

# UNIVERSITY OF WISCONSIN STUDENT VOICE RIVER FALLS

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## “Get on the Bus”: ValleyScare Trip Proves a Success

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On Saturday, Oct. 18, University of Wisconsin-River Falls students took part in the “Get on the Bus” (GotB) trip to Valleyfair amusement park in Minneapolis.

During select nights throughout October, the park hosted its Halloween-themed event, ValleyScare, featuring haunted attractions, mazes, and live-action performances for guests to partake. Every year, the event draws eager fans with extended hours and fresh, spine-tingling experiences.

Expecting similar enthusiasm in River Falls, the university organized the trip to offer students a limited-time adventure with worthwhile perks. Tickets were available at the University Center front desk for \$20—well below the average \$35 commercial price—and included full access to ValleyScare attractions and round-trip transportation. Sales opened a month prior and continued through the day of the event, ultimately drawing 60 to 70 students out of the 100 available spots—a strong show of interest.

On the night of the event, students gathered at the Cup of Knowledge to check in and receive wristbands. Buses departed campus promptly at 6 p.m. and arrived at Valleyfair around 7:15 p.m., giving students two hours to explore before regrouping for the return trip.

Much of the appeal of this GotB outing was the flexibility it offered. Rather than sticking to a group itinerary, students were free to roam the park with friends and choose their own adventures. They also had the option to drive themselves earlier or stay later, as long as they communicated their plans with GotB organizers to avoid delaying the group.

ValleyScare was packed with horror actors interacting with guests, decorations both frightful and creative, and more fog than one could possibly see through.

There was a little bit of everything for people to enjoy, from an area infested with killer clowns that would stalk one down a bridge, to a pathway lined with treat stalls of frozen, frosted, and salty assortment. There were plenty of performances as well, both of the musical and comedic variety, which provided some light-hearted relief between all the haunts and frights.

Regardless of their scare capacity, students participated in a litany of thrills of their own choosing. The ValleyScare GotB was an overall success for students, in which the time to leave seemed to just fly by.



Costumed singers perform a medley of Halloween rock songs. (Photo by Michaleen Lovett)



Visitors at ValleyScare enjoy the Halloween decorations in the Park atrium. (Photo by Michaleen Lovett)



# Dog therapy returns with new canine companions

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In the University Involvement Center (IC) at UW-River Falls, students across campus utilize the space for studying, napping and various meetings or gatherings. One popular recurring event in the IC is dog therapy.

Held about once a month, dog therapy brings service dogs in training to campus, accompanied by their owners or handlers. Students are invited to interact with the dogs—petting, hugging and even practicing tricks. Research shows that spending time with animals like dogs or cats can help reduce stress and increase feelings of happiness and serotonin.

Archie, Gilman, Rosie, Bob and Coleton are the designated dogs for the 2025–26 school year. At the Oct. 16 session, Rosie, Archie and Coleton were on hand to receive plenty of pets and affection from students.

Promotional materials for the Nov. 6 event read: “The dogs are back and ready to brighten your day! Stop in for a mental health boost and some tail-wagging joy. Petting encouraged, stress discouraged.”

Dog therapy runs from 4 to 6 p.m., and handlers encourage students to take photos, relax and enjoy the experience. Posters around the University Center list future dates, though it’s not guaranteed which dogs will attend.

Regardless, there’s always plenty of puppy love and stress relief to go around.



**Gilman enjoys pets and attention from students at dog therapy on Oct. 16. The trained therapy dog loves chasing tennis balls. (Photos by Alison Keeler)**



**Rosie shows off how well she can sit by command and is rewarded with pets from students. (Photos by Alison Keeler)**



**The dog therapy poster stands tall in the University Center. (Photo by Alison Keeler)**



# CEBAH presents Fall Innovator in Residence alumna

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The College of Education, Business and Allied Health (CEBAH) welcomed back founder, CEO and alumna Grace Adofoli for the Innovator in Residence keynote presentation, “We Don’t Patch Cracks: Rebuilding Leadership from the Inside Out.”

On Wednesday, Oct. 29, Adofoli presented her take on leadership and principle, focusing on who the person is before they focus on a business.

Every semester, the program calls for a new representative—someone who has, in one way or another, raised the bar for innovation and business flow altogether. CEBAH searches for the person with that “it” factor. This semester, UW-River Falls welcomed Adofoli home as she was selected to be the Fall 2025 Innovator in Residence speaker.

The Innovator in Residence program hadn’t featured a speaker since 2022 due to the selection process, which requires a speaker capable of participating in a three-part series: an in-class engagement session for students within the College of Business and Economics, a luncheon for students and faculty, and the keynote Innovator in Residence presentation open to the campus community.

Programming for the Innovator in Residence began in the early 2000s as “Executive in Residence,” with the intention of creating a platform that allowed students to visualize their future through engagement, inspiration and “out-of-the-box” thinking.

The earliest recorded program through the UWRF website is from 2016, when the president of a data systems company known as American Government Services (AGS), Derrick Edwards, presented his talk, “Bridging Views of Innovation.” Each year, CEBAH begins its search for a potential resident for the academic semesters.

Dawn Hukai, accounting professor and associate dean of CEBAH, worked restlessly to produce a speaker this year after receiving a recommendation from the Office of University Advancement and Alumni Relations. After an encounter with Adofoli in spring 2025, faculty member Pedro Renta shared news of her appearance on campus and instantly began talking about the ways Adofoli could continue her legacy with the university, according to Hukai.

Hukai viewed the Innovator in Residence program as the perfect opportunity for Adofoli to not only share her profound wisdom through her experience out in the world, but also share her own new work in the world of innovation.

Shifting Waters Leadership Institute (SWLI) is Adofoli’s newest establishment and approach to worldwide leadership. SWLI, an institute with the goal of instilling leadership through holistic practices, is a long-awaited passion project turned life work for Grace Adofoli.

Adofoli graduated with her Bachelor of Science in psychology in 2013. As a student, she spent her time well at the university, participating in clubs such as the Black Student Union, where she held the position of president, and was awarded the highest non-academic achievement—the Chancellor’s Award.

Even during her career as a student, she exemplified what it meant to work relentlessly to pave a road of success. Her ambition and vision, however, did not stop there.

After graduation, Adofoli’s accolades grew numerous as she went on to become an award-winning global public speaker, advisor, coach and consultant, with her name and



**Grace Adofoli leads a class discussion during her Innovator in Residence series at UWRF. (Photo by Angel Riley)**

experience spanning across more than 30 countries in Africa, the Americas and Asia.

UWRF could not have asked for a better representative to reignite the Innovator in Residence program.

“Grace’s accomplished career certainly made her an appropriate keynote presenter!... a terrific Innovator in Residence,” said Rick Foy, assistant chancellor for University Advancement.

Hukai said the overall goal was “for them [students] to visualize what things will look like five years from now—10 years from now—the different trajectories—the ways that careers can grow—that what you do in your major, some people end up doing that and they’re really happy, other people they start off with their major but they go off in this other direction...”

The connection created during Adofoli’s presentation was truly a sight. She commanded the room without force and spoke with power and knowledge. From her simple statement—“Come close, I want to be able to touch you”—when telling the room of people spread out between rows of chairs to move closer to the front and to one another, to her drawing the crowd in through engaging conversations by walking around the room looking for responses from the audience, Grace Adofoli’s presence was truly one to remember.

After the presentation, audience members were given the opportunity to speak with Adofoli. Faculty and students gave her praise, while others inquired more about her work with SWLI and what inspired her.

Stephanie Shipp, campus reservations coordinator, was a faculty member who attended the presentation and felt the experience was “really impactful.”

During her presentation, the audience was asked to reflect on this question: “Who are the people who have shaped you?” Adofoli requested they think about one who shaped them positively as well as negatively.

“I have been reflecting on it since she spoke... I felt like it was outside of the box of what we would normal-

ly do in a work day,” Shipp said.

Faculty weren’t the only ones who walked away inspired from the experience. Many students who had the opportunity to speak with Adofoli during her classroom engagement also attended the keynote presentation, while others were hearing her speak for the first time.

Student Jacee Frank, a sophomore, attended the presentation after hearing about the event.

“Being able to hear experienced leaders speak about their career journeys is an opportunity everyone should jump at headfirst,” Frank said.

Frank was one of the many students who heard Adofoli speak for the first time, and it’s safe to say it was a fulfilling experience.

“With only one hour of her time, her story strengthened my passion to lead and uplift those around me,” Frank said.

It wasn’t just the UWRF community that reflected deeply on the events that had just taken place. When asked how much this opportunity meant to Grace Adofoli, she had this to say:

“Returning to UWRF was more than just a visit—it felt like coming home... Standing there, presenting my work to the next generation of students, was both humbling and deeply fulfilling. I was reminded of the mentors, programs, and experiences that shaped me... What made it even more meaningful was seeing the same spirit of curiosity and courage in today’s students—the willingness to ask big questions and create impact beyond themselves. To be recognized by the very place that helped me begin this journey was a full-circle moment of gratitude, reflection, and renewed commitment to continue leading and giving back.”

Adofoli’s commitment to present to the UWRF community not only reshaped their view of leadership and innovation, but also her own—helping to continue full-circle moments to come.



# UW-River Falls students discuss AI's role in education

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On Oct. 20, students from across the University of Wisconsin–River Falls gathered in the Kinnickinnic River Theater for a panel discussion on artificial intelligence. The conversation focused on students’ experiences with AI, concerns about its use, and the varying ways faculty enforce AI-related policies.

he panel was organized by Professor Cyndi Kernahan, who acknowledged the complexity of navigating AI in academic settings.

“AI is hard. It’s very hard for instructors. I know it’s very hard for students to know how to use it, what to do with it,” Kernahan said. “Everybody’s kind of been left on their own, because the disciplines are very different from each other, teachers have different styles, and it’s extremely time consuming also to figure out what should I be doing, which tools should I even use? We’ve gotten a lot of conflicting information as teachers.”

Students raised a range of concerns, from academic integrity to environmental impact.

“At what point would you give the diploma to the AI program rather than the student, just because you can generate pages upon pages of material and study work, but none of it is going to matter unless the student actually wants to learn,” said Rowan Snay.

Tanner Kaufman spoke about the pressure students face when AI use goes undetected.

“If you got a class where the teacher’s not detecting it and 80 of the kids in the class are getting an A and you’re busting your butt to get a B, it puts students in a real hard spot,” Kaufman said. “Because then well, do I use ChatGPT to get that A? And so I think it puts students in a morally hard position, especially athletes that are crushed on time.”

Zoe Gustafson raised concerns about the environmental cost of AI.

“I don’t think that any of the benefits that AI could hypothetically provide are worth the environmental cost that is associated with it,” Gustafson said. “AI uses a lot of resources, water specifically. But a lot of data centers that run generative AI like bots are in the American Southwest, which is a very dry area. So a lot of the water that’s being used there would be better spent on the residents and the farmland there.”

Currently, UW-River Falls does not have a universal policy on AI use, leaving decisions up to individual faculty members. Students on the panel were divided on whether a campuswide policy would be beneficial.

“I think a policy for each department would be good idea because I know for me in one of my history classes I got in trouble for using Grammarly, whereas in my education classes they’re telling me what to type in a ChatGPT to get a good lesson plan,” said Tyler Dean.

Kaufman offered a different perspective, saying a universitywide policy would help reduce confusion.

“You go to five different classes and have five different teachers with five different rules,” he said. “You’re stuck in a middle ground.”

The panel underscored the need for clearer guidance and consistent communication as students and faculty navigate AI’s role in education.

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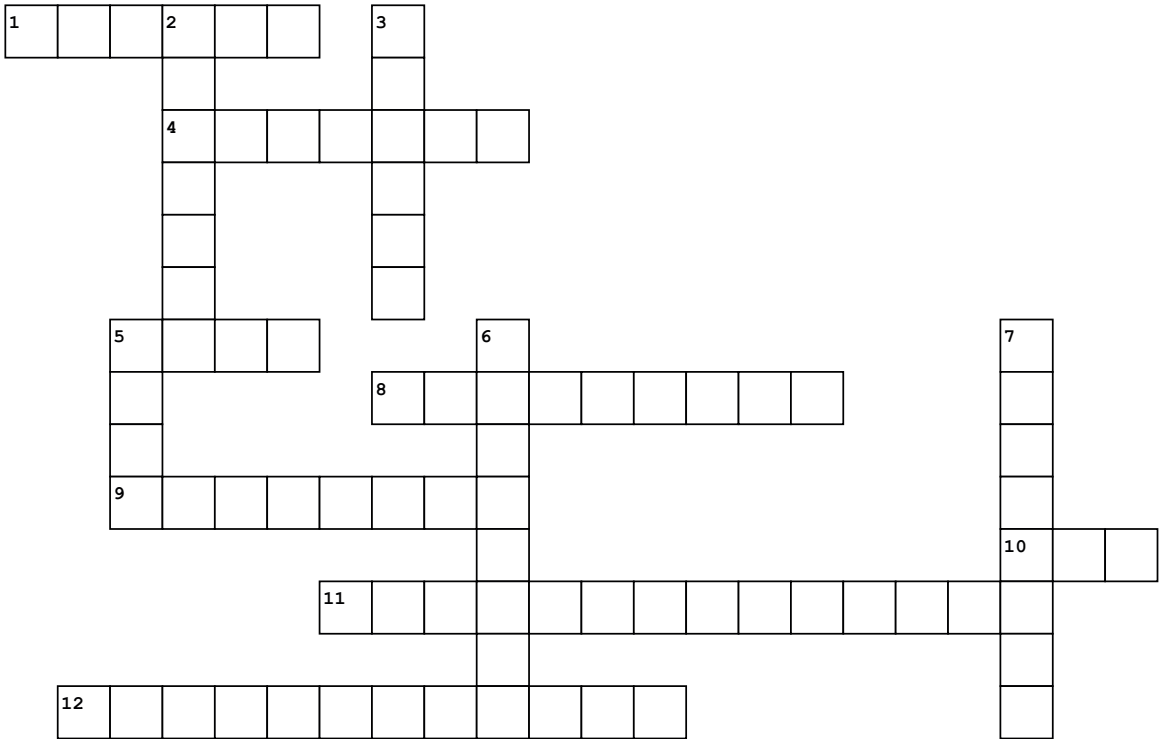
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## Falcon Campus Crossword



Across

- 1. the dorm between May Hall and Stratton Hall
- 4. UWRF's latest building
- 5. The side of campus where Crabtree Hall is
- 8. The "K" in KFA
- 9. The road south of the University Center but north of the river
- 10. Number of laboratory farms at UWRF
- 11. Latest show performed by Stage and Screen Arts
- 12. Name of the river in River Falls

Down

- 2. Street that separates North Hall from the rest of campus
- 3. UWRF's Mascot
- 5. Call sign for UWRF's radio station
- 6. Dean of CAS
- 7. Name of a place to get food in the University Center



# Reflections on the UWRF Homecoming Parade

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I arrived on Second Street around 9:50 a.m. and made my way past the crowded Dunkin' Donuts stand, looking for a spot to sit and enjoy the parade on a cold October morning. My weather app said it was about 50 degrees, but it felt closer to 40.

I found a small opening near the firehouse and took a seat in the still-wet grass. The turnout this year seemed strong, and the streets in my area were pretty packed.

The parade began shortly after 10 a.m., led by a group of military veterans. They were followed by clowns from the Osman Shriner Circus, then a couple of bike shows, including the Rochester Cycle Patrol. The mix of balloons, revving engines and candy was more than enough excitement to get the crowd going.

Next came the UWRF Marching Falcons, who energized the audience with game chants and a few musical motifs I couldn't recognize. They were followed by a lineup of women's sports teams, along with the dance



**The UW-River Falls homecoming parade on Oct. 11 took place on Second Street in River Falls. Alpha Omicron Pi was one of many student organizations involved. (Photo submitted by a local resident)**

and cheer teams. Then came a long line of men's and women's sports teams.

One thing worth noting: there was a noticeable lack of traditional floats in this year's parade. Most groups and teams rode past in lightly decorated pickup trucks or SUVs. That would have been fine if there had been an announcer's booth or something similar, but there wasn't. Not that it mattered much—the crowd usually cheered regardless, especially when candy was involved.

After the large group of sports teams came a few other groups, including another appearance by the Osman Shriner clowns, who shared the unfortunate news that they had run out of balloons earlier. It was a bit of a letdown, but the middle school marching band followed and played us out.

Overall, the parade was a very enjoyable experience. Everyone there seemed to have a good time, and I know many are already looking forward to attending again next year.

## UW-River Falls history club hosts haunted tour

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The UW-River Falls History Club kicked off its return to campus life this fall with the Haunted Campus Tour. The event was open to students and community members in River Falls interested in learning about the history of campus buildings and reported paranormal experiences.

Starting at North Hall, small groups were guided through stories of ghost sightings and rumored encounters with Sanford Syse.

The tour marked a small but meaningful achievement for the club, which had been inactive for about a year before being revived in spring 2025. The last haunted tour was held in 2018. Club members Kinsey Peterson and Olive Krueger developed the tour script using an old document, combining firsthand accounts with campus legends passed down over the years.

The History Club aims to create opportunities for students to engage with the past in hands-on and creative ways. Through historical trips, guest speakers and community partnerships, the club encourages students to explore history beyond the classroom.

On Nov. 6, Katie Henry, director of the Octagon House Museum, and Kylie Foss, the museum's curator, will visit the University Center in Room 332 at 5 p.m. on Nov. 13 to share their experiences working in the history field. Following the talk, they will host the club at the museum for a behind-the-scenes tour.



**Members of the UW-River Falls history club stand outside North Hall in Halloween costumes ahead of their haunted campus tour. (Photo by Emma McNulty)**



# UWRF students shine in ‘The Glass Menagerie,’ with ‘Dead Man’s Cellphone’ set for late November

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Dr. Kathy Welch directed Tennessee Williams’ “The Glass Menagerie,” which ran in Blanche Davis Theater from Oct. 15 through 19.

The play, a memory piece set during the Great Depression, follows a struggling family forced to survive without their father. It is told through the memories of Tom Wingfield, played by Ryan Bartley, a dreamer trapped in the mundane life of a warehouse worker.

His mother, Amanda, played by Olivia Denninger, struggles to keep the family together after her husband’s departure. Laura, played by Adrienne Quinlan, is the youngest in the family. She is painfully shy and lives in her own world until Jim O’Connor, played by Maxwell Labriola, arrives. Jim, a gentleman caller, is immediately fascinated by her.

The small cast size allowed Welch to spend one-on-one time with each actor.

“Working with the actors to delve into the historical characters, but also try to break a little. Make it more individual to the actor, rather than relying on the idea of what these characters were supposed to be,” Welch said.

One reason for the smaller cast this semester is that the department is staging two plays.

“Two short plays,” Welch said, when asked about the next production, “Dead Man’s Cellphone.” “It’s a contemporary play, whereas ‘Glass Menagerie’ is an older piece.”

“Dead Man’s Cellphone” was written in 2007 by Sarah Ruhl.

“She’s kind of a big deal,” Welch said. “It’s a dark comedy, it has to do with how we are alienated by our cellphones. There are funny moments, but it has a serious overtone to



**Amanda, played by Olivia Deninger, comforts her daughter Laura, played by Adrienne Quinlan, in a heartfelt scene from the production of “The Glass Menagerie.” (Photo by Pat Deninger)**

it, and it’s kind of poetic!”

Welch emphasized the department’s commitment to student involvement.

“We do stuff every single semester and we love to get students involved in the shows,” she said. “Our auditions are open to anyone who wants to be involved, they don’t

have to be SASA majors, and there are also volunteer opportunities for people who want to get involved backstage.”

“Dead Man’s Cellphone” premieres Nov. 12 at Sanford Syse Theatre and runs through Nov. 16. The production is directed by Michael Kerr.

## UW-River Falls recognized again for sustainability

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The University of Wisconsin–River Falls has once again been recognized in the Princeton Review Guide to Green Colleges. The ranking highlights schools’ commitment to sustainability through policies, practices and preparation of students for green careers.

This recognition not only acknowledges UWRF’s ongoing environmental initiatives, but also helps prospective students identify colleges that share their values and dedication to sustainability.

UWRF reports its sustainability initiatives through the STARS (Sustainability Tracking, Assessment & Rating System) program, a national framework that scores universities on academics, operations and community engagement. Schools earn points in each category, and meeting certain thresholds qualifies them for recognition by the Princeton Review. The program ensures that UWRF’s sustainability achievements are transparent, measurable and comparable to other colleges nationwide.

Vinny Lamantia, a field biology major with a conservation minor, recently shared his insights on UWRF’s sus-

tainability efforts and his experience at the Association for the Advancement of Sustainability in Higher Education (AASHE) conference in Minneapolis. In the classroom, Lamantia focuses on plant and animal fieldwork, while his conservation minor allows him to explore the relationship between humans and ecosystems. His studies give him a unique perspective on the balance between wildlife and society.

AASHE is a professional organization that helps colleges advance sustainability by providing resources and tools for faculty and students to track performance, share best practices and implement environmental initiatives.

Reflecting on his experience, Lamantia said, “As a student worker, I was fortunate to see how different schools approach sustainability—some large universities and even smaller campuses like our own are taking on a variety of eco-friendly initiatives.”

When asked why sustainability efforts on campus matter not only to students but also to the community, Lamantia said, “Our efforts serve as an education space for all. We exhibit how to be sustainable and learn from our

surroundings. We create a greener future for students and community by protecting the river, forest and other outdoor spaces to benefit everyone.”

His perspective reflects the campus’s broader approach to sustainability, which extends beyond the classroom to community events like Earth Fest, held each April. The UWRF Sustainability Office partners with the city, the River Falls School District, several campus clubs and Hope for Earth to make the event possible. The University Center fills with community members, giving them the chance to learn about sustainability and participate in activities designed to engage all ages.

For students interested in getting involved with UWRF’s sustainability efforts, Lamantia recommends following @uwrfustainability on Instagram. The account posts information about volunteer opportunities, guest speaker events and updates from campus sustainability clubs. Students can also explore sustainability-focused classes to further engage with environmental initiatives on campus.



# University of Wisconsin Board of Regents Policy Proposal Leaves Room for Debate

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On Oct. 15, 2025, the UW-River Falls Faculty Senate passed a resolution responding to a proposed policy by the University of Wisconsin Board of Regents that would reduce the number of required general education credits. While the policy aims to streamline credit transfers across UW campuses, many faculty members say it undermines academic autonomy and raises concerns about transparency.

The proposal follows the enactment of Act 15 on July 3, 2025. Section 134 of the act amended Chapter 36.11(3)(b) of the Wisconsin State Statutes, requiring the Board of Regents to establish policies for transferring credits between UW institutions. By Sept. 1, 2026, all credits for core general education courses must be transferable and satisfy general education requirements at the receiving institution. The board must also submit a proposal to the Joint Committee on Employment Relations by Dec. 31, 2025.

Under the plan, core general education requirements would be organized into six categories, with a maximum of 12 courses totaling approximately 36 credit hours. The goal is to ensure that students who complete general education credits at one UW campus will have those credits recognized at another.

“In an ideal world we would have a lot of time to work on this,” said Dr. Wes Chapin, interim provost and vice chancellor for academic affairs. “And there may be some implications or effects on other programs.”

Faculty Senate members expressed concern over how the policy is being implemented. While many agree that credit transfer is beneficial, the process has been described as “shady.” Although Act 15 authorizes the Board of Regents to establish transfer policies, it does not grant authority to dictate curriculum at individual campuses.

Reports have surfaced that someone, either from the Board of Regents or the Wisconsin Legislature, has pressured UWRF to remove its general education requirements for Global Perspectives and American Culture and Diversity. It was implied that failure to comply could result in a loss of funding.

Additionally, the website hosting the proposed policy initially included a comment section for feedback, which was later removed. A response was issued, but it failed to clarify whose input had been considered.

“We create our own curriculum,” said Professor Erik Kline, a member of the Faculty Senate. “Our curriculum is not dictated by the state legislature, and certainly if there were to be demands about the classes we teach, that it’s not coming from some unclear voice.”

Faculty opinions on the resolution vary across colleges. Many professors in the College of Arts and Sciences (CAS) supported the resolution, while faculty in the College of Agriculture, Food and Environmental Sciences (CAFES) viewed it as flawed. Some criticized the wording as “counterproductive,” and noted that faculty in CAS—who are more likely to be affected by potential cuts—were not adequately represented.

“I don’t think [the proposed policy] is done right from a top-down view,” said Dr. Patrick Woolcock, professor of engineering and engineering technology. “But the fact remains that we’re a state organization.”

Students have also weighed in. While some worry about the long-term consequences of reducing general education requirements, others see potential benefits. Currently, general education courses make up 33% of required coursework, and some students feel that reducing this number would allow them to focus more on major-specific classes. Others say scheduling conflicts prevent them from choosing general education courses that truly interest them.

Because student opinion is divided, Woolcock and Student Government Association President Madeline

Nelson are developing a survey for students, faculty and external stakeholders to share their views. They believe students should have a voice in both campus-wide and statewide discussions.

“It’s our education that is being affected,” Nelson said. “We want to make sure that students that come to institutions and all UW institutions gain a well-rounded education, and Gen-Ed requirements are essential to that.”

Discussions surrounding the policy are expected to continue through the fall. Both the Faculty Senate and SGA plan to work toward a solution that supports academic integrity, student needs and institutional autonomy.

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# UW-River Falls girls soccer team kicks for a cure

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The University of Wisconsin-River Falls girls soccer team played one of their last games of the season on Oct. 25. They competed against the UW- Eau Claire Bugolds on a Saturday afternoon on Ramer Soccer Field at 2 p.m.

This was no ordinary game for the River Falls Falcons because the team was supporting and raising money for a cure against breast cancer. Each girl on the team wore a pink jersey in honor of breast cancer awareness, as well as pink ribbons or bows in their hair. With 113 fans in attendance for the soccer game, many of them were seen wearing the color pink in support.

The Falcons won the game with the end score being 2-1. Dating back to 2021, UWEC has lost every game against UWRF, which makes them have a four game losing streak with the Falcons. With the win, UW-River Falls overall record became 11-4-2 and that moved the team of girls into the second place spot in the WIAC conference.

In just the first 10 minutes of the game, Brooke McDaniel scored her third goal of the season, with an assist from Elizabeth Felty. UWRF had a 1-0 lead in the first half of the match.

Early in the second half, Emery Bigler scored her seventh goal of the season with an assist from Brooke McDaniel. This had the Falcons feeling confident and kept their energy going on a windy afternoon.

To end off the match, the visiting team got a hold of the ball and scored a goal, leaving the game with a final score of 2-1. With only two games left, the Falcons plan to close out the season with over 11 wins, which would bring them to breaking their record from 2014.

The final home game was held on Oct. 28 against Bethany Lutheran College, with the score being 8-0 Falcons.



The Falcons line up during the beginning of the game against the University of Wisconsin-Eau Claire. The score that night concluded in a 2-1 win for the UW-River Falls Falcons. (Photo by Alison Keeler)



Lauren Gregory (8) takes the ball from a UWEC player in the first half of the game on Saturday, Oct. 25.



UWRF girls soccer players cheer for their teammate Brooke McDaniel (11) after she scored the first goal of the game on Saturday afternoon against UW- Eau Claire. (Photos by Alison Keeler)

Visit the Student Voice website at [uwrfvoice.com](http://uwrfvoice.com)