Sept. 11 — where

they were, what they were doing — but students assisting with the play don't.

Those fresh perspectives allowed the team to approach the script with greater freedom and flexibility, and fewer preconceived notions.

Researching for the play also gave the students a clearer window into a monumental moment in history — one with which they had been relatively unfamiliar.

"It was really interesting just to learn how much the World Trade Center was part of America," notes Camille Foss, a senior theatre arts major with an emphasis in light design. "It wasn't just offices. There were shopping centers and restaurants and tons of businesses people don't talk about. And it wasn't just the World Trade Center and the Pentagon. There were other targets as well."

With the final script completed by the end of summer, the first few weeks of fall were set aside for building the set and effects, as well as rehearsals.

Writing and producing the play has been deeply rewarding, students and faculty say. The collaborative nature of their work, Parmeter adds, makes it even more meaningful.

"One thing that can't be understated is how instrumental students have been in the creation of this," he says. "We wanted to give them the opportunity to create something lasting and worthwhile, and they rose to the challenge in so many ways."

ENVIRONMENTAL JUSTICE

For Jade Wahlgren, protecting the planet isn't just an environmental issue — it's also an equity issue.

Wahlgren, a '21 grad majoring in archaeological studies and minoring in cultural anthropology and environmental studies, is passionate about advocating for those who cannot always advocate for themselves. And environmental stewardship has been an excellent avenue for that.

"Initially, what inspired me was the desire to give a voice to the underrepresented communities and identities that often get overlooked in city development," she explains. "Urban renewal often displaces marginalized community members in an effort to commercialize new locations. However, the reuse of historic properties also provides many environmental benefits like cutting out carbon emissions and demolition waste, and reusing building materials."

Wahlgren put these practices to use through her mentorship with Jenny DeRocher from the La Crosse Public Library Archives. With DeRocher's guidance, Wahlgren created a walking tour featuring historic locations in La Crosse and underscoring the importance of environmental preservation.

The project earned her the inaugural Prairie Springs Environmental Leadership Award for students. The award recognizes students and faculty who take environmental action in the community and inspire others to do the same.

Wahlgren's tour includes stops at several sites from UWL's "Hear, Here" project — some that La Crossians may already be familiar with, and some they may not. Utilizing "Hear, Here" allows participants to listen to oral histories along the route, deepening their appreciation for each site.

"I started listening and reading people's stories on the "Hear, Here" website and tried to find common themes that correlated to each other," Wahlgren says. "I also needed to choose sites that flowed into one another and, physically, made a route that would be interesting and engaging to the participant. I started connecting themes (such as) historic preservation, urban renewal, displacement of marginalized communities and environmental racism."

Cocks, former Environmental Studies Program director, says Wahlgren thought deeply about sites to include on her tour, creating a memorable experience for participants.

"The tour uses information regarding sustainability as part of urban development, addresses issues pertinent to environmental justice, and involves a synthesis of past recordings with new information," Cocks says. "This is an extensive project that considers different types of learners and can be accessed by members of the public for years to come."

After graduating in May, Wahlgren moved to Seattle to take a gap year. She's hoping to enroll in the

University of Washington's museology master's program in fall 2022.

Environmental educator

One of Kelly Sultzbach's clearest childhood memories is of a "gorgeous, glorious" pine tree in her neighbor's yard.

After a storm one winter, the tree was so thoroughly coated with ice that its branches began to crack from the weight. To the young Sultzbach, it was as if this gorgeous giant were crying out for help.

Ever since, Sultzbach, a professor of English and the Environmental Studies Program director, has felt a deep connection to and a personal responsibility for the environment.

Her efforts — from infusing her courses with environmental themes to volunteering with local organizations — has earned her the inaugural Prairie Springs Environmental Leadership Award for faculty.

To be honored for this award was a surprise because I feel there's such a strong community of people who are doing this work at UWL," Sultzbach explains. "The strength of our university is that we have a lot of people working together, sharing resources, and it's difficult to single out any one person."

Sultzbach, who has a doctorate in British literature and environmental literature, says her background in English hasn't been a deterrent to her exploring environmental science with her students.



Jade Wahlgren



Kelly Sultzbach

To the contrary — her perspective as an English professor has been an asset. It allows her to approach issues such as climate change or environmental justice in a unique and informative way.

“This is where the sciences and humanities can work together,” she notes. “Science informs our expectations in literature, and speculative fiction helps the sciences by imagining the future and what kind of social responses we’ll see over time. Bringing together different disciplines can be really valuable.”

Rather than exploring the environment in the abstract, Sultzbach has developed assignments and learning opportunities with tangible, meaningful outcomes.

She started a “Coffee & Conservation” program in which students read works of climate fiction and lead discussion groups with local environmentalists.

She organized student-led hikes in collaboration with the La Crosse Parks

& Recreation Department and the Aldo Leopold Society.

And she has volunteered with local grassroots and nonprofit organizations, including serving on the communications board for the Mississippi Valley Conservancy and writing articles for conservancy publications.

Sultzbach’s ability to inspire others can also be seen in “Communicating Green,” a photographic research essay by former UWL student Carly Rundle-Borchert. Sultzbach and Associate Professor of Art Kathleen Hawkes mentored Rundle-Borchert throughout the project.

“Dr. Sultzbach’s work has contributed to environmental education and awareness in the area,” says Sam Cocks, former Environmental Studies Program chair, “and has provided students, community members and local organizations with the opportunity to learn about and discuss environmental issues.”

About the awards

The Prairie Springs Environmental Leadership Awards, started in 2021, recognize a student and faculty member who are taking environmental action in the community, and inspiring others to do the same.

Recipients are selected by the **Prairie Springs Endowment Fund Advisory Subcommittee**, which considers the impact, scope and sustainability of each candidate’s accomplishments. Winners receive \$1,000.

The awards are funded through the endowment fund created by Prairie Springs: The Paul Fleckenstein Trust. The fund also supports undergraduate student research, CSH Dean’s Distinguished Fellowships and internship opportunities that focus on environmental education, conservation and wildlife habitat protection.

He has never worried about leaving work in a bad mood — despite his offices moving frequently throughout the world.

Benjamin Levelius, '10, is a foreign service officer for the U.S. State Department and does a wide variety of diplomacy work around the world.

Recently, he spent two-plus years in Hyderabad, India, where he interviewed visa applicants, performed outreach with local schools and businesses, and helped American citizens return home amid the frenzy caused by COVID-19.

His assignment in September took him to the U.S. Consulate General in Milan, Italy.

“I enjoy meeting people (and) I like to solve problems,” explains Levelius, a Stratford, Wisconsin, native. “Whether that’s assisting people traveling to the U.S. to study, assisting with family reunification, processing passports, helping destitute Americans get home or the national security aspect of rooting out fraudulent documents and preventing those with bad intentions from entering the U.S., I’m happy.”

Levelius enjoys meeting people with different stories and reasons for visiting the U.S.

“It’s never gotten old for me,” he notes.

Levelius’ career has led him on a long and winding path across the globe.

After earning his bachelor’s degree in Spanish education, he joined the **Japan Exchange Teaching Program** and spent two years teaching in Japan’s northern countryside. When the Fukushima Daiichi nuclear accident devastated

Man of the world

Spanish Ed grad finds fulfillment in U.S. State Department



Levelius’ travels have taken him to Japan, India, Belize and — soon — Italy. His bucket list includes Africa and Finland, the homeland of his paternal ancestors.

the region in March 2011, Levelius helped with disaster relief.

He returned to the U.S. a short while later, pursuing a master's degree in global policy from the University of Maine.

After graduating, he conducted security assistance training for the U.S. Army, providing cultural programming for international military officers stationed in the U.S. This included field trips meant to emphasize the importance of human rights and the rule of law, such as visits to the Heard Museum showcasing American Indian art and history, the U.S. Holocaust Memorial Museum and the National Museum of African American History and Culture.

In 2018, he became a Foreign Service Officer with the State Department following a grueling application process. It included a written exam, a series of essays and an oral interview consisting of a group exercise, a written exercise and a standard interview. Finally, he underwent an extensive background check and a suitability review. The entire process took roughly a year.

Despite the red tape, Levelius says his State Department roles and other international assignments have provided many memorable experiences.

He watched farmers in India defend their land from a troop of wild elephants looking for a snack.

He helped a Buddhist monk in Japan remove rubble from a destroyed temple



Benjamin Levelius, '10, is a foreign service officer for the U.S. State Department. His work has exposed him to many cultures, people and experiences. "It's never gotten old for me," he says. "I have yet to leave work in a bad mood."

after the Fukushima disaster.

And he has interviewed interesting people hoping to obtain U.S. visas — from Fulbright scholars and government officials to actors and actresses.

Levelius says he has come a long way since college, when he had to work a series of odd jobs to pay his way.

He hopes future assignments will bring him to Africa or Finland, the latter being the homeland of his paternal

ancestors. But for now, he's happy to work wherever the State Department sends him.

"Honestly, I milked cows, sorted steel in a factory and spent seven years working in restaurants to pay for college," he says. "In so many ways, I'm just happy to be here and want to enjoy the ride."



With many men headed to war in 1918, there wasn't enough interest from the La Crosse Normal School to form a band, so La Crosse Normal President Fassett Cotton recruited young men from Central High School. They are posing for a practice session in front of the unfinished physical education building.

Will COVID-19 change us?

History lessons can predict shifts in our post-pandemic lives

The COVID-19 pandemic has changed our lives in countless ways. It has altered the pace of technological innovation, shined a light on public health, and increased xenophobia and blame. But what changes will stick and what will become a distant memory?

Assistant Professor Penelope Hardy, who teaches a course on the history of epidemics, and Associate Professor Gita Pai, who teaches about the 1918-19 Flu pandemic and has written about COVID-19-induced xenophobia for a forthcoming book, share how past pandemics and other widespread disease outbreaks have caused major shifts in society. The periods in our past may offer clues about what's ahead.

Is the pandemic likely to spur permanent changes to technology or work?

We've all likely used at least one new piece of technology since the pandemic started — be it video conferencing tools, a new social media platform or an application to increase remote work productivity. But with all of this rapid innovation, we may wonder, will any of it take hold long-term?

Past pandemics have spurred innovation and changes to how work and school is done. In some cases, these changes have remained long after illness and death subside.

Higher wages and better treatment for workers. The Black Death plague in the mid 1300s in Europe and Asia eventually killed up to 60 percent of the

global population. The plague lingered for centuries and its effects were devastating, including labor shortages and the ruin of many landowners. However, long-term, more demand for physical labor led to long-term changes for workers as they were empowered to demand higher wages and better treatment. These work changes spurred by Black Death are considered some of the first social justice movements and often looked at as the end of serfdom in much of Europe.

Technological innovations to slow disease spread: Some technological changes as a result of disease outbreak were spurred by efforts to slow the spread. The Third Plague Pandemic, which started in China and spread globally at the end of the 19th century, led to significant technological efforts

to prevent rats from travelling via ship. While plague still exists in parts of the world, techniques used at this time have successfully prevented plague from reaching pandemic status again. Examples of these innovations include adding simple rat guards to the lines that secure ships to the dock and chemical fumigation.

Innovations to continue learning remotely. While widespread remote learning may appear to be a new innovation, that's not the case. During the polio epidemic, schools sometimes conducted classes via radio. Although it became a short-term solution, it is a reminder that COVID-19 isn't the first time educational disruptions were remedied with technology.

Is the pandemic likely to change healthcare or notions of public health?

During COVID-19, public health measures such as mandatory use of masks to prevent respiratory droplets from reaching others or the widespread reliance on centralized organizations such as the Centers for Disease Control and Prevention for health guidance have become commonplace. The pandemic has also revived debates about the value of a national health-care system. Whether these norms and conversations will continue is left to tell.

Past pandemics and other outbreaks have shined a light on the importance of public health. Often, this has led to a greater role of the government in public health or advances in medicine.



Associate Professor Gita Pai



Assistant Professor Penelope Hardy

In others, no permanent change. A few examples from history:

India, 1918 flu pandemic. India was the worst hit by the pandemic (even Mohandas Gandhi, an architect of India's independence, contracted the flu) with about 18 million people killed. The pandemic's toll on society revolutionized the notion of public health and expanded healthcare in the U.S., United Kingdom, and elsewhere, but not in India, despite being part of the British empire at the time. Today, India continues to bear a considerable burden of pandemic deaths. With over a billion people, overcrowded cities, rampant malnutrition and poverty, millions of migrant laborers, and a precarious healthcare system, it faced a massive COVID surge earlier this

year. Overwhelmed crematories and high-priced services drove many to dispose bodies in rivers, as they did in 1918. Also, after the 1918 Influenza, international agreements were broadened to consider more diseases "reportable," in hopes of controlling future epidemics more quickly, notes Hardy.

England, early 1800s. During this time, human waste accumulated in homes and was then disposed of in unsanitary ways, such as in London's River Thames, which was also used for drinking. The cesspools, filth, smell and eventual realization that the water people were drinking was possibly exposing them to disease such as cholera, were contributing factors in developing 19th century sanitary reforms. The state realized it must intervene and have a stronger role in public health. The First International Sanitary Conference was held in Paris in 1851, largely in response to a series of cholera pandemics that had ravaged Europe. Participating countries agreed on draft regulations for quarantine and other measures to control outbreaks of epidemic disease.

Tuberculosis in 19th century. Sometimes described as a "slow" epidemic, tuberculosis moved through Europe and the U.S. during the 19th century. One of the driving factors for the development of technologies in medicine like the stethoscope, invented by Parisian doctor René Laennec in 1816, was the need to better understand and diagnose tuberculosis.

 [Read more of the blog](#)

'Satirical Steel'

A commentary on tech, social media



Brad Nichols

Art Department Chair Professor Brad Nichols' latest work provides a satirical view of today's prevailing social media impact and technology use.

His idea for the forged and fabricated steel pieces featured in the show was born in about 2005 when his then 6-year-old son asked him to draw a picture. While his son wasn't impressed and crumpled up the drawing, Nichols got an idea from his work — that it would transfer well into steel.

Nichols experimented with that idea with his work, eventually culminating during a sabbatical in fall 2019.

"I consider what I do modeling, which is really much different than traditional blacksmithing," Nichols explains. "I'm really thinking about the connection method or the weld as a material over just strictly connection method. This allows me to build up the surface and then I can go back in and grind and connect separate pieces together to make them look like they're one, making them look like they're cast."

Many of the pieces Nichols created are being exhibited in "Satirical Steel." While the exhibit is set up in the University Art Gallery, it is open only to the on-campus community. **It can be viewed online.**

"One of the things I was focused on when creating these pieces was to create a narrative and so all of these pieces have something to do, or I should say, are a commentary on technology and social media," says Nichols. "I'm using insects and animals to represent people and how they use technology and social media."

Nichols says he's influenced by cartoons, especially those he saw as a child like those from Looney Tunes.

"I used to draw that stuff all the time," he says. "I think that sticks with me in my subconscious."

Take a Nichols-led online tour of the exhibit



 See exclusive online 360° views of the artwork



‘Redefining Hmong American Women’

All her life, Mai Chao Duddeck has made art. That inspiration started years ago in Thailand, where she was born and lived for 10 years. Now following research on Hmong American women in higher education for her dissertation, others are getting to experience her artwork, too. Mai Chao shared her work in the Pump House exhibit, “Redefining Hmong American Women.”

Mai Chao, ‘06, ‘08, ‘21, recalls her world in Thailand as a youngster divided into two seasons: wet and dry.

“During the dry season, my sketchbook was the hard-packed earth where I dipped my fingers into a bucket of water to draw my mother and her friends sewing story cloths about their experiences during the Vietnam War and life in Southeast Asia,” she explains. “In the wet season, when the earth became muddy, I found fallen branches to chicken-scratch on the soft ground with scenes of neighborhood children racing boats made from sticks and cloth down small streams.”

For Mai Chao, the world around her has always been a source of inspiration.

From a young age, I loved recording stories with the tools I found around my environment even if they were temporary,” she notes.



Mai Chao Duddeck



Mai Chao Duddeck’s “Embracing and Relearning,” a mixed media piece, was one of 11 pieces displayed this summer.

Her exhibition included 11 pieces of mixed media. Mai Chao hoped visitors left challenged to think about their own stories, along with a better understanding of the Hmong American women experience in higher education.

“I hope they will be inspired to tell their own stories and lived experiences; have a deeper

understanding and appreciation for Hmong American women; and build stronger cultural bridges with the Hmong community and Hmong American women college students,” she says.

La Crosse and UWL are special places for Mai Chao. She holds three degrees from UWL: a Bachelor of Science in Art Education in 2006; a Master of Education-Professional Development in 2008; and a Doctor of Education in Student Affairs Administration Leadership in 2021. In June, she began working with Gundersen Health System.

Artist’s statement

Mai Chao’s research centers around the experiences of Hmong American women in higher education. In her dissertation, she used critical reflection and participant observations combined with scholarly research to explore Hmong history, assimilation, hopes and dreams, and sense of belonging as a Hmong American woman. The exhibit was part of her research using the visual art to share new knowledge about how Hmong American women navigate, negotiate and affirm self-identities in post-secondary education.



UWL's Murphy Library and the Oral History Program helped produce a new state oral history collection, "Listening to War: Wisconsin's Wartime Oral Histories."

Listening to war

Local veterans' stories featured in statewide digital collection

You can now hear about the struggles and challenges of Wisconsinites during war.

UWL's Murphy Library and the **Oral History Program** played an important part in the production of *Listening to War: Wisconsin's Wartime Oral Histories*.

The collection includes interviews with Wisconsin residents about their frontline and home front experiences during World War I, World War II,

the Korean War, the Vietnam War and the Persian Gulf War.

Listening to War brings together almost 500 oral history interviews with Wisconsin veterans and civilians from 20 libraries, museums and historical societies around the state.

Many of the recordings were in outdated, analog formats at risk of becoming unusable. The project aimed to digitize, preserve and provide access to these stories to

share them with a broader audience. The statewide effort was coordinated by *Recollection Wisconsin* in partnership with the Wisconsin Historical Society, the Wisconsin Veterans Museum, and supported by grants from the National Endowment for the Humanities (NEH).

Murphy Library Special Collections/Area Research Center and the Oral History Program contributed 90 oral histories to the project. Stories from

La Crosse area residents include:

- **Anne Weisse**, who served as a club director for the U.S. Army Special Services unit, a recreation and entertainment-focused unit for enlisted men, during and immediately after World War II.
- **George Nygaard**, a marine veteran, who recalls assisting at the 2nd Battle of Khe Sanh in Vietnam and discusses life after returning home, including adjustments, protests, and viewpoints on the war.
- **Chia Xiong**, a Hmong refugee who recounts his experiences as a soldier fighting against the Vietnamese, his ultimate decision to leave Laos, the conditions of refugee camps, and more.

Listening to War highlights the importance of the UWL Oral History Program and the preservation of its recordings housed in Murphy Library Special Collections/ARC. Its interviews capture less heard voices often not found in other sources, such as veterans, people of color, students, immigrants, and members of the middle and working classes.

UWL has one of Wisconsin's oldest and best oral history programs and was the Listening to War project's second-largest contributor, providing its only two recordings featuring veterans of the 1898 Spanish-American War.



Various oral history equipment used to document and record various stories such as Listening to War.

Listening to War brings together interviews revolving around a popular topic archived in repositories throughout the entire state.

“This far-reaching project will undoubtedly facilitate even more exposure and use of these valuable resources,” says Laura Godden, '07, a historian and archivist with the Murphy Library Special Collections and Area Research Center. “We have been doing behind-the-scenes work at UWL for Listening to War since 2016, so it's exciting to see it all finally coming together and being released to the public.”



About Recollection Wisconsin

Recollection Wisconsin brings together photos, maps, documents, oral histories, and other digital collections from Wisconsin libraries, archives, museums and historical societies and shares them with the world in partnership with the Digital Public Library of America. The Recollection Wisconsin consortium is administered by WiLS (Wisconsin Library Services), an independent 501(c)(3), and managed by six governing partners: Marquette University, Milwaukee Public Library, UW-Madison, UW-Milwaukee, Wisconsin Department of Public Instruction, and the Wisconsin Historical Society.

 [Get more info](#)

He's history

Graduating senior takes top award

Johnathon Jaeger has discovered more about La Crosse businesses in the 1900s, the local impact of World War II and Driftless area rural towns. And thanks to his work as a student employee in the university's Oral History Program, others will, too.

Jaeger, a double major in philosophy and history: public and policy, is the 2021 UWL Student Employee of the Year. As a digital preservation technician, he has been listening to and creating indexes for oral histories from UWL's vast collection of interviews. Researchers use the indexes when they listen to the interviews.

"This job is really about preservation and creating ease of access for Midwestern stories and heritage," Jaeger explains. He also helped create a style guide and a master list of interviews for the program.

Jaeger says the best part of the job are the stories he listened to.

"I have always felt most comfortable listening to people and their stories," he notes. "While working for the Oral History Program, I have heard stories about 1900s La Crosse Businesses,

World War II, the Vietnam War, rural towns in the Driftless Region, stories from People of Color, among many, many others. Ultimately, this job has given me a unique perspective of the world that I would not trade for anything."

Jaeger expects his two-year stint with the program to help his career.

"This job has been instrumental as a professional development opportunity," he explains. "It has taught me about leadership, time management, public outreach and understanding other people."

Associate Professor of History Tiffany Trimmer serves as Jaeger's supervisor. Trimmer says his work has involved much more than simply converting cassette tapes to digital files.

Trimmer says Jaeger translates interviewees' words — complete with regional and generational slang, personality quirks and more — into search terms, along with filling in relevant historical information. She says he draws on the history content knowledge, contextualized and critical thinking skills, and problem-solving

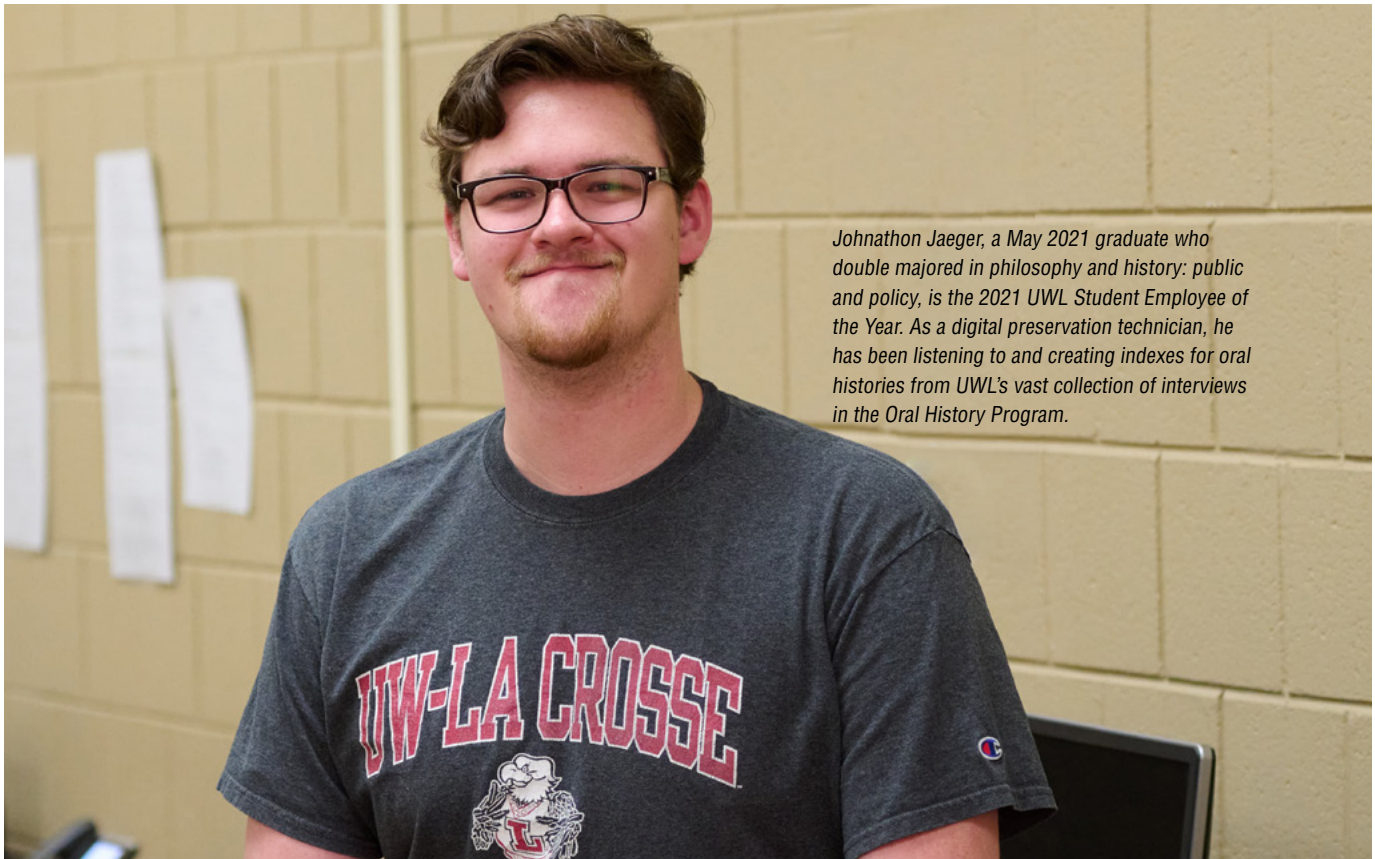
abilities he gained from history and philosophy coursework.

"By taking this extra research step, our preservation techs make the indexes much more helpful to a potential listener and greatly increase the likelihood someone will take the time to listen to our oral histories," Trimmer explains.

Jaeger goes above and beyond to capture what the oral histories need.

"He has a deep respect for the interviewees and their life experiences that he's helping to preserve," she notes. "It shows in the thoughtful and detailed way he indexes their interviews. He's also grown into a superb student ambassador for the Oral History Program and its vital mission. Whether he's contacting archivists with research questions or joining me in visits to history classes, I know that he'll represent the program in a thoughtful and professional way."

Trimmer says Jaeger took the initiative to reinvent the program's style guide, which had often caused confusion in identifying events in indexes. And, he re-designed training materials for other students joining the preservation team.



Johnathon Jaeger, a May 2021 graduate who double majored in philosophy and history: public and policy, is the 2021 UWL Student Employee of the Year. As a digital preservation technician, he has been listening to and creating indexes for oral histories from UWL's vast collection of interviews in the Oral History Program.

“As a result, our workplace and work processes not only became better, they also became more collaborative,” Trimmer notes. “He is the kind of employee who embraces new challenges and figures out how to effectively accomplish goals.

Bottom line: Jaeger was an invaluable asset, says Trimmer.

“When I have an unusual task for him, such as figuring out how to put content on our website, he gives it his all and grows into the challenge — whatever it is,” she says. “His good humor and creative problem solving have made him an excellent employee and an essential member of the program’s team.”

During college, Jaeger also worked as a visitor services associate at the La Crosse Area Heritage Center, and

was involved in Philosophy Club, History Club and Phi Alpha Theta.

After graduating in May, the Claremont, Minnesota, native is working as a human resources representative and researcher for VZ Hogs in his hometown.

Jaeger credits faculty members Tiffany Trimmer, James Longhurst and Samuel Cocks for their support and guidance through college. He says his parents, Mike and Heidi Jaeger, and fiancé, Carlie Brennan, were also key.

About the Student Employee of the Year award

UWL has participated in the National Student Employee of the Year program since 1991. The program recognizes outstanding contributions and achievements of students

working while attending college. Recipients receive a plaque and a \$600 scholarship. Selection is based on reliability, quality of work, initiative, professionalism and uniqueness of contribution.

About UWL's Oral History Program

Established in 1968, UWL's Oral History Program collects, preserves and promotes the use of local oral history recordings related to western Wisconsin and the upper Mississippi River Valley. The program serves as a repository for the collective memory of the region and a source of cultural and historical knowledge. The collection currently holds approximately 900 individual oral histories, about 3,000 hours of audio. **Find out more.**



Cori Vought, '15, left, and Sarah Jackson, '14, perform at the Under the Stars concert series at the Old Main Historical & Community Arts Center in Galesville. The pair are vocalists for the Band Coulee Creek, which pays tribute to folk music icons Hazel Dickens and Alice Gerrard.

Folk Heroes

Local band honors folk icons Hazel Dickens, Alice Gerrard



A pair of UWL alums are blending their voices to honor Hazel Dickens and Alice Gerrard, who broke through the male-dominated folk and bluegrass industry in the 1960s and '70s.

Sarah Jackson, '14 (psychology and music performance), and Cori Vought, '15 (music education), are vocalists for The Band Coulee Creek, a group of Wisconsin and Minnesota musicians paying tribute to Dickens and Gerrard through their new album, "Matriarch."

The songs reflect the way Dickens and Gerrard viewed not only women, but also poor and underserved communities.

"After reading and learning about Hazel and Alice, I was inspired by their music and their roles in the music world," says Jackson, the band's lead vocalist. "Through their music, they shared stories about being a mother, a sister and a partner; and also about the relationship within — the imperfections

and strengths of who they were in a socially and politically changing time."

The Band Coulee Creek was started by local bluegrass musician Dave Strudthoff, who had met Jackson and Vought at English Lutheran Church in La Crosse.

Strudthoff brought in three other musicians to fill out the band. They asked Madison-based poet Rita Mae Reese to contribute the lyrics.

Vought provided upper and lower harmonies on the album and plays the bodhran (an Irish folk drum) and spoons during live shows. Working on the album, she says, was a great way to study and recognize two iconic musicians.

"What inspired me about Dickens and Gerrard is their strength of presence in a genre that was not necessarily making space for them," she explains. "I sometimes wonder if Hazel got enough accolades during her time, and I'm happy to give her the recognition she deserves."

Despite the challenges of creating an album amid a pandemic — each musician recorded their parts independently — the album has been well received. In March, it reached No. 2 on Amazon's list of New Country Releases.

Jackson and Vought say they are looking forward to future live performances, which will be announced on the band's Facebook page.

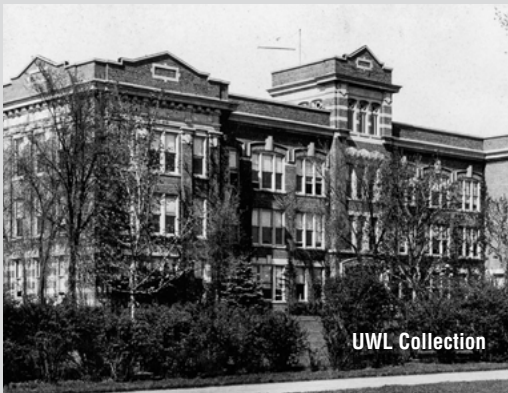
The music education they received at UWL — from faculty members Gary Walth, Karyn Quinn, Mary Tollefson and others — has been highly influential in their success, they say.

"My experience in the UW-La Crosse Music Department was so special," Vought notes. "I feel that not only did I have fantastic professors in my music education classes, but I also received a rounded education in many styles of music."



Photo project reveals city through the decades

Brianna Graw, '21, has created a photo project illustrating how La Crosse landmarks have changed through the decades. "I grew up here in the La Crosse area, but I had never really paid much attention to the city's many historic buildings and landmarks," she says.



UWL Collection



Brianna Graw

A photo might say a thousand words, but rarely does it capture how a community has changed over 100 years.

Brianna Graw, '21, set out to do exactly that with her project "La Crosse, Wisconsin: Then & Now" — a collection of new and historic photographs taken in the same locations throughout the city.

"I thought it would be interesting to see how these locations have changed, or haven't changed, from 'then' to 'now,'" says Graw, who majored in marketing and minored in art, with an emphasis in photography and graphic design. "I grew up in the La Crosse area, but I had never really paid much attention to the city's many historic buildings and landmarks"

Graw's collection includes photos of 30 sites, including Grandad Bluff, Riverside Park, UWL's Graff Main Hall and locations downtown.

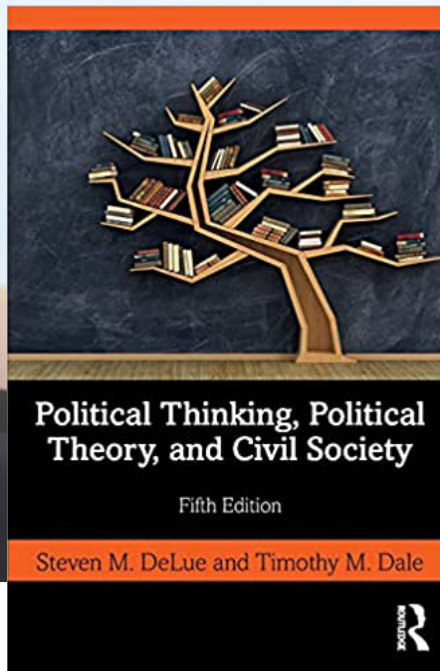
The collection also illustrates the evolution of La Crosse's business community, as well as photos with personal significance, such as her mother's birthplace and her grandparents' old house.

Throughout college, Graw noticed the many connections between her two passions: marketing and art. As a communications technician with the Franciscan Sisters of Perpetual Adoration, she's putting both major and minor to use.

 [See the collection](#)

JUST PUBLISHED

Professor Tim Dale, Political Science & Public Administration.



Tim Dale

**Professor of political science,
Political Science & Public Administration Department**

Years at UWL: 9

**Degrees: B.A. Marquette University, Ph.D.
& MA Notre Dame**

**Specialties: Political theory,
American politics**

Hometown: Milwaukee

Name of book:

Political Thinking, Political Theory, and Civil Society 5th Edition

Brief synopsis of the book:

Political Thinking, Political Theory, and Civil Society presents a comprehensive overview of the Western tradition of political thought that approaches concepts with the aim of helping readers develop their own political thinking and critical thinking skills. This text is uniquely organized around the theme of civil society — What is the nature of a civil society? Why is it

important? Major thinkers discussed in the text are explored not only with the goal of understanding their views, but also with an interest in understanding the relationship of their ideas to the notion of a civil society.

How did your research for the book impact your teaching in class:

I teach the history of political theory. Research for this book directly impacted discussions with students in class both while it was being written and since.

Previous books:

- Homer Simpson Marches on Washington: Dissent through American Popular Culture
- Homer Simpson Ponders Politics: Popular Culture as Political Theory
- Jim Henson and Philosophy: Imagination and the Magic of Mayhem

 **See more, order.**

UWL research helps committee promote affordable housing



New research by UWL students and faculty explores possible solutions to the city's affordable housing shortage.

Carol Miller, professor of sociology and criminal justice, and one of her students, Ava Beaudot, spent the past several months analyzing data from the Habitat for Humanity-La Crosse Area's Housing Advocacy Committee.

The result: recommendations — from increasing tenant protections and education to expanding existing housing programs — that were presented at the committee's April 22 meeting.

"La Crosse is ahead of many communities in its efforts to identify barriers to affordable housing and in trying to address those problems with innovative programs and policies," Miller and Beaudot said in their report.

"However, as with all social issues, there is more work to be done."

Miller and Beaudot note that discriminatory policies and practices often prevent people from securing decent rentals or affordable homes. Those with credit problems or criminal records face a particularly difficult climb, their research found.

To remedy this and other issues, the pair offered several recommendations:

- Implementing policies meant to protect tenants and control rent, ensuring that housing remains accessible and affordable
- Creating an education program covering rights and responsibilities for landlords and tenants
- Expanding La Crosse's Housing Replacement Program, through which the city revitalizes and sells previously dilapidated homes

- Zoning and constructing neighborhoods designed for smaller, more affordable homes.

In addition to Miller and Beaudot, Associate Professor Song Chen and his mathematics and statistics students helped analyze the data.

Executive Director Kahya Fox of Habitat for Humanity-La Crosse Area, says the research will help guide meaningful change.

"During our strategic planning, we will look at the statistics from our survey and other data compiled from a variety of regional surveys to inform us about the challenges facing residents," she says. "Once we identify short- and long-term solutions, we will work with collaboration in our committee and do the hard work of removing policies that are barriers to fair and affordable housing, and improve local programs to increase citizen resources."

May graduate reflects on transformative college experience

Faith Fisher can sum up her college transformation in one word: confidence.

“The thing I’m most proud of is how much more comfortable I am in front of people, how much more comfortable I am in my beliefs,” says Fisher, who graduated in May with a sociology major and psychology minor. “I’ve grown a lot since my freshman year, when I was sometimes scared to put myself out there. I’ve really come out of my shell and stood up for what I believe in.”

The Burlington native has been a stellar student and highly involved on campus, holding a 3.45 GPA, 3.5 in her major. She has served in a variety of roles on campus, including resident assistant in Wentz Hall and several positions with the Student Association, most recently director of staff.

And she has devoted time to helping the broader community, interning at a La Crosse County Systems of Care camp for at-risk youth.

Lisa Kruse, associate professor of sociology and criminal justice, says Fisher has been a model student, using her knowledge and experiences to enrich classroom discussions.

“She truly embodies the spirit of sociology in speaking truth to power,” Kruse says. “There are some students whose presence you know will increase the quality of your sociology classes because of their capacity for critical reflection, dedication to learning, and willingness to take on and challenge cultural narratives. Faith is one of



Faith Fisher, a sociology major and psychology minor, is one of more than 1,500 graduates honored at May 15. “I’ve grown a lot since my freshman year, when I was sometimes scared to put myself out there,” she says.

those students. Her compassion and unwavering dedication to social justice is inspiring, and I have no doubt that we will be proud of the work she does.”

Fisher’s most fulfilling work on campus has been with the Student Association, which she joined as a first-year student, representing the Asian Student Association. She remembers the first meeting being “long and intense,” but she quickly realized the group could make a positive difference.

As a junior, Fisher became the Student Association’s inclusivity director where she and her peers created a campaign bringing attention to sexual assault and domestic violence.

She also helped spearhead fundraising efforts for the Student Association’s Womxn of Color Scholarships. This year, the team exceeded their goal by raising \$3,700 toward the scholarship program.

“That’s probably the thing I’m most proud of,” Fisher says. “Especially during COVID, money is tight and times are hard. I wasn’t expecting people to have this as their priority, but it was really exciting to see so much support and generosity.”

Much of Fisher’s efforts have involved diversity and inclusion. Growing up in a predominantly white community, she learned at a young age to get off the sidelines and advocate for her beliefs.

“When it comes down to it, I’m a person of color, and I’ve seen how racial injustice not only affects the Asian community — but the Black community, the Native community and the Latinx community,” she says. “Hopefully we can inspire more people to be a part of the cause, and people will realize that we don’t only have racist people in our society, but racist infrastructure as well.

“Those structures won’t just go away — we have to change them.”

Fisher plans to continue doing her part after graduation, she and some friends moved to Chicago. She plans to spend a year with City Year, an education nonprofit that works with at-risk children in the local school system.

“I’ve really liked UWL and La Crosse, but I’m excited to see a different atmosphere, different people and a different culture,” she says. “I’m a little nervous, but I’m definitely far more excited than nervous.”

EAGLE EXCELLENCE

OUTSTANDING EDUCATORS RECOGNIZED

Faculty from CASSH recognized with the 2021 Eagle Teaching Excellence Awards include:



Merideth Garcia

English/English Education

Started at UWL: 2018, assistant professor English and English education

Courses: I'm an SOE-affiliate in the English Department, and I teach literature, composition, linguistics and English teaching methods

courses. I also supervise teacher candidates in their middle and high school internship placements.

Background: I completed my PhD at the University of Michigan in 2018, where I was a graduate student Instructor, teaching first-year writing, upper-division critical theory and writing courses, and both undergraduate- and graduate-level English teaching methods courses. Before that, I spent 10 years teaching English and English to Speakers of other Languages in K-12 classrooms — everything from second grade ESOL to dual-credit high school courses. I spent one year teaching in India and one year teaching at a community college.

Favorite part of teaching: I am most excited when students discover that they enjoy reading, that they write beautifully, that they think critically or that they love teaching. I love learning new things, and so I try to structure my classes to maximize opportunities for all of us to learn from each other. Having taught so many different grade levels and topics, I have a special appreciation for how learning across the lifespan develops and how learners at every stage can contribute to our community and common resources. At UWL, it's been especially satisfying to see my students become teachers who foster curiosity and critical engagement.



Amy Nicodemus

Archaeology & Anthropology

Started at UWL: 2016, assistant professor of archaeology and anthropology

Courses: I specialize in European prehistory and osteology (human osteology and zooarchaeology). I teach classes on these topics, along with Intro to the Archaeology Major, Intro to Physical Anthropology, World Archaeology, Archaeological Theory and Senior/Honors Thesis.

Background: Prior to joining UWL, I held a postdoctoral research fellowship in Archaeology at the University of Michigan.

Favorite part of teaching: I am fortunate to teach many laboratory classes and internships. I love being able to work directly with students

through hands-on lab activities and research projects. These help to get students excited about, and more engaged with, the material and to learn practical skills along the way. It is especially rewarding when students transform these foundational experiences into theses their senior year.



Anthony Chergosky

Political Science & Public Administration

Started at UWL: 2018, assistant professor of political science and public administration

Courses: American government and politics, including POL 101: American

National Government; Campaigns and Elections, Politics and the Media; Legislative Process; American Presidency; research methods for political science and public administration majors; first-year seminar on the topics of persuasion, influence and power.

Background: Ph.D. in political science from the University of North Carolina at Chapel Hill. My graduate work focused on American political institutions, and I conducted research on Congress, the media, elections, and the scholarship of teaching and learning. Most importantly, I was able to gain teaching experience at UNC and discovered how much I valued the opportunity to work with students. During my graduate

studies at UNC, I developed a love for teaching as well as a curiosity for how to promote student learning.

Favorite part of teaching: I love the fact that each day is different, and each class is different. When I teach my introductory-level American government courses, I get to focus on developing students' interest in politics and their passion for democracy. When I teach upper-level courses, I enjoy showing students how political scientists think and guiding students as they develop new ways of thinking. Perhaps best of all, I get to directly witness the bright future for American democracy.



Kathryn (Kat) Skemp

Theatre Arts

Started at UWL: 2011, associate lecturer of theatre arts

Courses: I teach private musical theater voice lessons, singer/actor courses and music direct the musical theater productions.

Background: Prior to UWL, I performed opera and musical theater around the U.S. and taught voice at St. Vincent's University and Point Park University in Pittsburgh. UWL has also afforded me opportunities to continue some professional operatic performance work.

Favorite part of teaching: I have the unique opportunity to work with students individually from the

time they are freshmen until they are seniors. I enjoy watching these students grow into confident adults and realize their potential. It is a joy to be able to help them find their voices and challenge them to go a little bit further than they thought was possible. Breakthroughs in the studio are so exciting, and developing a skill like singing requires patience and hard work — lessons that students can carry over into other areas of their education and personal lives.



Bill Hyde taught in the UWL English Department from 1956 to 1992.

LASTING IMPACT

Bill and Yvonne Hyde
fondly remembered

Had there been a UWL Power Couple title in the '80s and '90s, it probably would have gone to William "Bill" and Yvonne Hyde.

The Hydes came to campus in 1956 when they returned to the Badger State from a three-year stay in Texas. Bill had taught English at Trinity University in San Antonio, while Yvonne worked at the university's library. During their next four decades at UWL, they left their marks across campus.

Bill taught in the English Department from 1956-1992. Associate Professor Emeritus Tom Pribek, '76, who taught in the English Department from 1984-2014, recalls Bill fondly. Hyde was one of his undergraduate teachers. Pribek remembers how Hyde and others in the department were friendly and respectful when Pribek returned with a doctorate in hand. Yet, Pribek still had some fear that he would never be taken quite seriously as his equal.

"This department was instead very welcoming to me. He was more than, and if he was more than just typical of teachers who became my friends, I believe Bill could take credit for being the model of the really fine person who encouraged me and made me feel I belonged here," Pribek says. "Most of my colleagues have been friends, but few deserve as high a rating of 'gentleman and scholar' as Bill Hyde."

Yvonne Hyde joined the campus library staff in 1957, doing various jobs before settling into cataloging for the last 18 years of her 38-year stint running through 1995. After retiring, she volunteered a couple of hours a day for about a year.

Professor Emeritus of English Carla Graham recalls both Bill and Yvonne having a tremendous wit.

"As a composition professor, Bill enjoyed student word-usage, such as one who saw a long line of 'tankard' cars on the railroad south of La Crosse," says Graham.

She asked him to visit her British Literature survey following his retirement to teach Thomas Hardy, his primary interest and publishing area.

“He was proper and gallant, but that wit was a real source of my admiration,” she notes.

Graham says Yvonne was an immense reader and a fan of Anthony Trollope’s novels. In recent years, she devoured magazines like *The Atlantic* and *the Smithsonian*.

“She loved everyone from colleagues at Murphy Library to waitstaff at Diggers and Rocky’s in Stoddard,” Graham notes. “In short, for Bill, I recall his wit; for Yvonne, her love of people.”

Together, the Hydés were also known for their generosity toward campus.

Their support for the English Department includes the William & Yvonne Hyde Special English Endowment in 1998, providing support for the English Department’s visiting speakers, books and equipment, and other materials and programs. The impetus for the fund came when Bill volunteered to teach a composition class after he retired. He didn’t want to be paid, but rules required payment. So Bill cashed the check and gave the money to the UWL Foundation for the fund.

The couple also funded the William J. Hyde English Department Scholarship Fund. In 2002, the department honored them by naming its colloquium series as the English Department William J. and Yvonne M. Hyde Colloquium Series.

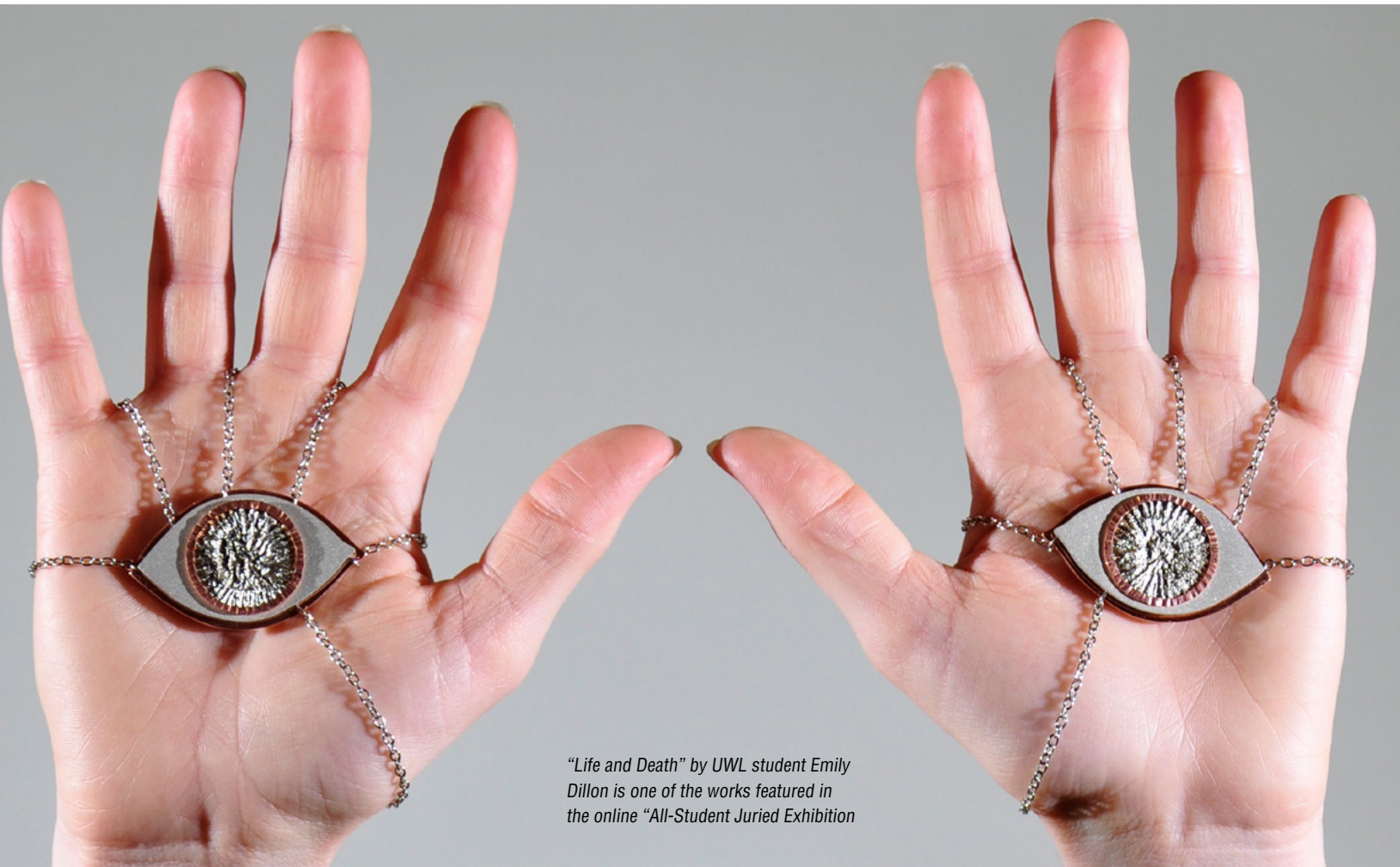
Their support for Murphy Library included setting up the Billie J. Batchelor Trust Fund, in which Bill donated expensive reference books. Along with Yvonne’s volunteering, they also supported the library financially. In 2002, the library recognized them with the Eugene W. Murphy Library Special Recognition Award.

Memorials may still be given to any of the Hyde funds through the UWL Foundation.

Bill and Yvonne Hyde, longtime employees and supporters of UWL, established the William & Yvonne Hyde Special English Endowment in 1998, providing support for the department’s visiting speakers, books and equipment, and other materials and programs.



Yvonne Hyde, pictured here on the day she retired, joined the campus library staff in 1957. She did various jobs before settling into cataloging for the last 18 years of her 38-years running through 1995. After retiring, Hyde volunteered a couple of hours a day for about a year.



"Life and Death" by UWL student Emily Dillon is one of the works featured in the online "All-Student Juried Exhibition"

SNAP **Student work featured**

Students from across campus shared artwork during an online spring exhibition. It featured a variety of media from students in all disciplines.

 [View it](#)