

COMMENCEMENT





Congratulations Graduates

ORDER OF CEREMONY DECEMBER 14, 2024 | 9:30 AM

PRELUDE | UW-Green Bay Brass Quintet

PROCESSIONAL | Led by Professor Phil Clampitt

PRESENTATION OF COLORS | ROTC Color Guard

STAR-SPANGLED BANNER | Megan Jodar

LAND ACKNOWLEDGEMENT

HAND DRUM SONG, HONOR SONG

Elmer Denny Jr. (Nēmow), Menominee Nation

GREETING | Chancellor Michael Alexander

GRADUATING CLASS SPEAKER | Brady Reinhard

COMMENCEMENT SPEAKER | Adam Procell

CONFERRING OF DEGREES AND PRESENTATION OF DIPLOMAS

College of Health, Education and Social Welfare
Master's Degrees

College of Arts, Humanities and Social Sciences
Associate's and Bachelor's Degrees

College of Health, Education and Social Welfare Bachelor's Degrees

CLOSING REMARKS | Chancellor Michael Alexander

LIFT EVERY VOICE AND SING | Megan Jodar

ALMA MATER | Megan Jodar

RECESSIONAL OF PLATFORM PARTY/GRADUATES

PHOENIX FIGHT SONG AND POSTLUDE

UW-Green Bay Brass Quintet



MESSAGE FROM THE CHANCELLOR

Dear Graduate,

Today, we celebrate your remarkable accomplishments, unwavering perseverance and relentless determination to complete your degree. Congratulations!

I am thrilled to share this significant occasion with you. To reach this point, you have balanced commitments to work, friends, and family with studies, and overcome numerous challenges to reach this goal.

This is how you RISE!

I hold the greatest admiration for you and applaud the dedicated members of the UW-Green Bay faculty and staff who supported you along this journey. Your determined efforts have prepared you to be a leader in your respective fields. I urge you to use your experience of working with others toward a common goal of making a positive impact in your community.

You are problem-solvers, creators, and creative thinkers, poised to address the challenges of our future.

My greatest hope is that you leave not only with a degree but with a profound understanding of the responsibility that comes with it—to value those around you, to see the world through many lenses, and to lead for the greater good, in whatever path you choose. While this degree marks a significant milestone in your education, I urge you to continue learning throughout your entire life.

Remember, there is great potential to make a difference for each of you. I hope you will realize that full potential and join the 50,000-plus Phoenix alumni who are making a positive impact in their communities.

It is an honor for me to serve this great University and to celebrate this important milestone in your life with you!

With deep appreciation,

Michael Alexander, Chancellor University of Wisconsin-Green Bay

UNIVERSITY LEADERSHIP AWARDS

Awarded to graduating seniors who have demonstrated active and meaningful campus and/or community involvement while maintaining evidence of academic quality, demonstrated outstanding leadership ability, provided service to UW-Green Bay and/or the community and showed potential for further achievement and commitment to personal growth.

Evan Brenkus Julia Fassbender Zach Pearson
Payton Brennan Amara Hart Sylvia Sampo
Shannon Bukouricz Alexis Knight Kate Wagner
Nathan Danz Janine Lonzo
Ava Eichhorn Carly Nyhus

CHANCELLOR'S LEADERSHIP MEDALLION

Awarded to graduating seniors who have contributed significant and sustained leadership while maintaining evidence of academic quality (a cumulative G.P.A. of 3.25 or better), demonstrated meaningful campus and/or community involvement and showed potential for future achievement and a commitment to personal growth.

Anna Brandl Mia Laufer Alicia Thern
Kaitlyn Clark Kate Loucks Reba Walder
Samantha Glad Ryleigh Pierce Eric Wojtalewicz
Claire Gleason Brady Reinhard
Kayla Kelling Kaia Stueck



ACADEMIC RITUAL AND ATTIRE

The procedure followed for awarding of degrees at most American universities is based on a practice developed at the University of Paris almost 800 years ago. In those days, the Bishop of Paris, like every other bishop, was responsible for educational matters. As the new university developed, he naturally claimed authority over curriculum and degree granting. His authority however was disputed by teachers who asserted only they could judge students' qualifications.

A threatened impasse was resolved by a compromise under which the teachers judged the merits of the students and then recommended them to the bishop for their degrees. You see a secularized version with the Vice Chancellor, as representative of the faculty, certifying the students as qualified. The Chancellor, as representative of the Regents, who have replaced the bishop as the governing authority, then authorizes the awarding of degrees.

The caps and gowns worn by graduates and faculty are based on costumes used in universities of the fourteenth and fifteenth centuries, particularly at Oxford and Cambridge in England. The academic dress has been used in the United States from colonial times and was standardized by Intercollegiate Code in 1895. The black gowns worn by the associate, bachelor's, master's and doctoral degree holders differ in design and ornamentation, particularly in the

sleeves. The cap is black mortarboard with the tassel worn over the left front quadrant. Undergraduate candidates shift their tassel from right to left at the time their degrees are conferred.

Hoods symbolize the master's and doctoral degrees, with the colors representing the field of study and the awarding institution. Graduates may wear regalia in recognition of academic status and honor society memberships.

ALPHA SIGMA LAMBDA

National honor society for nontraditional students Burgundy and yellow cords or white and burgundy stole

BETA BETA BETA

National honor society in biological sciences Red and green cords

CHI ALPHA SIGMA

National honor society for student athletes
Black and yellow cords

INTERNATIONAL EDUCATION OFFICE

Study abroad program participation Sash with design of country of study

PHI ALPHA

National honor society in social work Royal blue and yellow cords

PHI ALPHA THETA

American honor society in history Red and light-blue cords

PHI ETA SIGMA

National honor society for first-year students, all disciplines Black, gold, yellow medallion or cords

PHI KAPPA PHI

National honor society for all disciplines
Blue and yellow honor cords, blue medallion, or yellow stole

PSI CHI

International honor society in psychology

Dark blue and platinum cords

SIGMA BETA DELTA

International honor society in business, management and administration Green and yellow cords

SIGMA TAU DELTA

International honor society in English Cardinal and black cords

SIGMA THETA TAU

International honor society in nursing Orchid and white cords

UW-GREEN BAY

Academic honors
Green and white cords

UW-GREEN BAY

Chancellor's Medallion



THE MEANING OF HONORS

The use of Latin terms reflects the medieval origins of academic ceremony: cum laude indicates distinction; magna cum laude, great distinction; summa cum laude, highest distinction.

At UW-Green Bay, students achieve a 3.5 to 3.749 grade point average (on a 4.0 scale) to graduate cum laude. Magna cum laude honors are awarded to students who achieve a cumulative average of 3.75 to 3.849. For highest honors — summa cum laude — students must average 3.85 or higher; or a 3.75 to 3.849 plus eligibility for and successful completion of an honors-in-themajor project. To qualify for honors, students must complete 48 credits in residence.

Some majors offer special distinction honors in the major. For this distinction, students must achieve a 3.5 or higher grade point average on all courses required for their major, and a 3.75 grade point in all junior-senior level major courses required, and complete an honors-in-the-major project.

Students graduating with honors will be recognized as such with the following after their name:

- * Cum laude
- ** Magna cum laude
- *** Summa cum laude
- † Honors in the major
- + With Honors

GRADUATING CLASS SPEAKER

BRADY REINHARD Saying Yes

"It was definitely not how I thought it was going to go." —Brady Reinhard

Like most first-year, first-generation college students living on campus, Brady Reinhard looked forward to (and was admittedly a bit intimidated by) the typical unknowns of college, such as navigating classes, campus life, cafeteria food and newfound independence. Reinhard grew up in rural Wisconsin and UW-Green Bay was just a short drive down Algoma Road from his hometown of New Franken. The prospect of living on campus promised a vast array of opportunity.

He also saw college as a way to overcome his natural shyness and become more comfortable sharing his voice in both academic and social settings. "Moving just five miles away to campus felt like a whole new world. It was my first taste of real independence," Reinhard recalls. But this was the Fall of 2020. The COVID pandemic was unfolding and growing, making college—and life itself—anything but typical.

Most facilities were shutting down, and students still living on campus were confined to their rooms. "My roommate and I spent a lot of time in our room since there wasn't much to do on campus." And while Reinhard and his roommate were becoming good friends, his goal of overcoming his lifelong shyness was being severely tested.

His shyness did not reflect his active mind and natural tendency to delve deeply into all sides of a discussion. "My mom always thought I'd make a good lawyer because I liked to argue." But fate brought him a far greater hurdle to overcome at an early age—the death of his father. After that, he discovered that school could be far more than just a building filled with classrooms and realized his true calling.

"I remembered a third-grade teacher who really supported me when my dad passed away. I promised myself then that I'd become a teacher." That epiphany resulted in Reinhard naturally gravitating toward and associating more with his teachers than with fellow students. "I mean, the way I got through high school was forming connections with teachers that I had, and I would go to their rooms and have conversations with them, which made it a lot easier."

Now, finally in college, he found it tough to connect with professors and classmates due to online education. The COVID restrictions also impacted his ability to fully acclimate to the college experience he had been expecting. Inperson "hybrid" classes were an equally surreal experience. "We'd sit in class, distanced, with masks on, and most discussions were online." Once COVID restrictions lifted, he decided to do something about it—by saying "yes."

One of his first yeses was joining the Model EU and Civic Scholars programs, which became transformative experiences. "Being part of the Model EU and Civic Scholars programs really helped me break out of my shell," he recalls.

The Model EU program at UW-Green Bay is a student organization that simulates the workings of the European Union. Students participate in national conferences, such as the annual event at Indiana University, where they debate and adopt resolutions on various topics like energy independence, COVID vaccinations, and cybersecurity.

The Model EU program became his stage for engaging in debates and discussions with peers from across the country. This experience boosted his confidence and public speaking skills. His dedication and growing leadership abilities did not go unnoticed. and he eventually became the president of the Model EU for three consecutive years. In this role, he not only honed his diplomatic and organizational skills but also mentored other students,



helping them find their voices just as he had found his.

Through Civic Scholars, Reinhard was introduced to community service and leadership opportunities, eventually interning with the Greater Green Bay Chamber of Commerce. "That's a class that connects students with community service and leadership opportunities around Green Bay," he explains. "I worked with their economic development team, visiting businesses and helping with research to develop advertising campaigns."

Now in his final year, Reinhard has taken his place in front of the classroom, student teaching high school students about global issues and U.S. History. For him, teaching is more than just delivering lessons—it's about forming the same kind of supportive connections he experienced with his third-grade teacher. "To me, the most important part is forming that connection. I mean, obviously, the teaching part is important, but actually talking to them and understanding where they're coming from—that's what makes an impact."

And his advice to a fellow first-year student trying to find their way in a whole new world? "Get out of your comfort zone—and say 'yes."

COMMENCEMENT SPEAKER



Adam Procell Co-founder Paradigm Shyft

Via a life sentence handed down three days after his 15th birthday for a gang-related homicide, Adam Procell spent nearly a quarter-century behind bars. During his incarceration, he renounced his gang affiliation and

published 'Anatomizing the Gang Culture.' Adam is a founding partner at Paradigm Shyft, a strategic reentry consulting firm, and is working to unify Milwaukee's reentry services through a shared reentry resource model called Home To Stay. Additionally, he wrote Act 233, a law requiring the state to establish a community reentry center, and serves as an adjunct instructor at Marquette University. He is also a TEDx speaker, highlighting his work within the trenches of change.



Share your celebration at #uwgbgrad

CONFERRING OF DEGREES AND PRESENTATION OF DIPLOMAS

COLLEGE OF HEALTH, EDUCATION AND SOCIAL WELFARE

Courtney Sherman, Acting Dean

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COLLEGE OF ARTS, HUMANITIES AND SOCIAL SCIENCES

Ryan Martin, Dean

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Ryan Martin, Dean

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Danielle Marie Riener, B.A.

HUMANITIES

Carly Fichtner, B.A.

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Zachary Ralph Phillips*, B.S.

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SOCIOLOGY AND ANTHROPOLOGY Arianna Rae Hilbert***. B.A.

SPANISH AND LATIN AMERICAN **STUDIES**

Samantha Rae Glad***, B.A. Carly Jaye Nyhus***, B.S.

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Blake Alexander Larson, B.A. Alexandra Clarice Smith, B.A. Audrey Deborah Soberg, B.A. Aubrey Elizabeth Stein, B.A. Allegra Jene Swigert, B.A.

URBAN STUDIES

Thane Brehmer, B.A.

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Issac Ramon Azevedo*, B.F.A. Kana Coonce. B.F.A. Trinity Rayne Cottrell***, B.A. Aubrey Laux***, B.F.A. Cole Murray, B.F.A. Reese Elizabeth Radloff*, B.F.A. Jaclyn Mary Wilson**, B.F.A.

CONFERRING OF DEGREES AND PRESENTATION OF DIPLOMAS

COLLEGE OF HEALTH, EDUCATION AND SOCIAL WELFARE

Courtney Sherman, Acting Dean

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Allison Wieberdink, B.S. Violet Luna Yang, B.S. Allison Zeinert***. B.S.

Emily Elizabeth VanderHeiden***, B.S.

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Brooke Ann Gander, B.S.
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Annika Jewel Kupczak***, B.S.
Ashley Nicole Monroy***, B.S.
Sarah Romnek***, B.S.
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LAND ACKNOWLEDGEMENT

We at the University of Wisconsin-Green Bay acknowledge the First Nations people who are the original inhabitants of the region. The Ho-Chunk Nation and the Menominee Nation are the original First People of Wisconsin and both Nations have ancient historical and spiritual connections to the land that our institution now resides upon. Today, Wisconsin is home to 12 First Nations communities including the Oneida Nation of Wisconsin, Forest County Potawatomi, Ojibwe Nation communities, Stockbridge-Munsee Community Band of Mohican Indians, and the Brothertown Indian Nation.

We acknowledge the First Nations Peoples of Wisconsin.

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Michael Alexander* Michael Cheung '82 Dawn Crim* Koenraad Driessens '91

Tom Adrians '82

Heather Karcz '94 Cordero Barkley '09 Melissa Zabkowicz '14

*ex-officio

PHOENIX FIGHT SONG

Hail! To the Fighting Phoenix
Rise up and light the flame!
Green Bay is the home of Champions
We're gonna' win this game!
Hail! To the Fighting Phoenix
We're rising up to say
Fight! Fight! For a win tonight
The Champions from old Green Bay!

ALMA MATER

Let us rise above these waters,
Men and women of Green Bay.
Rise in knowledge,
Rise in wisdom,
Rise in friendship sealed today.
As the Phoenix rose from flame,
Let us rise and still proclaim,
That we pledge our Alma Mater,
And the memories of her name.

"Alma Mater" composed by Prof. Emeritus Lovell Ives with lyrics by former Prof. Peter Stambler

