

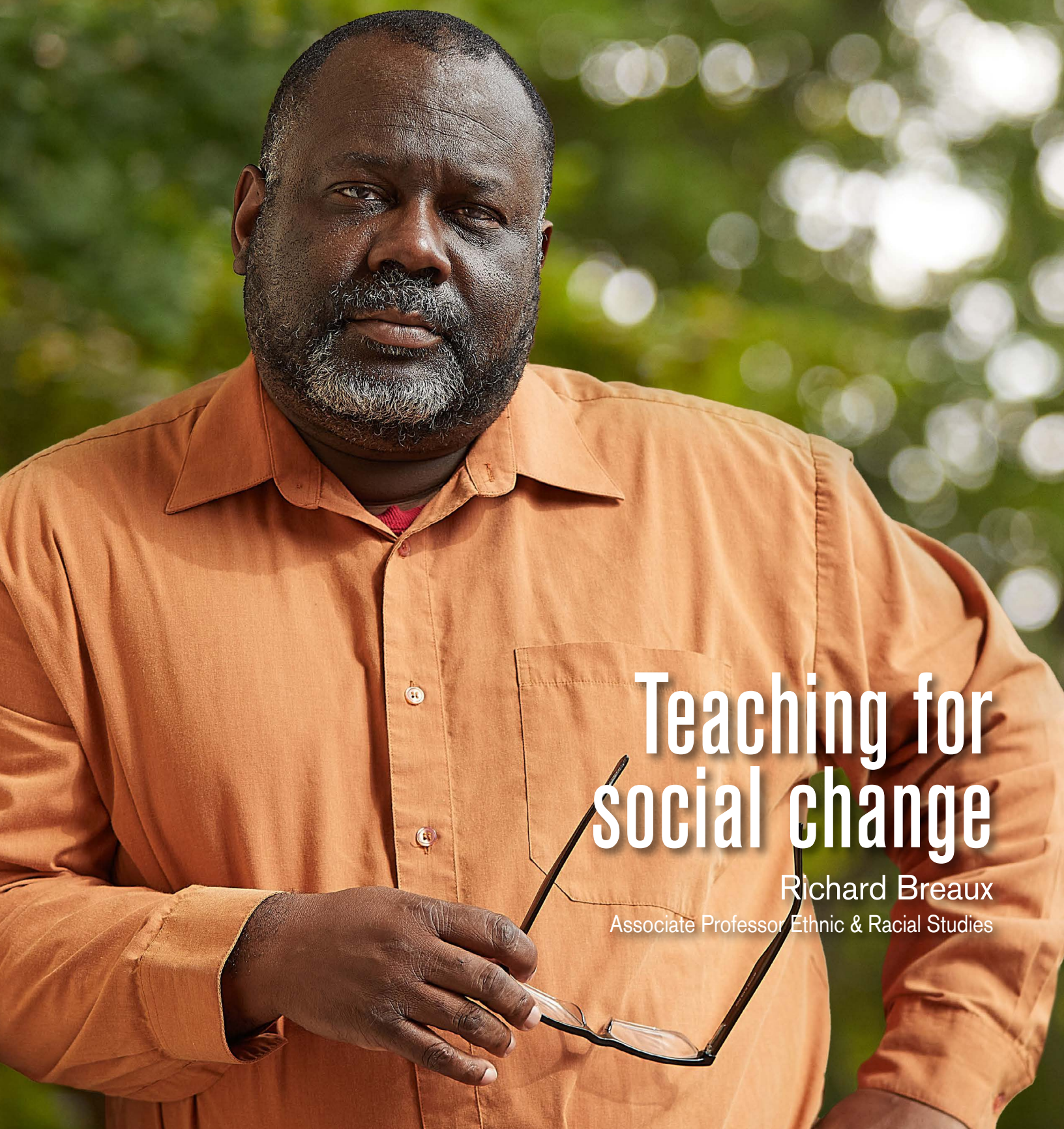


CAPSTONE

UWL COLLEGE OF ARTS, SOCIAL SCIENCES AND HUMANITIES NEWSLETTER

INSPIRING | ACHIEVING | UNITING

FALL 2020



Teaching for social change

Richard Breaux

Associate Professor Ethnic & Racial Studies



DIVERSITY AND INCLUSION

Understanding the importance of diversity and inclusion is crucial in contemporary society. Such understandings and practices are central to mission of the College of Arts, Social Sciences, and Humanities aimed at developing global citizens for the 21st Century. The College values diversity through its emphasis on the strategic plan category, “Advancing Inclusive Excellence,” which includes recruiting and retaining diverse faculty, supporting diverse students, and providing both an understanding and analysis of the complex manners in which people interact on individual and structural levels.

Diversity reflects the reality of our complex global society; valuing the strength of a diverse and inclusive world is imperative as we prepare students for work with a wide variety of people as well as citizenship in the diverse and multifaceted modern

world. The global economy requires an appreciation and understanding of diversity and inclusion for people and organizations to be successful. We want our graduates, as citizens, prepared to be active and insightful participants who consider various perspectives and backgrounds while working for welcoming communities and the betterment of all.

Our current world is experiencing tremendous turmoil and reckoning around issues of diversity, demonstrating the importance of a better appreciation for and the practice of diversity and inclusion. In the College of Arts, Social Sciences, and Humanities, we want to contribute to and foster this understanding both in how we operate as well as in the student experience through coursework and extracurricular activities.

The Fall 2020 Capstone provides examples and descriptions of initiatives and activities engaged in by our faculty and students.

This work reflects the pursuit of a better understanding and practice of diversity and inclusion. While there still is much to be done, the articles demonstrate some of our strong efforts as we strive to become a more diverse environment, reflecting realities of the modern world and better understanding the importance and value of diversity as we prepare our students for both fulfilling careers and global citizenship. I am very proud of this continuing work and am sure you also will be impressed with these efforts.

It is a privilege to be an Eagle!!

A handwritten signature in red ink that reads "KARTEL". The signature is stylized and written in all caps.

Karl R. Kunkel
Dean

CAPSTONE

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FALL 2020, VOL. 10, ISSUE 1

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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Sharing stories while serving time



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Women's, Gender, & Sexuality Studies

TEACHING

FOR SOCIAL CHANGE

Diversity, inclusion are core values among CASSH faculty

For Sociology Professor Laurie Cooper Stoll, whose courses are directly related to social justice issues, promoting diversity begins with a foundation of shared understanding, and progresses when students can ask questions and express themselves.



Richard Breaux has seen the transformative power of class trips to civil rights landmarks, the way they bring to life the struggle for racial equality and social justice.

When he teaches racial and ethnic issues, Breaux's formidable task is carrying the spirit of those landmarks 1,000 miles north, so his students can not only learn the lessons of Selma, Montgomery and Atlanta from their desks at UW-La Crosse, but see how those lessons can address racism in the Upper Midwest.

"People have fairly short memories, and so they don't necessarily understand the fact that in African American communities, we've been talking about exploring and confronting things like police brutality for decades," explains Breaux, a professor in the Racial and Ethnic Studies Department. "These are conversations we've always had, but there's this phenomenon where nothing seems to exist until the larger white population learns about it."

The call for universities to follow Breaux's example, to be a leader in teaching and promoting diversity, has never been louder. The Black Lives Matter Movement in particular — refueled by the deaths of George Floyd and Breonna Taylor — has become a focal point in the struggle for equality and justice in America.

Breaux and other CASSH faculty agree that institutional change and more inclusive public policies must



Professor Richard Breaux knows there's transformational power in taking class trips to civil rights landmarks, such as Selma, Alabama.

be part of the solution. But they are not waiting around for change to happen — they are helping drive that progress by framing their courses around equity and inclusion, and serving as allies for students in need of support.

Laurie Cooper Stoll, a professor in the Sociology and Criminal Justice Department, grew up in a working-class family in the Deep South, where she saw the same forms of oppression she now explores with her students.

"We start from the position that race isn't something biological or genetic or cultural — it's a social construct. We're also not going to debate if racism exists. We begin, point blank, with the premise that it does," she says. "A lot of students come from almost all-white communities and may never have had these types of conversations

before. That's something I try to acknowledge right away, because those discussions are a major component of all my classes. Regardless of content, I want students to know that they're valued and that they should never feel like they can't ask a question."

Cooper Stoll notes that, while her courses are directly related to social justice issues, every instructor should strive to embrace diversity not just through words, but through curricula.

"Nobody is off the hook just because of what they teach, and nobody should ever feel like they've accomplished full expertise," Cooper Stoll says. "To do right by our students, we need to devote ourselves to constant personal and professional development."

Continued next page



Vincent Her, Professor of Archaeology and Anthropology

Vincent Her, a professor in the Archaeology and Anthropology Department, urges students to consider race and culture in the context of their own lives. What did their ancestors experience in this country?

When he was a child, Her's family fled war-torn Laos in hopes of a better life in America, settling in Wisconsin in 1980. Through his teaching, Her shares his knowledge of Southeast Asian culture, specifically Hmong and Hmong American religion and spirituality.

"My philosophy has always been to teach for social change," he says. "My goal is to influence the thinking of each and every student to the extent that I can, to offer them alternative ways to explore and understand the complex world they are living in."

Often academic disciplines push students to separate the personal

from the intellectual, to set down the baggage of their own life experiences. Her does the opposite.

"What we do in real life is often driven by strong personal convictions, beliefs and values. If so, shouldn't we be flexible enough to engage in honest self-evaluation?" he explains. "If a student walks away from my class armed with an open mind and new perspectives, then I believe I have done my job as a teacher."

In the English Department, Kate Parker and Bryan Kopp recently restructured ENG 311: Critical Theory to focus on social justice issues.

Students in ENG 311 have always been expected to read challenging texts and "ask what the literature does and how it does it," Kopp notes. But now, the course is more intentionally designed to highlight texts written by authors from marginalized communities, and to push students to view texts through lenses of culture and oppression.

"Literature has the ability to cultivate a sense of empathy and sympathy with other people," Parker says. "A lot of the texts we read are so dense and formal that we forget they were written by real people. So we try to bring the authors' backgrounds into class — talk about who they were and where they're coming from."

Parker is also the director of UWL's Institute for Social Justice,

which seeks to foster a community of scholars dedicated to social justice research, engage students who are interested in related careers, and form partnerships with like-minded organizations in the La Crosse community.

This year's summer program, delayed by COVID-19, is now set for January, with modules on implicit bias, microaggressions and trauma-informed teaching.

Also, this fall, the Center for Advancing Teaching and Learning will hold a two-part workshop on how teachers should navigate difficult conversations with students — whether the topic relates to social issues, the pandemic or other difficult topics.

While instructors are accustomed to leading conversations, Breux says the best thing they can do is step back and let others speak.

"It's important to do more listening than talking, which is difficult for people who are paid to talk," he says. "It's an extremely difficult thing to not talk and to listen, to have humility in a culture that demands we have a level of expertise. That humility means admitting when you don't know something, and doing the extra work to help get you there."



Kate Parker and Bryan Kopp recently restructured ENG 311: Critical Theory to focus on social justice issues. In 2016, the English Department duo co-authored a National Endowment for the Arts Big Read grant to bring nationally recognized speakers and generate community-wide conversations around Ernest J. Gaines' novel, "A Lesson Before Dying." Gaines' eighth novel, published in 1993, is about a young teacher pairing up with an uneducated young adult after he is wrongfully convicted of robbery and murder and sentenced to death in a small, fictional Cajun town. "This is a book that invited us to think in unexpected ways about pressing social issues," says Parker.



RE-THINKING THE PUBLIC STREET

UWL Transportation Historian James Longhurst

The pandemic has brought an unexpected issue to light: transportation. And it has brought UWL transportation historian James Longhurst's specialty to the front even during a traffic jam of other pandemic issues.

Longhurst quickly became a source for statewide articles and interviews about COVID-19's impact on transportation and alternative uses for street space. His main message: Public streets have always been shared by vehicles, bikes, protesters and more.

"Our present-day understanding of city streets as solely owned by private automobiles is a bit of a historical aberration," notes Longhurst.


"Designs, structures and policies that share the public streets between many different uses and vehicle types is the historical rule, not the exception," he explains, saying that street use can change with demand. "Streets are never set in stone, even if they are poured in concrete; they've always been rebuilt and re-imagined for different uses over time."

Longhurst says things we think today are permanent and unchangeable are, in fact, only a few decades old. "The street is always in flux, so we -- our generation that has inherited the streets built in the past -- can rebuild the streets any way that we need."

Longhurst says Wisconsin's "Safer-at-Home" order this spring revealed changes in commuting and transportation are possible.

He likens the changes to transportation crises brought about by WWII. The causes were

The Victory Bike: A widely-reprinted image of Leon Henderson and Betty Barrett, January 1942. United Press International.

 Find out more about bicycles during WWII in Longhurst's blog.

different — need for rubber, gasoline and metal rationing for strategic purposes, and still getting war workers to factories on time. The solution was a policy of austerity, not supporting transportation alternatives, but instead using up rail stock, trolleys and existing used passenger tires. After the war, private trolleys and streetcars were so run down that many municipalities voted to remove them, associating them with wartime deprivation.

The same thing happened with bicycles, which for a short time became an adult transportation option. After the war, adults turned against them and back to automobiles.

“But for a short time, in 1941 and 1942, Americans considered other transportation options, urging efficient, sustainable and shared transportation,” says Longhurst. “WWII changed the way that Americans got around in cities and across the nation. The same may be true of this crisis.”

Longhurst says this crisis should make us skeptical about predicting future traffic demand. “If this crisis reminds us that the future is so



difficult to predict, we should be very careful about committing to expensive transportation infrastructure that can only be used in one way, or for one vehicle type, or based on the belief that future demand will look exactly like present usage,” he says.

With the many changes, Longhurst expects his “Sustainable Transportation” environmental studies class in spring 2021 will include lots of new readings since public transportation workers were deemed “essential.” Other topics will include how fears of infection on subways were unfounded, along with re-use of streets for play and outdoor dining in La Crosse and worldwide.

Taking it to the streets

Streets often play an important role in public convening and protests, says UWL transportation historian James Longhurst.

“That is absolutely a use of the streets, and in a young nation like the U.S. where there are very few public squares, the public street is the public square; the place where the populace meets,” he explains.

Longhurst says conflicts between motorists and protestors help illustrate the issues associated with shared spaces. “It has been sobering and terrifying to watch this happen,” he says.



Director of Instrumental Studies Justin Davis shares a lighter moment taking a selfie with area high school students at UWL's first Wind and Percussion Day in February — before COVID-19 hit. Davis says safety permitting, the department will conduct physically distanced group rehearsals and performances for live streaming this fall, along with pairing individual musicians on virtual performances for online performances.

LISTEN TO THE MUSIC



When a pandemic forces classes online, what do music instructors do? They use the virtual options to their benefit.

In spring, music faculty used a CASH hybrid course development grant to pair individual musicians on virtual performances, says Assistant Professor of Music Justin Davis, Director of Instrumental Studies. The wind ensemble and orchestra will partner this fall for more virtual, student-led projects online.

Davis says safety permitting, the department will also conduct physically distanced group rehearsals and performances for live streaming. Decisions for the department are grounded in developing research regarding aerosol spread of COVID-19 among musicians.

Recent studies, most notably from the University of Colorado- Boulder and the University of Maryland, have been invaluable in guiding actions and procedures toward a return to in-person music-making, explains Davis. “We are thankful to many organizations for funding this research,” he says.

Group dynamics are essential to musicians, Davis notes. “Whether virtual or in person, musicians get the job done because they know how to be a team and communicate,” he says. “These are just a few of many reasons Eagle musicians matriculate so well into a myriad of career paths across many majors following their time at UWL. Music is the universal language.”



UWL English faculty, from left, Ryan Friesen, Kelly Sultzbach and Matt Cashion are among nine UWL English instructors working with La Crosse County Jail inmates through the university's Jail Literacy Program.

Sharing stories while serving time

Program helps inmates harness the power of literature

Matt Cashion has seen the power of literature, and it looks something like this:

Men in bright orange jumpsuits, reading or listening to poetry, comforting one another as they wipe back the occasional tear.

“When we give them writing prompts, they often have very

powerful and personal things to share,” says Cashion, a CASSH English professor and member of the university’s Jail Literacy Program — which gives inmates in the La Crosse County Jail a chance to discuss literature and share their own writing.

“It becomes a supportive environment for them,” Cashion

explains. “It breaks down the stereotypes of bravado or masculinity, and you’ll see them do a fist bump and say, ‘Man, that poem was really powerful.’”

The program began in 2015, when founding members Kate Parker and Bryan Kopp led a short series of discussions about “The Great



*Top, from left to right:
Susan Crutchfield,
David Hart, Kate
Errthum, Kate Parker,
Kelly Sultzbach*

Gatsby.” Since, the program has grown to include a handful of English Department faculty members — Cashion, Parker, Kopp, Ryan Friesen, David Hart, Susan Crutchfield, Kate Errthum and Kelly Sultzbach — who take turns meeting with the inmates every two weeks.

They have also incorporated a wide range of texts: poetry, fiction, nonfiction, memoir — even a little Shakespeare.

Sultzbach, the current program coordinator, says the act of discussing stories provides inmates a window into their own lives.

“Literature makes it about other people. It’s not you versus them — it’s this character and that character,” she says. “And I think that allows them to make connections in their own life and to talk about things that they might normally have a hard time talking about.”

Mike Kiefer, the program coordinator in the La Crosse County Jail, says most of the inmates who participate in the program have been in the jail for several weeks or months. Some have taken part in other educational or mental health services provided in the jail, although the Jail Literacy Program tends to be among their favorites.

“One thing that really stands out, to me and the inmates, is the professors come here on a voluntary basis,” Kiefer says. “This is really the only educational programming we have where educators feel motivated to do this on their own, and I think it speaks volumes to their dedication and commitment to this.”

The program fosters practical skills, such as discussing issues on which people might disagree, articulating emotions that are difficult to put into words, and writing more clearly and effectively in general.

It can also serve as the foundation of a lifelong hobby or passion. Friesen says some inmates have asked faculty where they can find opportunities to discuss literature in the community, once they have been released.

Hart adds that some inmates are so taken with stories that they make observations most traditional college students would not, using their own life experiences to better understand characters and their struggles.

“One jail student said nothing for the whole meeting until the very end, when he gave us a whole backstory for a character that was not included in the short story we had just read together,” Hart says. “The rest of us were merely talking about what was on the page. This student needed more. The fact is, we all do. We need to realize that everyone has a story and a backstory.”

A life remembered

Former Dean Ruthann Benson was promoter of liberal arts, diversity and more

Dean Emeritus Ruthann Benson, 68, died July 16, 2020, after a short battle with pancreatic cancer.

Benson came to campus in 1994 to teach theatre and chair the Theatre Arts Department. In 1997, she was named associate dean and director of the School of Arts & Communication before serving as dean of the College of Liberal Studies from 2005 until retiring in 2015.

Those who worked with Benson fondly recall her approach to leadership. Charles Martin-Stanley, Associate Dean of CASSH, worked with Benson for 14 years.

“Ruthann’s enthusiasm for promoting the liberal arts, diversity and international education was at the core of everything she did as dean,” says Martin-Stanley. “She challenged the college to think strategically about how we could most effectively champion liberal arts education.”

Martin-Stanley says he thinks about an old African American hymn, ‘If I can help somebody, then my living will not be in vain’, which captures the essence of her life.

“Ruthann was the embodiment of helping others,” he notes. “Her purpose in life was not to get lost in the dark, instead be a light to others so that they could find their

way. Ruthann opened her home to students in need of a place to stay, she freely gave of her time, talent, and resources to assist others in different ways. Many of us are better because we knew Ruthann Benson. She will be missed terribly.”

Benson advocated international education. Her commitment to international experiences went beyond the classroom into her personal life, including trips with students, facilitating relationships with other study abroad programs, hosting events to expand outreach, and supporting students individually. To further support that work, Benson established the Ruthann E. Benson Study Abroad Scholarship. Memorial gifts may be directed to the **UWL Foundation**.

See her complete obituary

Ruthann Benson received this chair from the college's department chairs when she retired in 2015.



LOVE OF LANGUAGE

Collaborative Language Program helps students expand their horizons

Josh Grunske is drawn to the Russian language because it has one defining characteristic English does not: consistency.

“I find the grammatical logic behind Russian to be very interesting,” says Grunske, who learned Russian from UW-La Crosse faculty while enrolled in UW System’s Collaborative Language Program. “In English, ‘you’ is spelled with three letters instead of just the letter ‘u.’ But in Russian, a word will almost always be spelled as it sounds.”

Grunske, a recent UW-Oshkosh grad, is one of the latest examples of how the Collaborative Language Program opens doors, allowing students to study world languages not offered at their home campus.

The program uses a combination of blended and online learning to bring languages taught at one UW campus to students across the System. Offerings include Arabic, Chinese, French, German, Japanese and Russian — languages identified as critical to the security and economy of the United States.

Natalia Roberts, a senior lecturer at UWL who has taught Russian in the program since 2004, uses a blend of live Interactive Television lectures and online assignments to reach students at three campuses.

“It’s kind of like producing a TV show — everything is planned and crafted very precisely, but you also have to be spontaneous to help students with personalized context,”

she explains. “It’s a great program that allows students from several smaller campuses to be connected with their instructor and peers, to study a language you’d only see at some of the bigger campuses.”

In her 16 years with the program, Roberts has taught all kinds of students bound for all kinds of careers — some involving Russian, others not.

Grunske, she says, was one of her more memorable students — someone who is highly driven and detail-oriented.

“From the first semester Josh joined the Russian program, I could tell he was an exemplary student with very serious goals,” Roberts says. “Most students usually submit



Josh Grunske, who attend UW-Oshkosh, learned Russian from UWL faculty while enrolled in UW System's Collaborative Language Program



Natalia Roberts, a senior lecturer at UWL who has taught Russian in the program since 2004, uses a blend of live Interactive TV lectures and online assignments to reach students at three UW campuses.

an assignment once and review my feedback. But Josh would give me draft one, two and three ... until he was perfectly satisfied with his assignment. He has always gone above and beyond.”

Grunske appreciates how the program exposes students, especially those at smaller campuses, to a wider range of languages and mindsets. In addition to Russian language courses, Grunske took a class focused on Russian films and culture.

Roberts did an excellent job, he says, giving the class a personalized feel despite the remote format.

“She was extraordinarily helpful and truly invested in my learning,” he says, noting that the writing assignments were his favorite part.

“The writing assignments took longer than any of my other homework. My writing was often riddled with mistakes regardless of my careful and systematic effort. Yet, investing extra time to write and then correct my mistakes undoubtedly helped me learn Russian better than any other method.”

The Appleton native hopes his proficiency in Russian will serve him well as he works toward a career in politics and diplomacy.

Currently enrolled at the University of Rhode Island, Grunske is working toward a master's in international relations with specializations in peace studies and diplomacy. He has a teaching assistantship at Rhode

Island and plans to intern with the nearby U.S. Naval War College.

After graduating, he hopes to start his own think tank or nonprofit dedicated to studying war and other forms of conflict, with the intention of preventing death and minimizing global suffering.

“There are not inherently good or bad nations. I understand that people are self-interested, and it is only natural for a leader to look out for their interests,” he says. “It is a matter of finding ways to make it mutually beneficial for everyone involved to prevent death and suffering.”

THREE CASSH GRADS AMONG HONOREES

CASSH alums are included in those being recognized with Distinguished Alumni Awards. They will return to campus in spring to speak with students and participate in a panel.

uwlax.edu/alumni/connect/calendar-of-events



Jennifer Miller, '70

Parker Distinguished Multicultural Alumni Award: recognizes alumni who have contributed significantly to the improvement of multicultural understanding.

A tireless advocate: Miller champions those with financial challenges

In the half-century since Jennifer Miller graduated in 1970, she has done the challenging job of working with people exposed to extreme poverty, mistreatment and abuse. And Miller says it has all been worth it.

“It has been an extraordinary privilege to have been involved with so many communities throughout the U.S.,” says Miller. And since retiring in 2000, she’s extended that help internationally.

Miller started working in Wisconsin Gov. Patrick Lucey’s office after college, before heading to New York

City’s mayoral office. Following those two year-long stints, she returned to Wisconsin to operate the Cooksville General Store.

From 1976-85 she worked in Wisconsin’s Rock County, focusing on neighborhood reinvestment and housing. Next in Chicago, she set up programs to rehabilitate neighborhoods, eventually working to deliver low-income loans.

From 1994-98 Miller was the first woman chairing the Federal Home Loan Bank of Chicago. After retiring in 2000, she started volunteering to serve homeless and low income residents in Chicago.

The Miller file

- Renowned career working with low-income, poverty stricken or abused persons; worked to revitalize neighborhoods in Wisconsin, Illinois.
- Bachelor’s in history.



Kara Pennoyer, '06

Rada Distinguished Alumni Award: recognizes grads from the last 20 years, achieved professional distinction and taken part in humanitarian activities.

Deputy director: Pennoyer is respected state government leader

When Chief of Staff Maggie Gau was assembling an executive administration for newly elected Wisconsin Gov. Tony Evers in 2018, the very first person she offered a deputy chief of staff position was Kara Pennoyer.

“Kara has dedicated her professional career to helping others and making Wisconsin a better place for us all,” says Gau.

“It’s exactly why I knew I had to have her in our office.”

Pennoyer, who graduated with a double major in political science and communication studies, has become a state leader for strong, progressive values in policies she works to promote. She’s known for expanding opportunities for underrepresented communities and more.

The Pennoyer file

- Respected leader in state government; Deputy Chief of Staff for Wisconsin Gov. Tony Evers.
- Bachelor’s in political science and communication studies. Master’s from University of Illinois College.

Steven Olson, '85

Burt and Norma Altman Teacher Education Award: recognizes outstanding educators and the significant contributions they make.

Super superintendent: Olson leads Illinois district

As a principal, Steve Olson gave his Illinois high school staff and students a simple, yet profound, challenge: “Be bold!” Many were, and with a litany of accomplishments, Olson was asked to step in as interim district superintendent in 2017.

The Crystal Lake area school board liked what they saw and hired Olson on a permanent basis a few months later. He has challenged the district since — with great results.

“Steve has led with integrity, vision and a dedication to serve the community that has brought us to

a stronger, healthier place,” says Adam Guss, Board of Education vice president. “He has truly embraced the ‘community’ in Community High School District 155 and invited the public in.”

Colleagues praise his focus on students, along with a thorough decision-making process and exemplary servant leadership.

The Olson file

- Respected educator; superintendent of Community High School Dist. 155 in Crystal Lake, Illinois.
- Bachelor’s in broadfield social studies. Master’s, Northern Illinois University. Superintendent Endorsement, Aurora University.

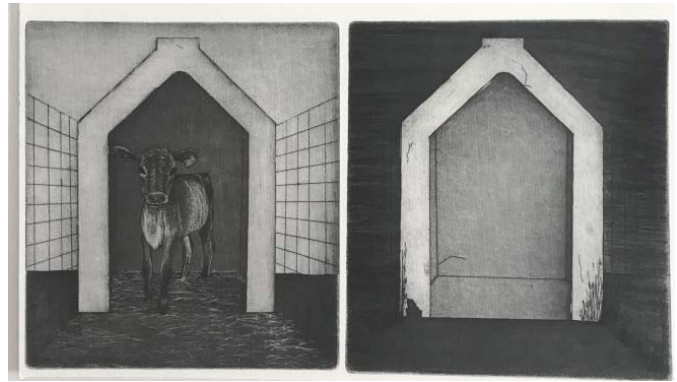


A virtual exhibition

Online shows expected to continue



Connor Givens, *Wing Technology Center*, oil paint on paper



Sarah Daentl, *Then & Now, Intaglio*.

The 12 art students who graduated in May didn't let a pandemic get in the way of their senior art exhibition. In fact, they started a trend for future ones.

The students are sharing their artwork in an online show: "UW-La Crosse Senior Art Exhibition: Highly Improbable; a very unlikely situation, but not impossible." The [exhibit](#) runs through Sunday, Nov. 15.

Gallery Director Deborah-Eve Lombard says while the senior exhibition requirement is always a new experience for students, this year's group had to switch even more gears in the unknown.

"It was stressful and even more time consuming, but students feel a huge sense of accomplishment in making their exhibition happen," Lombard says. "Some positives are that they practiced life and work skills in adapting and a huge plus was how their audience was larger in terms of people who have access to the exhibition."

Lombard says students can use the exhibition's digital documentation to promote their art beyond La Crosse. The seniors received feedback from the online guestbook and had to think more strategically about creating work and providing context.

Online, artist statements are looked at differently, says Lombard. "Although artists' statements are usually available in the gallery, many visitors do not use them while viewing — especially at an opening," she explains. "Viewers found the online format useful while looking at the work since the statements are right there."

By Aug. 1, more than 1,300 people had viewed the exhibit. A big benefit, says Lombard, was that alumni and friends outside La Crosse could see the exhibition. With the online success, Lombard says beginning this fall all senior exhibitions will include virtual versions.

"We hope to build on this as we make this part of the regular senior experience — where students will

know in the years ahead of their graduation that this will occur," says Lombard. "We anticipate that students will find new ways to use technology and even create work that takes this mode into consideration specifically so that the possibilities of virtual technologies are even more a part of the visual communication toolbox that students develop across our studio areas."

Graduating senior artists in the exhibition

Rachel Alderton
Ben Christensen
Sarah Daentl
Andrea Debauche
Alydia Downs
Connor Givens
Sam Hinz
Molly Korinek
Rachel Shae Maxfield
Isaiah David Ohman
Alexia Sonnek
Alexandria Wittmann

COLLEGE STUDENTS EARN TOP HONOR AWARDS

Two CASSH May graduates earned two of the university's outstanding graduates awards.



Kaylee Mulholland

Murphy Award for Academic Excellence recognizes the university's top two graduating scholars, as chosen by the Scholarship and Awards Committee. She received \$1,000.

Mulholland graduated with a bachelor's in communication studies, media studies emphasis, with a minor in business administration. She completed many research projects throughout college, including three published with *The Journal of Undergraduate Research*. She also had a presentation, "Creating a Nation to Consume: A Semiotic Analysis of South African Travel Advertisements," accepted for the Central States Communication Association Conference in Chicago.

Along with receiving an undergraduate research grant, Mulholland received numerous scholarships, including the Wisconsin Academic Excellence Scholarship and the Coulee Region Professional Women Scholarship. She is at the University of Utah on a teaching fellowship pursuing graduate study in communication and media studies.

The 2017 West Salem High School graduate is the daughter of Jason and Tricia Mulholland, La Crosse.

- *My favorite professors:* Faculty in the Communication Studies Department. They became my UWL family. From my near permanent residence in the CST lab to developing a strong rapport with each professor I had the opportunity to work with, the department has always supported my educational, career and personal goals.

See all the top 2020 graduates.



Mark Moralez

The John E. Magerus Award for the Outstanding Graduating Senior from the College of Arts, Social Sciences and Humanities recognizes an outstanding graduate for academic accomplishments,

leadership, and campus and community involvement. Recipients receive \$1,000.

Moralez graduated with a bachelor's in political science and public administration, along with a professional writing certificate. He was deeply involved in student government, serving as Black Student Unity Senator, Chief of Staff and Faculty Senate Student Representative, along with being a member of the Joint Multicultural Affairs Committee and SUFAC vice chair.

Moralez was a keynote speaker at a national American Association of State Colleges and Universities convention. He received CASSH recognition of excellence from the Political Science and Public Administration Department, as well as numerous scholarships.

Moralez is attending UW-Madison's La Follette School of Public Affairs to obtain a Master's of Public Affairs on a full-ride scholarship. The 2015 Rufus King High School graduate is the son of Glenn Moralez, and Angel Villarreal, Milwaukee.

- *If I could take a class over, it would be:* CST 110, the introductory speech class, Gerald Kember, was my professor. He heard a speech of mine and was the first person to tell me I should run for public office. I declared my political science major the following semester and the rest is history.

THREE FROM CASSH EARN HONORS

The best educators have a profound impact on students, in and out of the classroom.

This spring, the Provost Office received more than 500 nominations from students hoping to recognize their favorite faculty. A university committee selected six educators to receive 2020 Eagle Teaching Excellence Awards — three were from CASSH.



Lisa Kruse, associate professor,
Sociology & Criminal Justice
Started at UWL: Fall 2013

Courses: “I teach upper level criminal justice courses — Introduction to Criminal Justice, Law & Society, Surveillance & Society, as well as statistics, Introduction to Sociology and Sociological Theory.”

Background: “Prior to UWL, I taught classes in sociology at Western Michigan University and ran the open access digital repository through the library at the university. Before teaching at WMU, I was an academic advisor at Eastern Michigan University and a research assistant for renowned critical criminologist Dr. Gregg Barak.”

Favorite part of teaching: “Connecting with students in the classroom and beyond. It is the best feeling to see students get passionate about the subject matter, to help them through tough material, to be there for them in times of need, to help them get internships and jobs that they are excited for, to have them stop by my office for a chat. The students at UWL are the greatest, and I feel incredibly fortunate to be a teacher. Thank you to all of my students for making my job amazing and to those who nominated me for this award. I am flattered by this recognition.”



Greg Ormes, assistant professor,
Communication Studies
Started at UWL: Fall 2015

Courses: “I teach classes including Communication in Teams, Public Relations, Professional Communication, Organizational Communication, as well as classes in Communication Theory and Research. I’ve also been pleased to participate in the First Year Seminar program.”

Background: “Before teaching at UWL, I was a graduate student and teaching assistant at Texas A&M University and UW-Stevens Point.”

Favorite part of teaching: “Teaching inspires me. It gives me strength, and it gives me a sense of who I am as a person. My favorite part of teaching

is following our students’ journeys as they discover their passions and their paths. Building these meaningful relationships with students brightens my days, motivates me as a scholar and a person, and broadens my worldview. I can’t imagine being anything besides a teacher.”



Assistant Professor Virginie Cassidy, Global Cultures and Languages, center, has received the inaugural Eagle Excellence in Academic Advising Award. Department colleague Megan Strom, right, earned a 2020 Eagle Teaching Excellence Award.



**Megan Strom, assistant professor,
Global Cultures & Languages
Started at UWL: Fall 2017**

Courses: “I teach in the Spanish section of the Department of Global Cultures & Languages. I work in Hispanic linguistics to focus

specifically on the Spanish-speaking and Latinx communities in the U.S.: how the media represent them, their experiences in the health care and legal systems, and what their everyday experiences are in general terms.”

Background: “I taught Spanish for four years as a visiting assistant professor at Luther College in Decorah, Iowa. That is where I learned how to be a medical and legal interpreter, skills that have become integral parts of my classes at UWL. Before that, I completed my Ph.D. at the University of Minnesota and my M.A. at the Universidad de las Américas-Puebla.”

Favorite part of teaching: “One of the main goals of my teaching is to promote more compassionate and ethical treatment of Spanish speakers and Latinxs in the U.S. In

order to do this, we need to explore very difficult concepts that can cause discomfort as we realize that most of us are complicit in these situations. The reason I love stepping into the classroom every day is because students are willing to do this work together – with me and with each other – and because I learn so much from them in the process. I am consistently impressed with the connections they make between our class material, what they are learning in their other classes, and their own life experiences. ¡Gracias, estudiantes!”



GOING ABOVE AND BEYOND

Kathy Thoen receives
University Staff
Excellence Award

Kathy Thoen, '16 & '19, a dean's assistant in the College of Arts, Social Sciences and Humanities, has won the 2020 University Staff Excellence Award. "I don't do what I do for recognition," Thoen says. "I do what I do for the betterment of the students and colleagues I work with."

Kathy Thoen has been many things at UWL.

She's been a student — undergraduate and graduate — and she's served in many roles in a variety of offices and academic departments: Student Life, Records & Registration, English, Geography & Earth Science and Physical Therapy, among others.

Now, she has a new title to add to her resume: Winner of UWL's University Staff Excellence Award. "I love my job, and I love working on campus, but I'm not really a person who likes attention," says Thoen, now a dean's assistant in CASSH. "Recognition is a little uncomfortable for me, but it's super nice to feel appreciated. I don't do what I do for recognition. I do what I do for the betterment of the students and colleagues I work with."

For Thoen, there's no such thing as a typical day.

She has a hand in the college's academic, business and administrative operations — everything from helping students change their major or minor to organizing CASSH meetings and events.

"Some days, I plan out what I'm going to do," she says. "And then those plans go by the wayside because of whatever comes through the door."

Those who work with Thoen describe her as the ultimate utility player — someone who can perform

a wide array of tasks and collaborate with a wide array of people.

"There are no words that could describe how deserving Kathy is to be recognized for the work that she does," says Marie Moeller, associate dean of CASSH.

"Kathy manages to move the office forward with lightness, cheer, ease, and a deep commitment to her job and the institution. The kind of rich and often unseen work Kathy does for the college and the institution is so far above and beyond her job description."

A university has always been Thoen's ideal workplace. She started her career at the University of Florida before getting her first opportunity at UWL in 1999.

She worked her way from position to position not because she was a job-hopper by nature, but because supervisors and colleagues kept encouraging her to advance her career.

In the process, Thoen gained valuable insight into almost every corner of campus — insight that continues to prove useful.

"I think being in so many offices has made me a stronger community member on campus," she explains. "Processes might change since I was there, but it still helps me see the big picture of what's going on and gives me a place to start when I'm looking for answers. It's been a great career path for me."

Thoen brings yet another perspective that is rare among staff and faculty — the perspective of a recent UWL graduate.

She attended community college immediately after high school but stopped short of getting her degree. Life, she says, just got in the way. Thoen eventually gave it another shot, earning her bachelor's degree in women's, gender and sexuality studies in 2016. Three years later, she secured her master's degree in student affairs administration — both degrees from UWL.

"My advice would be to never stop learning," she says. "It took me years to finish my degree, but there were some different job or professional development opportunities that brought me closer. It may seem like a long road, but you have to keep working at it."

Thoen isn't certain what the future holds. Her family has urged her to go back to school and get her doctorate. But for now, she's content with her master's.

And while her background in student affairs administration has positioned her to continue to climb in her career, she's enjoying her current job too much to look ahead.

"I love what I do, and especially with COVID, I want to wait and see what the future holds for me," she says. "Right now, I feel like I'm where I'm supposed to be, doing what I'm supposed to be doing."



Cassidy kudos

Assistant prof recognized for advising

Assistant Professor Virginie Cassidy has received recognition for guiding students in their college career choices and beyond.

The Global Cultures and Languages faculty member earned the inaugural Eagle Excellence in Academic Advising Award. The honor, established at the recommendation of Student Senate and Faculty Senate, recognizes the often unseen career and life work faculty and instructors provide students.

WISCONSIN TEACHING FELLOWS & SCHOLARS | TWO ARE FROM CASSH

Two CASSH faculty members have been selected as UW System 2021–22 Wisconsin Teaching Fellows & Scholars.

The program provides UW faculty and teaching academic staff a unique opportunity to collaborate with other exceptional teachers from across the UW and from various disciplines. In addition to discussing influential literature, participants are guided through systematic research focused on improving student learning through a Scholarship of Teaching and Learning project, the 20th year using the format. The two are:



Hongying Xu,
Global Cultures & Languages



Rebekah Fowler,
English

CASSH FACULTY, STAFF RECOGNIZED

Faculty and staff were honored in May for CASSH accomplishments.

Amy Nicodemus, Archaeology & Anthropology, Faculty Recognition of Excellence for Research/Scholarship/Creative Endeavors

Lisa Lenarz, Art, Faculty Recognition of Excellence for Service

Megan Morey, Theatre Arts, Faculty Recognition of Excellence for Teaching

Claire Mitchell, Global Cultures and Languages, Faculty Recognition of Excellence for Teaching

Andrea Hansen, Women’s Gender & Sexuality Studies for Community Engagement

Natalia Roberts, Academic Staff Recognition of Excellence for Teaching

Deborah-Eve Lombard, Academic Staff Recognition of Excellence for Service

Ayesha Patnaik, Academic Staff Recognition of Excellence for Service

Susan Crutchfield, English, Inclusive Excellence Award

Shirley Von Ruden, Sociology & Criminal Justice and Archaeology & Anthropology, University Staff Excellence Award

Bobbi Webster, Art, University Staff Excellence Award

CASSH FACULTY AUTHORS



Got Solidarity? Challenging Straight White College Men to Advocate for Social Justice

Author: Jörg Vianden, professor, Student Affairs Administration, 10 years at UWL

Degrees: Ed.D., Indiana University; M.A., University of Iowa; B.A., Luther College, Decorah, Iowa

Specialties: Men and masculinities in higher education.

Brief synopsis: In “Got Solidarity?,” Vianden reports the results from the Straight White College Men Project, a nationwide qualitative study of how heterosexual white college men experience or perceive campus and community diversity issues. In college, few white men tend to engage in majors, discussions, or courses on diversity, inclusion, equity, or social justice. Indeed, many white men say that they have “no place” in these discussions, and more commonly assert that “diversity is not about them.”

How did research for the book impact teaching: Vianden uses research to inform teaching in courses to help instruct other whites to be aware of, discuss, and interrogate their own social privileges.

First book? Yes.

Order here 



Relational Selves: Gender, Translation, and the Question of Autonomy

Author: Kate Parker, associate professor of English, 8 years at UWL

Degrees: Dual Ph.D., English and Comparative Literature, Washington University in St. Louis (2011); M.A., English, Bucknell University (2004); B.A., Psychology, Bucknell University (2003)

Specialties: 18th-century French and British literature; feminist theory; gender and sexuality studies

Brief synopsis: “Relational Selves” is poised to be the first book-length study of British women authors translating French texts in the 18th century. Historical accounts of translation have tended to focus almost exclusively on the contributions of male writers, to the exclusion of many significant, professional women translators who were especially active in the 18th century. These women authors were inspired by how translation renders inaccessible texts and ideas more accessible—particularly given that so many of the period’s scientific, philosophical, religious, and other discourses tended to nominally exclude them.

How did research impact for the book teaching: Parker’s research for the project will not only enhance her regular teaching of both ENG 203: British Literature I (gen ed course) and ENG 366: Restoration and 18th Century Literature (upper-level survey), but will form the basis for a proposed version of ENG 356: European Literature in Translation offering. She will uncover a tradition of European literature in which women authors, both of original works and translated ones, are established as foundational voices in major literary movements, including early modern metaphysical poetry, the enlightenment novel, Gothic Romanticism, and the Victorian long poem.

First book? First single-authored book. I have published two co-edited volumes.

Book info: Coming in spring 2022, part of the *Early Modern Feminisms* series published by University of Delaware and University of Virginia presses.

Order here 



Tami Plourde, '98, is a psychology major and English minor turned brewer. Plourde credits her CASSH studies for success as being part owner of Pearl Street Brewing Co., a craft brewery in La Crosse.

Brewing up business

Plourde finds success, ways to give back running La Crosse brewery

La Crosse has a long history of breweries since its founding in the mid-1800s — Gund, Heileman and City, among others. For long-time craft beer enthusiasts, there's a new keg on the block with a UWL alum at the helm.

Tami Plourde, '98, is a psychology major and English minor turned brewer who credits those studies for her success with Pearl Street Brewing Co. She's part owner, along with director of marketing and sales for the brewery that opened in 1999. The English minor got copywriting experience working remotely from La Crosse for a Minneapolis design firm during college.

"I got a lot of experience writing copy for MSP Design Firm and worked with clients such as 3-M and learned a lot about marketing and creativity," she explains. "I still use those skills today."

The Lakeville, Minnesota, native says her psychology major helps her understand people — and to some extent predict buying habits and trends.

"I'm very interested in sales and marketing and promotion and both of those things are very essential skills in the craft brewing industry," Plourde explains. "The rest is a little touch of fate and a lot of life leading me down the path."

Plourde didn't start at the brewery when it opened. She was working for Enterprise Rent-a-Car in La Crosse and Wausau. Then, she opened a lunchtime and late-night eatery in downtown La Crosse.

When the business failed two years in, Plourde reconnected with Pearl Street's founder, Joe Katchever. He was looking to expand his Bodega-based brewery.

Plourde helped the brewery move to a Second Street distribution center, which eventually grew to another switch — the brewery's current location on St. Andrew Street in the former La Crosse Footwear factory. Today, they also share a personal life together with their 11-year-old daughter. And another business: On Three Printing & Design.

Over the years, Pearl Street Brewery has become known for its community work. Among the many beneficiaries of their fundraisers: the Boys and Girls Club, La Crosse Soup, Beer By Bike Brigade, Riverside Park Bandshell, GROW La Crosse, Lobsterfest, Your Northside Neighborhood Clinic, Big Brothers-Big Sisters, Habitat for Humanity and others.

Plourde says it's important for the brewery to be involved. "Our company only grows as we can afford to grow," she explains. "We rely on the support of our community. And for over 21 years, La Crosse has believed in Pearl Street Brewery and in the past seven years has supported On Three Printing and we could not be more grateful. And, so it is our honor to give back and support our community."

In Plourde's passion for the community, she founded the Sprout for Kids Foundation, a 501c3 nonprofit. "Our mission is to give monies directly to the need in our community," she notes. "So 100%

of the money that comes in goes back out directly to the families and organizations that need it."

Plourde says the foundation has supported many organizations, causes and families. The money is garnered through fundraising events and donations. Helping out the community has become even more important during COVID-19, which has had a major impact on the two businesses Plourde oversees. They rely on bar and restaurant partners just like retailer partners.

"It was like having the perfect storm of business loss overnight," she explains. "It is really hard to mobilize that."

Pearl Street had to lay off its entire staff. She and Katchever worked alone for two months. At the same time, they utilized their foundation to start a relief fund — the La Crosse Bar and Restaurant Relief Fund — to raise money to fill in the gaps where federal grants and other funding didn't cover.

With most bars and restaurants closed or operating at under 50% capacity, challenges remain. Nearly all events and festivals selling beer are lost too.

"It is really challenging, but we have to keep trucking and keep coming to work," says Plourde. "We are slowly getting staff back and starting to release our summer beers and new beers in cans."

Plourde knows everyone is impacted. "So we are really all in this together," she says. "We have to hope for the best. And do our best."

Home Sweet Home

Alums on HGTV's 'House Hunters'



The family ultimately selected an 1893 Victorian with vintage character (for Bryan) and room to entertain (for Jocelyn).

Jocelyn Zolna-Pitts doesn't watch much TV. But when the '02 & '04 grad does, she's partial to "House Hunters."

Jocelyn never expected she and her husband, Bryan Pitts, would appear on HGTV's longest-running show. But that's exactly what happened last August when their house-hunting adventures in Chicago were broadcast worldwide.

"We met one of the producers of the show as just a happenstance thing, and she encouraged us to apply," Jocelyn says. "It's a show we both enjoy, and I know a lot about it because it's the one show I really like. We felt like it would be a great experience."

The growing family — with a 5-year-old daughter and an 18-month-old son — had been searching for their dream house, on their own, for years. But no property checked every box.

It didn't help that the couple had different items on their respective

wish lists. Jocelyn wanted something sleek, modern and move-in ready. Bryan pictured a fixer-upper with character and old-world charm. The differences inspired the episode's title, "Old vs. Cold in Chicago."

However, the couple did have one point of agreement: more space than their condo that was quickly becoming overrun with toys.

"We had been searching for a house ever since our daughter was born, so we knew what we were looking for," explains Bryan, '03. "Then when we were expecting our son, it pushed us even further into the house-hunting world."

Despite all the episodes they had watched, Jocelyn and Bryan were surprised by the amount of time and work that went into filming. On an average day, the couple was on the move or in front of the cameras for 11 to 12 hours — especially exhausting with a newborn.

And while there was TV magic behind the scenes, the tight-knit and



CASSH alums Jocelyn Zolna-Pitts (center) and Bryan Pitts (right) were featured in an episode of HGTV's "House Hunters" last year. The Chicago-based couple wanted a larger house for their growing family.

authentic nature of the production also stood out to Jocelyn and Bryan.

"I was surprised by how much of a mom and pop show it is," Jocelyn says. "I didn't know if it would be a big production with a lot of trucks, but it was a really small, intimate filming crew.

"They let us walk through the house and have our own authentic reaction," she adds. "You can roll your eyes, stomp your feet, slam doors — be whoever you want to be."

After touring a newly built home with modern amenities, a century-old

home that was newly renovated, and an 1893 Victorian loaded with character, the couple settled on the Victorian.

It required a lot of fixing up — plumbing, electric and water all had to be redone — and there are still a few unfinished projects. But the new house is everything they hoped it would be.

"Now that we're on the other side and can see the finish line, it's a great house for us with a lot of character to it," Jocelyn says. "And the neighborhood is fantastic. We know more of our neighbors now than we

did at our condo, and we lived there for years."

As a bonus, whenever they want to reminisce about the move, they only need to press "play." They're now the stars of their favorite episode of their favorite TV show.

"One of the biggest benefits of doing the show is it's all documented now," Bryan says. "Especially with young kids, it's cool that we can go back and see them on TV. And because we did significant renovations on the house, we can show them what the house used to look like too."

NEWFACES

The College of Arts, Social Sciences and Humanities welcomed the following to campus at the beginning of the 2020-21 academic year:



R. BRANDON ANDERSON

Communication Studies
Assistant Professor

Degrees and

institutions: B.A., California State University Long Beach; M.A., California State University Long Beach; Ph.D. The University of Texas at Austin

Specialties: Rhetorical studies, social movements, dialogue and deliberation, and public memory.

What excites you about teaching at

UWL: "I am very excited to teach and work with the students at UWL. I am also delighted to be joining a great department and community of thoughtful teachers and scholars."



KAREN DABNEY

Theatre Arts
Assistant Professor

Degrees and

institutions: B.A., St. Olaf College; M.F.A. New School for Drama; Ph.D. University of Colorado-Boulder

Specialties: Military entertainment, theatre for social change, directing, pedagogy and applied theatre.

What excites you about teaching at

UWL: "I'm excited to be part of an extremely supportive and collaborative theatre faculty, and I look forward to

developing interdisciplinary projects with colleagues throughout the campus and La Crosse communities, including Awareness Through Performance and, hopefully, Fort McCoy.



SHANNA FELIX

Sociology & Criminal
Justice
Assistant Professor

Degrees and

institutions: B.S. in psychology, M.A. in social science, Georgia Southern University; A.B.D. in criminal justice & criminology, Georgia State University

Specialties: LGBTQ+ victimization and queer criminology.

What excites you about teaching at

UWL: "I am greatly looking forward to teaching a brilliant group of students, as well as getting them involved in social justice work related to victims' services."



AGATHA SKIERKOWSKI HULTQUIST

Political Science and
Public Administration

Assistant Professor

Degrees and institutions: B.A., University of Connecticut, Storrs; M.A., University of Denver; Ph.D., University of Maryland, College Park

Specialties: Political violence (civil war, terrorism, ethnic conflict), state repression, nonviolence and identity politics.

What excites you about teaching

at UWL: "The focus on promoting an inclusive and diverse learning environment for students, as well as the support and resources provided to faculty in their teaching and research. I'm excited to be joining such a great department and the UWL community."



KRISTINA M. LA PLANT

Political Science and
Public Administration
Assistant Professor

Degrees and institutions: B.A. in History, Valdosta State University; M.A. in Political Science, Georgia State University; Ph.D. in Political Science, Georgia State University

Specialties: Identity politics, political campaigns, public opinion and policy research, and developing community-university partnerships.

What excites you about teaching at

UWL: "UWL reminds me so much of the regional comprehensive university I attended as an undergraduate. I can confidently say I would not be where I am today if not for the outstanding mentorship I received from my professors all those years ago.

That is why I am so excited to be joining a university that truly prioritizes the success of its students. I look forward to creating unique and rewarding opportunities for students, challenging students to unlock their potential, and being an advocate for all UWL students in pursuit of their aspirations.”



DANIEL SCHNEIDER

Philosophy
Lecturer

Degrees and institutions: Ph.D.,

UW-Madison

Specialties: Early modern philosophy, epistemology, metaphysics

What excites you about teaching at

UWL: “I love Wisconsin and the driftless region. I am happy to be part a great department, with great people as we develop new courses and explore new modes of teaching.”



SANGJUN YOO

Art
Assistant Professor

Degrees and institutions: Ph.D.

University of Washington

Specialties: Digital art, new media art, multimedia design and graphic design.

What excites you about teaching

at UWL: “I am excited about a new challenge and getting to know a new community in La Crosse. Because every community is different, I am going to learn a lot of things about new people, the city and the state. Teaching at UWL is going to be a new and interesting cultural experience for me. It will be intriguing to meet all the students who come to my classroom and to share information that I have to share after many years as both as

a fine artist, and a commercial artist. My hope is that mixing those two things will help students to find a path to wherever they want to go in their education.”



ZACHARY STENSEN

Art
Assistant Professor

Degrees and institutions: B.F.A., UW-Eau Claire; M.F.A., University of Iowa; Graduate Certificate in Book Arts & Technologies, University of Iowa Center for the Book

Specialties: Drawing, printmaking and installation.

What excites you about teaching at

UWL: “I’m excited about teaching at UWL for many reasons, but here are my top three: 1) Working closely with talented UWL students and helping them develop their individual artistic voices; 2) Becoming of member of the Art Department and working with colleagues to further develop the studio arts program; 3) Wisconsin fall weather and the Mississippi River.



ASTRID LORENA OCHOA CAMPO

Global Cultures and Languages
Assistant Professor

Degrees and institutions: B.Ed. from Universidad del Atlántico, Barranquilla, Colombia; M.A. in Spanish from The University of North Carolina at Greensboro; Ph.D. in Spanish from The University of Virginia

Specialties: Latin American and Latinx literatures and cultures; women’s, gender and sexuality studies.

What excites you about teaching at

UWL: “I’m looking forward to teaching

motivated students who value education in general and have a particular interest in different languages and cultures. I am excited about collaborating with my colleagues in the department and other disciplines because I believe interdisciplinary collaboration enriches our student’s experiences and our own.”



YANCHEN ZHANG

Psychology
Assistant Professor

Degrees and institutions: B.S. in

clinical and counseling psychology, Henan University, China; M.Ed. in educational psychology (school psychology track), University of Washington-Seattle; Ph.D. in educational psychology (school psychology track), University of Minnesota-Twin Cities; doctoral internship in health service psychology, Office of Diagnostic & Prevention Services, Loudoun County Public Schools, Virginia.

Specialties: School-based implementation science, interdisciplinary collaboration, psychological technology innovation, advanced methodology/statistics, multicultural and International psychology.

What excites you about teaching at

UWL: “The wonderful, collaborative, inquisitive, and diverse team of faculty, staff, and students at the School Psychology program, Psychology Department, CASSH, and UWL.”



SNAP | Music ensemble gets national shout out



Justin Davis, Assistant Professor of Music

UWL brass players didn't let COVID-19 stop them from performing "Pomp and Circumstance" for UWL's virtual "Couch Commencement." The performance even earned national attention when CBS News opened a story on virtual commencements with UWL musicians in maroon gear prominently in view.

The project took 11 students and more than 40 hours to record, compile and edit, says Assistant Professor of Music Justin Davis, director of Instrumental Studies "We had many graduates and families thank us for the music contribution to the virtual ceremony," he notes. "It was very exciting to have the performance used, albeit without credit to the school or performers, in a national online CBS news story about virtual commencements."



[See the complete performance](#)



[Catch the entire "Couch Commencement" ceremony](#)