



NAVIGATING NEW HORIZONS:

SJW | 25

MAPPING FUTURE ACTION

-  U. S. Highway
-  State Trunk Highway
-  Concrete or bituminous macadam
-  Stone or gravel
-  Shale
-  Earth
-  County Trunk Highway
-  Concrete or bituminous macadam
-  Stone or gravel
-  Shale
-  Earth
- Other Highways**
-  Surfaced
-  Unsurfaced
-  Little use

**Ninth Annual
Social Justice Week
April 1-3, 2025**



Building School Church Cemetery

Streams Intermittent streams
Swamp

Scale within

Miles

Kilometers

A topographic map of Wisconsin, showing various counties, towns, and geographical features like hills and water bodies. The map is oriented horizontally and serves as a background for the text.

UWL's Indigenous Land Recognition Statement

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

A topographic map of the University of Wisconsin-La Crosse campus and surrounding area. The map shows the Mississippi River to the west, the city of La Crosse, and various campus landmarks. The text is overlaid on the map.

UWL's Social Justice Week is proudly sponsored by

College of Business Administration

College of Arts, Social Sciences & Humanities

School of Education

College of Science & Health

Center for Civil Dialogue & Civic Engagement

Office of Multicultural Student Services



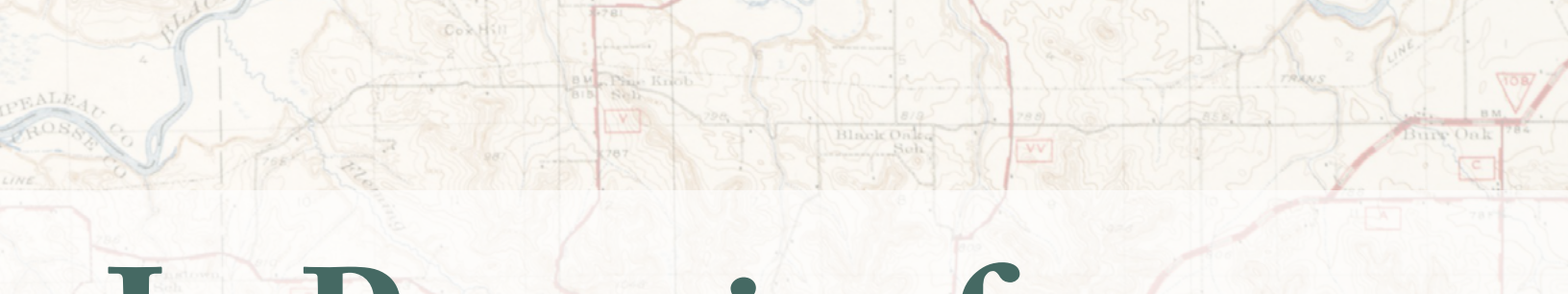
Echoes of the Past, Voices of the Future: Indigenous Stories, History, and Advocacy

Tuesday, April 1 12-1:30 p.m. 3310 Student Union

Join us for a conversation with Henry Greengrass as we explore the connections between history, storytelling, and advocacy. Through reflections on the past and present, we will examine how Indigenous histories shape our communities today and what steps we can take toward a more informed and inclusive future. This discussion will also serve as an introduction to Henry's work in the La Crosse area, highlighting his experiences in community advocacy and the role he plays in preserving and sharing Indigenous stories.



Henry Greengrass, a citizen of the Ho-Chunk Nation, is the Center Director for the Ho-Chunk Nation Youth Services Division at Nj Tąj Hocira (Three Rivers House) in La Crosse. With over 15 years in the area, he is a dedicated advocate for Indigenous representation, history, and community building. He plays a key role in organizing events like the La Crosse MMIW 5K and Indigenous People's Day Celebration and has contributed to the Dark La Crosse Stories podcast. His couch conversation at Social Justice Week 2025 will explore Indigenous resilience, storytelling, and ways to foster a more inclusive and educated community.

A topographic map of a region in Wisconsin, showing Peleeau Co. and Cross Co. with various geographical features like hills, valleys, and water bodies. The map is in a light tan color with brown contour lines and blue lines for water.

In Pursuit of Necessary Trouble: (Re)Building Fourth Spaces as Catalysts for Liberatory Allyship and Activism

Wednesday, April 2 12-1:30 p.m. 3310 Student Union

As movements for justice face increasing pushback—through censorship, political repression, and the erosion of liberatory consciousness—where can we come together to form meaningful connections, challenge injustice, and engage in solidarity? Too often, our three primary places (home, work/school, and social settings) become sites of avoidance rather than transformation. In a political landscape that continues to silence much-needed dialogue and organizing, this keynote challenges participants to find or (re)build fourth spaces: intentional gatherings where we move beyond Midwest-Nice conversations to critically examine socio-political dynamics, cultivate allyship, and deepen our commitment to liberatory activism. In pursuit of good trouble, we will explore how fourth spaces ignite radical hope, foster collective healing, and strengthen community well-being.



Amanda Florence Garcia Goodenough (she/her) is a dedicated educator operating from a cultural humility framework to center and elevate historically marginalized voices, promote belongingness and mattering, disrupt structural inequities, and advance intersectional social and racial justice. A practitioner leaning on 20 years of professional experience in justice, equity, decolonization, and interconnectedness efforts, and decades of critically-examined lived experience as a Black and Mexican multiracial woman of the global majority, Amanda engages in systems-change work and strives to speak truth to power as an act of love and liberation. She is the Founder and CEO of Goodenough Consulting and previously worked in higher education for 17 years, where she served as the Director of the Research & Resource Center for Campus Climate (now Center for Transformative Justice) at the University of Wisconsin-La Crosse.



Yevgeniy Fiks, Soviet Union, July 1991 (retroactive sketching toward the "Russian Stonewall"), #2, 1991-2021, oil on canvas (photo: Etienne Frossard)

Queering/Kviring the Soviet Experience

Thursday, April 3 12-1:30 p.m. 3310 Student Union

Artist Yevgeniy Fiks will be speaking about his recent projects surrounding Soviet and global LGBTQ+ defense languages and history and activism in the USSR, including *Soviet Union, July 1991* (retroactive sketching toward the “Russian Stonewall”), a painterly contemplation about the final days of the Soviet Union, the dawn of gay activism in late-Soviet space, and the historical (dis)junctions between Communism and gay rights; *Mother Tongue*, which explores the historical Soviet-era gay Russian argot or slang; and *Dictionary of the Queer International*, which proposes a vision of international, intersectional, and non-hierarchical queer culture via the creation of an imaginary queer fusion-language that consists of words and phrases in local queer languages, including “Temotichesky” from Russia, “Beke” in the Philippines, “Polari” from the U.K., “Pajuba” in Brazil, among others.



Yevgeniy Fiks (b. 1972) is a Moscow-born New York-based artist, author, and organizer of art exhibitions. Yevgeniy has produced many projects on the subject of the Post-Soviet dialog in the West. Fiks’ work has been shown internationally. This includes exhibitions in the United States at Winkleman and Postmasters galleries (both in New York) Mass MoCA, and the Philadelphia Museum of Art; the Moscow Museum of Modern Art and Marat Guelman Gallery in Moscow; Sala de Arte Público Siqueiros in Mexico City, and the Museu Coleção Berardo in Lisbon. His work has been included in the Biennale of Sydney (2008), Moscow Biennale of Contemporary Art (2011), and Thessaloniki Biennale of Contemporary Art (2015). Fiks’ books include *Moscow* (Ugly Duckling Presse, 2013), *Soviet Moscow’s Yiddish-Gay Dictionary* (Cicada Press, 2016), and *Mother Tongue* (Pleshka Presse, 2018).



TUESDAY, APRIL 1

AERIEthing You Need: Building a Super High Impact Program (HIP) to Maximize Student Success

10–11:30 a.m. | 3110 Student Union

Presented by: Reg Hawkins (he/him) Assistant Director of Retention

Considering ways to enhance student success? No worries, we got “AERIEthing You Need”! AERIE is a Living-Learning Community in the Office of Multicultural Student Services, launching in Fall 2025. This session will explore how combining Living-Learning Communities, Courses, Mentorship, and Community-Based Learning can be utilized to boost engagement, retention, and belonging. By combining multiple HIPs, this approach helps close achievement gaps and create holistic support systems. Grounded in research on student engagement, LLCs, and professional experiences, AERIE ensures students have academic support, mentorship, and experiential learning opportunities to thrive.

Breaking the Cycle: Understanding the Impact of ACEs

10–11:30 a.m. | 3310 Student Union

Presented by: Prof. Jessica Schweigert (she/her), Nikki Rauls (she/her)

The most recent estimates indicate that 64% of adults report having at least one ACE, with 1 in 6 having an ACE score of 4 or more (CDC, 2024). The Felitti et al. (1998) study on ACEs was the landmark research that established the connection between ACEs and long term health outcomes. The results of this study presented a strong relationship between the number of ACEs and the increased risks for a range of physical and mental health issues including lasting biological, psychological, and social consequences. Interventions to mitigate the exposure to ACEs have primarily focused on the individuals’ perceptions of their experiences and the child’s resilience with little to no awareness of how these experiences were moving from generation to generation. This presentation hopes to educate the audience on the prevalence of Aces, their impact, and how we can begin to challenge the intergenerational continuity of ACEs.

Disconnect and Reconnect: Student research on screen time and green time

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

Presented by: Emma Kindler (she/her), Sydney Spang (she/her), Erynn Meece (she/her), Emily Riley (she/her)

Our capstone CYC course research group, through Qualtrics, will create a survey investigating behaviors and knowledge UWL students possess, regarding screen time as well as green time opportunities offered in the La Crosse area. Our goal is to inform students of outdoor activities and resources on campus, advocate for students’ availability to outdoor resources, and make efforts to discover a correlation between frequency of screen time, green time, and mental health outcomes (such as implications on mood, thoughts, and behavior). We will present our research goals, current information on the topic, and our expected findings and outcomes.



Parents and Caregivers Cafe

10:30 a.m.-1:30 p.m. | 3130 Student Union

Are you a student parent? Are you helping a family member, neighbor or friend? Are you caring for a caregiver? Whether you are a student, staff member or faculty, this Cafe is for you! An open and caring space, to share stories and experiences, swap tips and information. Drop in for some refreshments and a cup of coffee or tea.

Voices of the Future: Indigenous Stories, History, and Advocacy

12-1:30 p.m. | 3310 Student Union

Presented by: Henry Greengrass

Join us for a conversation with Henry Greengrass as we explore the connections between history, storytelling, and advocacy. Through reflections on the past and present, we will examine how Indigenous histories shape our communities today and what steps we can take toward a more informed and inclusive future. This discussion will also serve as an introduction to Henry's work in the La Crosse area, highlighting his experiences in community advocacy and the role he plays in preserving and sharing Indigenous stories.

Campus Community and Belonging: Understanding Student, Faculty, and Staff Experiences at UWL

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

Presented by: Ashley Nowak, Becki Elkins, Nabamita Dutta, Nevin Heard, Patrick Barlow, Willem Vanroosenbeek

This session will describe the Campus Community and Belonging Assessment process at UWL, focusing on how students, faculty, and staff experience a sense of belonging. We will explore key research questions regarding environmental factors that influence the campus climate at UWL. Emphasizing the importance of belonging for things like academic success, mental health, and job satisfaction, we will discuss how the assessment informs strategies for fostering community, trust, and engagement. The session will also preview future research, including focus groups and ongoing surveys.

Finding Joy: Joy as a Radical Act

2-3:30 p.m. | 3110 Student Union

Presented by: Tanisha Petherbridge (she/they)

"Finding Joy" is a presentation that explores the importance of joy in times of turmoil. During times of political injustice, joy is both a method of forming community and a radical act of resistance.



Primary Contradictions: Using Journaling to Help Students Expand Their Conceptions of Identity, Race, Social Justice, and Democracy

2–3:30 p.m. | 3310 Student Union

Presented by: Dean Vesperman

How do we aid students in developing complex conceptions of identity, race, social justice, diversity, and democracy? Over the past 14 years, I have used weekly journaling to cause qualitative transformations of their conceptions. I approach journaling from a cultural-historical activity theory (CHAT) approach, which focuses on students engaging in critical reflections on key conceptions of teaching social studies: democracy and citizenship. My research has found that providing students with quotations about these core concepts as elicitation techniques leads to the appearance of primary contradictions (Engeström, 1987; 1990). It leads students to reflect on their own values and beliefs about democracy and citizenship and those imbedded in the quotation. In this process, their critical exploration leads to qualitative transformations of their beliefs and values, which increase in complexity.

D, E, Why: What is Under Attack and Why It's Important to Fight Back

4–5:30 p.m. | 3314 Student Union

Presented by: Dr. Richard Breaux (he/him), Dr. Sona Kazemi (she/her), Dr. Terry Glenn Lilley (he/they), Dr. Melina Packer (she/her)

Everywhere you turn, it seems that policies under the umbrella of DEI are under attack. A common feature of these attacks are misrepresentations of those policies, including their history, their implementation, and their goals. And while it all may feel unprecedented, in many ways, we've been here before.

Great expectations: Improving group communication with transparency and norming

4–5:30 p.m. | 3310 Student Union

Presented by: Cord Brundage (he/him), SAA EdD student, University Veterinarian

Open dialog within a group or classroom can be hindered by uncertainly and unclear expectations. We will reflect on personal experiences and the benefits of structure, norming and transparency in conversations, classroom discussions and civil dialog. We discuss how groups create community, and positive relationships despite differing viewpoints by establishing discussion guidelines. Looking ahead we also explore the idea of establishing standardized discussion agreements across communities like UWL.



WEDNESDAY, APRIL 2

Native Appropriations: Rethinking American Indian Mascots

10-11:30 a.m. | 3110 Student Union

Presented by: Tracy R. Peterson, Diné, (hastiin/he/him), SAA EdD

Many community school districts persist in using American Indian imagery as mascots, despite ongoing calls to discontinue this practice. Efforts to change these mascots have often been met with resistance due to the strong support they receive within these communities. This presentation aims to engage the audience in a meaningful dialogue about the impact and widespread presence of Native imagery, mascots, and logos in our society. The presenter will share personal experiences to encourage action and inspire social change.

Tattoos in Religion

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

Presented by: Sonnie Trabing, Taylor Rice, Daniel Jurado, Aloysius Rewey, Brandon Jaeger, Dr. Shuma Iwai

While some people get tattoos as a permanent reminder of pride that they have in their faith, many religions forbid markings of the body, believing it is altering and hurting the body that God gave them. Is getting a religious tattoo a meaningful expression of faith, or is it conflicting with the church's teachings, making it a sin while ruining the sanctity of the body God has given them? This proposal for Social Justice Week is all about opening a conversation on how tattoos are seen, their history, and how they connect to modern religious identity. We will go over how has the history of tattoos within religion changed over time, a debate on tattoos, the normalization of tattoos, and testimonies from religious individuals with tattoos

"We're Still Here": A Story of Resistance to Colonization in the City we now call La Crosse

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

Presented by: Dr. Ariel Beaujot (she/they)

In this talk, "We Are Still Here," Dr. Beaujot will explore the resilience of the Ho-Chunk people, highlighting their rich culture, heritage, and language that have been passed down for generations. Through stories shared by Ho-Chunk community members and scholars involved in the Hear, Here project, this presentation will honor their lived experiences and ongoing presence.

Parents and Caregivers Cafe

10:30 a.m.-1:30 p.m. | 3130 Student Union

Are you a student parent? Are you helping a family member, neighbor or friend? Are you caring for a caregiver? Whether you are a student, staff member or faculty, this Cafe is for you! An open and caring space, to share stories and experiences, swap tips and information. Drop in for some refreshments and a cup of coffee or tea.



In Pursuit of Necessary Trouble: (Re)Building Fourth Spaces as Catalysts for Liberatory Allyship and Activism (keynote)

12-1:30 p.m. | 3310 Student Union

Presented by: Amanda Florence Garcia Goodenough

As movements for justice face increasing pushback—through censorship, political repression, and the erosion of liberatory consciousness—where can we come together to form meaningful connections, challenge injustice, and engage in solidarity? Too often, our three primary places (home, work/school, and social settings) become sites of avoidance rather than transformation. In a political landscape that continues to silence much-needed dialogue and organizing, this keynote challenges participants to find or (re)build fourth spaces: intentional gatherings where we move beyond Midwest-Nice conversations to critically examine socio-political dynamics, cultivate allyship, and deepen our commitment to liberatory activism. In pursuit of good trouble, we will explore how fourth spaces ignite radical hope, foster collective healing, and strengthen community well-being.

ALANA Womxn Presents: *Deconstructing Karen* with Discussion

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

Presented by: Jolani Lujan (she/her) ALANA Senator, Ashley Rechtzigel (she/her) ALANA Treasurer, Coate Hall RA, other ALANA members

The purpose of this program is to address biases and allyship towards marginalized groups by watching the film *Deconstructing Karen*. The program will let the audience engage with the film by completing a worksheet and discussion. The goal is for everyone to reflect and change their biases, along with allyship, to create unity in our communities.

ReproEco: Intersections between environment and reproductive health. What is our path forward?

2-3:30 p.m. | Student Union E Café

Presented by: Dr. Tisha King-Heiden (she/her), Brian Pompeii (he/him), Diane Bresser (she/her)

Decades of exposure to environmental contaminants coinciding with changes in climate have led to global increases in infertility, rates of miscarriage, and various diseases rooted in disruption of fetal development. These adverse health outcomes are higher in marginalized communities relegated to live in more polluted areas. ReproEco is a collection of short plays in which playwrights infuse data into a compilation of personal stories that highlight the impacts of pollution on our reproductive health. Following performances, participants will have the opportunity to discuss, share concerns and to learn more about on-going research related to better understanding the links between environmental and reproductive health.



Resilience and Resources: Mental Health Safety Planning for Queer and Trans Individuals in 2025

2–3:30 p.m. | 3145 Student Union

Presented by: Lyd Voss (they/them)

As members of the queer and trans community unite to combat the attacks towards our rights, it is important to prioritize our wellness as well. In this workshop/presentation, we will focus on mental health safety planning, tailored specifically to queer and trans individuals and allies. We will talk about the different areas of support that we need in our lives and our communities. We will also discuss local and campus resources, along with effective strategies to stay strong and be ready to act in tough times.

Indigenous Actions Collective: Mapping out actions to support Indigenous students and communities

4–5:30 p.m. | 3120 Student Union

Presented by: Dr. Margot Higgins, Dr. Alysa Remsburg, Vickie Sanchez, Sadie Kuhl, Leanne Vigue, Andrew Ericson, Dr. Tisha King-Heiden, Dr. Heather Walder

Inspired by Dr. Robin Wall Kimmerer's recent visit to campus, a group of staff and faculty have been meeting regularly to identify and take action on Indigenous initiatives within this campus and in the wider community. In this panel we will share those initiatives, invite input from the audience, and include our long-term vision to create a center for Center for Indigenous Studies and Environmental Sustainability. We will present two central questions: 1) How can we better attract and support Indigenous students on this campus? 2) How can we improve our relationships with Indigenous communities to include Indigenous pedagogy, perspectives, and practices in our teaching, research, and other programs?

Feminist Progression within Religious Institutions

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

Presented by: Teresa Daun, Breannon Herdt, Hannah Griffin, Mikayla Fischer, Dr. Shuma Iwai

Throughout history, many religions discriminated against women denying them access to leadership positions and other connections within their faith. However, within the past century, there has been a shift in society allowing women to gain substantially more power over their rights and autonomy. Even so, many religious institutions continue to uphold traditional, discriminatory viewpoints of women. In response, there has been an increase in religious reformation pushing to allow women a stronger presence in religious institutions. We will explore this reformation in various religious groups that have worked to break down barriers to women's rights to power and authority. We will compare institutions that have chosen to reform and those that have upheld traditional values while explaining the reasoning behind these differing perspectives. This presentation will provide a comprehensive understanding of how the gender and sexuality of women intersect with religious institutions and the importance of understanding differing viewpoints.

A topographic map of a region in California, showing hills, valleys, and roads. The map is in a light tan color with various contour lines and place names. The title 'THURSDAY, APRIL 3' is overlaid on the map in a large, dark green, serif font.

THURSDAY, APRIL 3

The Experiences of Muslims and Sikhs Following 9/11

10–11:30 a.m. | 3110 Student Union

Presented by: Marrissa Rodriguez (she/her), Cameron Seebruch (he/him), Emma Wittman (she/her), Rose Wolf (she/her), Dr. Shuma Iwai

After the events of September 11th, 2001, the prevalence of hate crimes and religious discrimination increased dramatically for those practicing Islam and Sikhism. Hate crimes for Muslims and Arabs, specifically, increased from 28 to 481 reported instances from 2000-2001. This unprecedented spike in reported hate crimes paints a picture of what it was like to be Muslim after 9/11. While Muslims and Arabs were greatly affected, those practicing Sikhism also suffered increased violence and discrimination. Oftentimes the Sikh population was perceived as both Muslim and Arab. Our presentation tackles the aftermath of 9/11 and how we can collectively learn from experiences to better support both Muslims and Sikhs in a discriminatory America.

Undivided Us: Dialogue for a Stronger Future

10–11:30 a.m. | 3310 Student Union

Presented by: Ashley S. Nowak (she/her)

This session features the documentary *Undivided*, which challenges the narrative of deep divisions in America. It reveals how powerful disruptors in Washington, DC, fuel polarization and highlights the possibility of civil conversation despite differences. After the film, trained facilitators will guide participants through a short discussion, fostering self-reflection, cultural competence, and civic empowerment. Participants will gain insight into the roots of polarization and leave with tools to promote awareness and create positive change in their communities.

Self-Care for Activists

10–11:30 a.m. | 3314 Student Union

Presented by: Issy Beach (she/her), Brooke Axelson (she/her)

This session will explore five essential components of self-care and engage participants in a series of activities that foster a proactive response to burnout. Issy Beach, Student Wellness Coordinator, and Brooke Axelson, Lead Peer Health Advocate, will position self-care as a holistic practice that provides advocates with the self-knowledge and skills to care for their well-being while also caring for their community.

Parents and Caregivers Cafe

10:30 a.m.-1:30 p.m. | 3130 Student Union

Are you a student parent? Are you helping a family member, neighbor or friend? Are you caring for a caregiver? Whether you are a student, staff member or faculty, this Cafe is for you! An open and caring space, to share stories and experiences, swap tips and information. Drop in for some refreshments and a cup of coffee or tea.



Queering/Kviring the Soviet Experience

12-1:30 p.m. | 3310 Student Union

Presented by: Yevgeniy Fiks

Artist Yevgeniy Fiks will be speaking about his recent projects surrounding Soviet and global LGBTQ+ defense languages and history and activism in the USSR, including *Soviet Union, July 1991* (retroactive sketching toward the “Russian Stonewall”), a painterly contemplation about the final days of the Soviet Union, the dawn of gay activism in late-Soviet space, and the historical (dis)junctions between Communism and gay rights; *Mother Tongue*, which explores the historical Soviet-era gay Russian argot or slang; and *Dictionary of the Queer International*, which proposes a vision of international, intersectional, and non-hierarchical queer culture via the creation of an imaginary queer fusion-language that consists of words and phrases in local queer languages, including “Temotichsky” from Russia, “Beke” in the Philippines, “Polari” from the U.K., “Pajuba” in Brazil, among others.

Rethinking Revolution: Leaders of a Leaderless Youth

12:40–1:45 p.m. | 3314 Student Union

Presented by: Rusha Latif

In this talk based on her latest book *Tahrir's Youth: Leaders of a Leaderless Revolution*, Rusha Latif will challenge the commonly held belief that the 2011 Egyptian revolution was spontaneous and leaderless, through a provocative new account of the revolutionaries. Following the trajectory of the movement through from the perspective of the Revolutionary Youth Coalition (RYC), this presentation will not only illuminate the Egyptian uprising's leadership and organizing dynamics but also highlight critical lessons for everyone hoping to achieve liberation and revolutionary change in the 21st century. Co-sponsored by UWL Department of History and UWL Department of Sociology and Criminal Justice. (Webinar link [here](#))

Rethinking Grades: Transforming Our Classrooms, Transforming Ourselves

2–3:30 p.m. | 3314 Student Union

Presented by: Dr. Joshua T. Hertel (he/him)

Grades often define our students, our teaching, and our classrooms—but what if they didn't have to? This session explores how labor-based grading contracts can create more equitable, student-centered learning environments. By shifting the focus from grades to meaningful engagement, we can foster deeper learning, build stronger communities, and challenge systemic inequities. Rethinking grades transforms not only our students' experiences but also our own practices as educators. Participants will leave with practical strategies, implementation ideas, and resources to rethink assessment in their own classrooms.



The State of Public Health: Examining the Downstream Effects of Executive Action **2–3:30 p.m. | 3120 Student Union**

Presented by: Dr. Sarah Pember (she/her) Associate Professor & Chair, Department of Public Health & Community Health Education

Since January 20, 2025, the country has witnessed a flurry of political actions that have had major impacts on public health. This session is an opportunity for participants to both learn and discuss the current state of public health in the United States, recognizing that political decision-making can directly and indirectly affect the health of populations, communities, and individuals. Using nonpartisan, accurate information, participants will have the opportunity to explore what actions have been taken by the federal government in the recent months and how they have impacted public and community health across the nation and the world.

Title IX and Violence Prevention: Know Your Rights **2–3:30 p.m. | 3110 Student Union**

Presented by: Dr. Kara Ostlund (she/her) Dean of Students and Interim Title IX Coordinator, Sarah Jackson (she/her) Deputy Title IX Coordinator, Blythe McConaughy (she/her) Violence Prevention Specialist

This presentation will focus on the intersections of Title IX and the Violence Prevention Program at UW La Crosse. Both are vital in the prevention and intervention of violence, but they function in very different ways. We will define what Title IX and Violence Prevention are, and discuss the ways they work together to support students.

Let's make a language diversity map of La Crosse city and county **4–5:30 p.m. | 3120 Student Union**

Presented by: Dr. John Kelly (he/him)

Language diversity (including globally endangered languages) should be celebrated, yet it evokes harmful and needless fear in today's cultural-political climate. In this presentation and mini-workshop, we will plan how to gather data to create a language map of La Crosse city and county, to demonstrate the wonderful and (to many) surprising diversity in our neighborhoods (while respecting every individual's privacy). We will find inspiration in Ross Perlin of the Endangered Language Alliance, who directed the creation of a language map of New York City, and encourages communities to develop their own such maps.



The Inflammation Project

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

Presented by: Ege Karadag (he/him), Eylul Efsun Seferoglu (she/her), Ahmet Serdar Gurbuz (he/him)

The Inflammation Project educates, supports research, and advocates for those with chronic inflammatory illnesses like IBD, Crohn's, Ulcerative Colitis, Lupus, and Rheumatoid Arthritis. Too many face delayed diagnoses, costly treatment, and unequal access to treatment, which makes it a critical matter of health and social justice. This talk will review the science, economics, and social imperatives of these diseases, highlighting health inequities. Through research, advocacy, and community engagement, we aim to improve treatment access, awareness, and support for those affected by inflammation-related conditions.

Navigating Changes: How Global Shift and Mental Well-being Impact Our Ever-Changing Academic and Civic Communities

4-5:30 p.m. | 3110 Student Union

Presented by: Madan Mohan (he/him) Electronic Resources & Acquisitions Librarian

Many socio-economic factors influence mental health and well-being today. Economic inequality causes stress and anxiety, while limited access to quality education and information reduces opportunities and self-esteem. Uncertainty and questioning our sense of belonging in our communities can also result in mental distress, and stigma surrounding mental health may discourage individuals from seeking help. How can libraries support and mitigate the negative effects of various factors that impact mental health and enhance overall well-being in our academic and civic communities?