



# MORGRIDGE CENTER

## FOR PUBLIC SERVICE

**ANNUAL REPORT | 2022-23**

**PREPARED JUNE 2023**

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## CAMPUS ADMINISTRATIVE AFFILIATION

Division for Teaching and Learning

## LOCATION

Red Gym, Room 154  
716 Langdon Street  
Madison, WI 53706

## BUSINESS HOURS

M-F: 8:30 a.m. – 5:00 p.m.

## CONTACT

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[info@morgridge.wisc.edu](mailto:info@morgridge.wisc.edu)  
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# LETTER FROM THE DIRECTOR

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Dear Friends of the Morgridge Center,

The Morgridge Center for Public Service is proud to serve as a hub for public service and civic engagement on the University of Wisconsin–Madison campus. The students, faculty, staff, administrators, and community partners who participate in our programs embody the Wisconsin Idea, transforming this aim into action.

If there is a phrase to summarize this past year at the Morgridge Center, it is “planning for impact.” We are coming off of a year where students are finding space and passion to engage in the community again. There was a big jump in the number of students reengaging with our co-curricular programs like Badger Volunteers, Achievement Connections, Student Organization Partnership Program, meetings with peer advisors, and Wisconsin Idea Fellowship applications. On the Community-Engaged Scholarship front, applications for CBR grants from our faculty members rose exponentially as well as for spots in our Morgridge Fellows cohort program. Although the results from the NSLVE (National Study of Learning, Voting and Engagement) aren’t in yet, anecdotally, there is evidence that students came out in record numbers to cast a ballot in our spring elections.

In addition to working hard to re-energize engagement throughout programming and supported courses and research, the Morgridge Center successfully piloted its first annual Wisconsin Idea Conference! We created this gathering as a way to reinvigorate our collective understanding of and relationship to the Wisconsin Idea through the lens of community-university engagement. We brought together scholars, staff, and students from across campus while also incorporating community voice, strengthening important relationships, and elevating the quality of community engagement at UW–Madison.

These are just a few of the highlights that we want to share with you. We also want to share that we’ve been working on creating a five-year strategic framework that will guide our work over the next five years. We will work to fulfill our mission, vision, using our values to:

- Deepen system and sustainable impact of Morgridge Center programs
- Expand access to public service opportunities for students, faculty, staff, and community members
- Foster and strengthen civic engagement at UW–Madison among students, faculty, and staff
- Build and strengthen community and university relationships
- Cultivate a vibrant, equitable, and inclusive organizations that nurtures a sense of belonging.

We look forward to sharing our expected outcomes and communicating our success through the specific strategies we’ve identified for this next year in the year to come. We couldn’t do what we do without walking hand in hand with our community partners, students, faculty, and staff committed to this important work. In this spirit, I am looking forward to updating you on our activities in next year’s report. This year is going to truly be about transformation.

Yours in service,

A handwritten signature in black ink, appearing to read "Travis Wright". The signature is fluid and cursive, with the first name "Travis" written in a larger, more prominent script than the last name "Wright".

Travis Wright

# MORGRIDGE CENTER STAFF

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## STAFF TRANSITIONS

**Anya Piotrowski** served as the Badger Volunteers Program Manager between March 2020 and September 2022. Anya’s tenure included having to pivot how service was provided to organizations and the community due to the ongoing pandemic. Anya also served as the staff lead for the Morgridge Center’s wellness committee. We thank Anya for bringing a thoughtful and community-centered approach to our work. We wish Anya well as she works towards completion of her PhD!

Thank you for your contributions to our campus and community!

## PROFESSIONAL STAFF

### Faculty Director

Travis Wright

### Administrative Director

Lisa Chambers

### Assistant Director of Administration

Dean Ladwig

### Assistant Director of Community-Engaged Scholarship

Haley Madden

### Assistant Director of Civic Engagement

José Luis Ramirez, Jr

### Directors' Administrative Assistant

Brittany Colon

### Assistant Manager

Cristina Nino

### Marketing Manager

Xai Xiong

### Community-Engaged Scholarship Specialist

Cory Sprinkel

### Badger Volunteers Manager

Lara Miller

### Badger Volunteers Assistant Program Manager

James Zimmerman

### Co-Curricular Program Manager

Shelby Fosco

### Achievement Connections Campus Coordinator

Emma Gleed

## HIRING

**Brittany Colón** joined the center as the directors administrative assistant, a newly created role, in early fall. She provides administrative support to both the faculty director and administrative director with scheduling and logistics, along with supporting the advisory board members, events and meetings, campus-wide meetings, and other Morgridge Center meetings and gatherings. She also is an incredible addition to our team, taking the lead on many internal initiatives, and providing a lot of sunshine and support. Prior to Brittany's arrival at the center, she provided support to the staff and families in the Sun Prairie School District, most recently in the front office of Royal Oaks Elementary School.

**Shelby Fosco** joined the center as the co-curricular programs specialist and then transitioned to the newly created role of co-curricular programs manager. In this role, Shelby took over support of campus voter engagement efforts and the implementation of the public service fairs. Shelby has also re-introduced service day programming in the form of Bucky's Big Event, modeled after Texas A&M's Big Event program. This coming year, Shelby will take over support of the Student Organization Partnership Program. Shelby will continue to create opportunities to eliminate barriers to participation in service-based experiences.

**Emma Gleed** began as the Achievement Connections AmeriCorps Campus Recruiter, while finishing up her UW-Madison degree during the fall semester. In collaboration with the United Way of Dane County, the Madison Metropolitan School District, and the Middleton Cross Plains School District she placed math tutors with high schools in Madison and Middleton. This year, Emma has facilitated and supported an increase in work study tutors for school sites and provided in classroom math support for students at LaFollette High School.

**Lara Miller** joined the center as the Badger Volunteers Assistant Program Manager and then shortly thereafter transitioned into the role of the Badger Volunteers Program Manager in September. Prior to arriving at the Morgridge Center, she served as the volunteer and community engagement manager at local non-profit organization, JustDane, where she coordinated and ran the prisoner reentry simulations for the community and UW-Madison students. This coming year, Lara will implement additional team building opportunities between UW-Madison students and community partners into BV programming.

**James Zimmerman** joined the center as the Badger Volunteers Assistant Program Manager after holding positions in residential life at both University of Nevada-Reno and Louisiana State University. Providing day-to-day programmatic support to the Badger Volunteers Program Manager and Badger Volunteer student interns during the academic year, James will serve as the lead for the Badger Volunteers summer program, which is being offered for the first time since summer of 2019.

# STUDENT STAFF

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The Morgridge Center employed over 30 student interns in over 11 different positions in 2022-23.

## BADGER VOLUNTEERS INTERNS

The Badger Volunteers interns (10) assisted with the administration of the Badger Volunteers program, including program management, marketing, and recruitment of Badger Volunteers. Other responsibilities included tracking program data, planning theme-based workshop sessions and support of Badger Volunteers Team Leaders, assisting with orientations and reflection sessions for all Badger Volunteers.

## BADGERSVOTE COALITION INTERNS

The BadgersVote Coalition continued the momentum of the 2020 Presidential Election, getting out the vote for the 2022 Midterm Election, with a focus on voter engagement programs and initiatives. Our BadgersVote team consists of various intern positions from Campus Vote Project, the League of Women Voters, and the Andrew Goodman Foundation's Vote Everywhere Ambassadors.

## COMMUNITY-BASED LEARNING INTERNS

The Community-based Learning (CBL) interns (4) supported instructors of Community-based Learning courses by presenting CBL orientations, preparing students to go into the community through activities addressing social identity and cultural awareness, helping instructors place and supervise students in their service placements, facilitating ongoing communication with community partners, and facilitating class reflection sessions with students.

## COMMUNITY ENGAGEMENT EDUCATION INTERNS

The community engagement education interns (2) played an integral role in ensuring UW student and staff readiness for community engagement. The interns presented well over 15 presentations throughout the academic year to community-engaged courses, programs, and more, around topics such as cultural humility and equitable relationships.

## COMMUNITY PARTNER SUPPORT INTERN

The community partner support intern served as the Morgridge Center's link between campus and community. Among their duties, the intern provided support in planning and executing three community-campus mixers and Bucky's Big Event, a service day event that catered to 150 folks.



### Badger Volunteers Team

Logan Gade  
Barsha Pantha  
Mihika Sathe  
Emily Cooper  
Katherine Porubcan  
Emma Southard  
Grace Vande Hey  
Sophie Wellman  
Cameron Welsh  
Sabrina Oh

### Community-based Learning Interns

Braulio Puente, Jr  
Isabel Hernandez-White  
Sara Mulrooney  
Olivia Van Hammond

### Community Partner Support Intern

Akshay Kalra

### Communications and Marketing Interns

Erin Gretzinger  
Caroline Robson

### Multimedia Design Intern

Madeline Mitchell

### Operations Interns

Taryn Boll  
Rilee Schmit  
Ary Bali  
Izzy Gharib

### IT Support Coordinator

Billy Begos

### Peer Advisors

Courtney Wayland  
Samantha Battenberg

## STUDENT ORGANIZATION PARTNERSHIP PROGRAM INTERNS

These interns (2) coordinated all functions connected to the Morgridge Center's Student Organization Partnership Program (SOPP), which prepares students to do meaningful, responsible, and respectful community engagement in service-minded student organizations. Specific projects included facilitating workshops, coordinating resources, mentoring, and facilitating reflection sessions for eleven student organizations.

## MARKETING AND COMMUNICATIONS INTERN

The marketing and communications intern supported the marketing manager in coordinating branding, promotion, and communications. The intern oversaw weekly Morgridge Mail distribution to over 6,000 students, assisted with website maintenance, produced and published featured stories and continued with the third season of GridgeFridge.

## MULTIMEDIA DESIGN INTERN

The multimedia design intern assisted the marketing manager in running Morgridge Center social media accounts, including Facebook, Twitter and Instagram. The multimedia design intern also assisted in developing unique and creative graphics and Instagram reels for Morgridge Center programming.

## OPERATIONS INTERN

The Morgridge Center employed four operations interns. These students greeted visitors at the front desk, assisted professional staff members with projects, took on independent projects and provided general administrative and IT support.

## PEER ADVISORS

The peer advisors (2) provided one-on-one advising and outreach to individual students and campus groups interested in engaging with the community. The peer advisors served as a main point of contact for students interested in volunteering and building relationships with other campus units. In 2022-23 the peer advisors completed 40 appointments, helping students better connect to local community organizations. The peer advisors also coordinated outreach presentations to students, faculty, student organizations and attended resource fairs offered throughout campus to promote the Morgridge Center's programs, events, and services.

## ADMINISTRATIVE COORDINATOR

The administrative coordinator assisted the administrative team with accounting tasks for the Morgridge Center. This included processing e-reimbursements, purchasing card statements, booking travel arrangements, and organizing other related expenses. In addition to these duties, the administrative coordinator



### Administrative Coordinator

Shannon Abolins

### Transportation Intern

Ray Mielke

### Andrew Goodman Ambassador

Kayley Bell

Giorgia Brandt

### BadgersVote Social

#### Media Intern

Brandon Nielsen

### Campus Vote Project Intern

Laine Bottemiller

Taryn Hanson

### League of Women

#### Voters Interns

Tabitha Houghton

Amanjot Kaur

### Achievement Connections

#### Student Coordinator

Molly Peden

### Student Organization

#### Preparation Interns

Jenna Harb

Claudia Liverseed

### UW South Madison

#### Partnership Intern

Daniel Bautista

### Community Engagement

#### Education Interns

Samantha Angelina

Lydia Zajichek



placed catering orders and purchased items for general office and program support. This intern also facilitated internal staff events centered around professional development and collaboration.

**TRANSPORTATION INTERN**

The transportation intern played a major role in ensuring students got to their volunteer sites. A primary goal of this intern's position was to help students make informed choices about how they got to their community partner sites. Specifically, the intern assists Badger Volunteers and Community-based Learning students on getting set up with transportation options. The intern also helped maintain resources related to transportation, processed the registration of transportation options users, tracked usage data, and provided administrative support to the Transportation Options program.

**UW SOUTH MADISON PARTNERSHIP INTERN**

In partnership with the Office of Community Relations, the Morgridge Center hosted an intern at the South Madison Partnership space. The intern provided translation support for residents, helped schedule events for community partners, planned events hosted by the Partnership and raised awareness about this space on campus and in the community.

**GRADUATE STUDENTS**

**COMMUNITY ENGAGEMENT PREPARATION GRADUATE ASSISTANT**

The community engagement preparation specialist (CEPS) position was created in June 2019 in response to the Civic Action Plan, a UW–Madison initiative led by the Morgridge Center to institutionalize and improve quality of community-engagement: Community-based Learning and Research as well as co-curricular volunteering, advocacy work, and other forms of public engagement. The plan identified an overwhelming need to better prepare UW–Madison students, faculty, staff and researchers to work with community partners, in terms of sustainability, cultural sensitivity and mutually beneficial partnerships. To address the continuing need the Morgridge Center continued supporting the CEP grad assistant position following the three years of funding from the Chancellor’s office. The graduate assistant works to identify campus groups working with communities and to create curriculum that will better prepare those groups to do so in equitable and responsive ways.

**GRAD LIAISONS**

Beyond their work supporting Morgridge Center programming, our graduate liaisons have been out and about talking about their amazing community-engaged work and the role of Morgridge Center resources in moving their work forward. Jules Reynolds, presented on her approach to Community-based Learning at the Teaching and Learning Symposium in May, as well as collaborated with Catie DeMets for a session on Community-based Research and positionality at the Wisconsin Idea Conference. Jalessa Bryant also spoke about her community-engaged work at the American Association of Geographers conference in Denver!

**Community Engagement Preparation Graduate Assistant**

Bertha Gonzalez

**Community-Engaged Scholarship Graduate Assistant**

Nasitta Keita

**Graduate Academic Liaisons**

Julia Reynolds  
Vignesh Ramachandran  
Jalessa Bryant  
Catherine DeMets

**Wisconsin Idea Fellowship Graduate Assistant**

Julia Schiller



# ADVISORY BOARD

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The Morgridge Center's Board of Advisors (BOA) serves in an advisory capacity for the faculty director and to the center. This board provides insight and counsel to the Morgridge Center staff to achieve the center's mission and vision, and to support the center as it continually strives for excellence as a national model.

## BOARD OF ADVISORS

**Ruben Anthony:** President & CEO, Urban League of Greater Madison

**Emily Auerbach:** Professor of English; Co-Director/Founder, UW Odyssey Project

**Brelynn Bille:** 2023 Newman Civic Fellow; UW–Madison Undergraduate Student

**Brenda Gonzalez:** Director of Community Relations

**Elizabeth Hetrick:** Manager, Project Management Office, Exact Sciences

**Alexis (Lexi) London:** Executive Director, Bayview Foundation

**Maitreyee Sanjiv Marathe:** UW–Madison PhD student in Electrical and Computer Engineering and 2020–21 Morgridge Fellow

**Angela Maloney:** 2022 Newman Civic Fellow; UW–Madison Undergraduate Student

**Karen Menendez-Coller:** Executive Director, Centro Hispano

**Tashia Morgridge:** Ex Officio and Founder of the Morgridge Center for Public Service

**Christina Olstad:** UW–Madison Dean of Students

**Linn Posey-Maddox:** Associate Professor of Educational Policy Studies, UW–Madison

**Jules Reynolds:** UW–Madison PhD Student, Department of Geography and Nelson Institute for Environmental Studies

**Mary Rouse:** Community Outreach Liaison and Ex officio Board Member

**Linda Vakunta:** Deputy Mayor, City of Madison

**Laura Whitmore:** Community Partnerships Coordinator, MMSD

**John Zumbrunnen:** Vice Provost for Teaching and Learning

# INTERNAL PROGRAMS AND INITIATIVES

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## **CIVIC ACTION PLAN**

In November 2015, Chancellor Blank signed the Campus Compact 30th Anniversary Action Statement on behalf of the University of Wisconsin-Madison, including a pledge to develop a campus Civic Action Plan (CAP). The purpose of this CAP was to identify ways to better support community-engaged work, eliminate barriers, and encourage new and inventive ways to conduct civic action and community engagement. Chancellor Blank tapped the Morgridge Center to spearhead the initiative and formed a committee of campus and community stakeholders to develop the initial plan.

Incorporating input from hundreds of individuals across campus and throughout the state, the Chancellor approved the committee's nine recommendations in July 2017. Over the past five years, great strides have been made in creating an infrastructure to support civic engagement across campus. Major CAP accomplishments include improving community-engaged scholarship, research and practice; emerging institutionalization of community-engaged systems and support; and in strengthening democracy and community. The CAP implementation committee, under the leadership of the Morgridge Center, is developing the Civic Action Plan 2.0 as the Civic Action Strategy. This re-boot is intended to identify desired social impacts of campus civic action and further increase capacity for and eliminate barriers to meaningful community engagement. Ultimately, the Civic Action Strategy will guide implementation of the Wisconsin Idea into sustainable social change for the future of the university, state, and world.

## **DIVERSITY EQUITY AND INCLUSION**

The DEI committee held space throughout the year for those interested in being in community during challenging times. With the help of the Survey Center, the committee also administered the annual Morgridge Center climate survey. Professional and student staff committee members reviewed the compiled data and developed recommendations for items that will be prioritized over the next year.

## **COMMUNITY ENGAGEMENT PREPARATION**

Bertha Gonzalez supported our student facilitators and increased the reach of our workshops and educational materials. Our modules and workshops continue to be well received and impactful and they have been integrated into a number of academic and co-curricular programs from global health, to environmental sciences, WISCIENCE, and more.

## **SUSTAINABILITY**

The Morgridge Center Green Team, under the direction of staff lead Dean Ladwig and primary student lead Courtney Wayland, and assistance of a great team, continued to carry on the work done in previous years. The team continued to carry on the commitment of the Morgridge Center to operate in a sustainable way and educate the center and others about living sustainably in both the workplace and at home. We continued our collaboration with the UW-Madison Office of Sustainability attaining our platinum level office certification which is the highest level attainable. In 2023-24, we will be looking forward to working on certifying our meetings and events as green events. During 2022-23 we planned regular "fun facts" sharing in our Teams channel, some fun sustainability challenges throughout the year, and some Green Team outings that included Governor Dodge State Park, an outing to a local thrift store, and a year-end waste free picnic. We are planning many similar events as well as some new events in 2023-2024.

# OFFICE ADMINISTRATION AND FINANCIALS

## OPERATIONS

Supervised by the assistant director for administration and the administrative manager, the administrative interns were not only responsible for staffing the front desk of the Morgridge Center, but also managing many of the center's day-to-day operational tasks, that include our transportation options program, fiscal processes, special events, and more. They also took on short- and long-term projects to assist with many of the Morgridge Center’s program and other operational needs.

## ENDOWMENT AND BUDGET

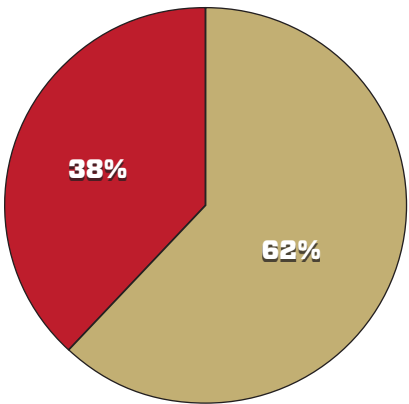
### ENDOWMENT

At the end of FY23, the Morgridge Center endowment book value stands at \$13.1 million. A portion of the interest from the endowment provided \$740,000 towards expenses – covering 42% of anticipated expenditures.

### BUDGET STATUS

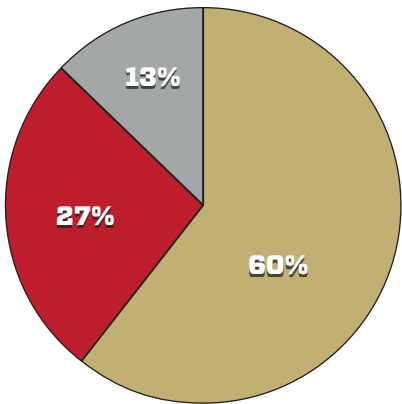
The Morgridge Center’s income is on target with projections, and expenditures are projected to be under budget. Total budgeted expenditures amounted to \$1,760,968. Final expenditure numbers will be available in late summer 2023.

101 BREAKDOWN



- Salaries: \$306,807
- Service and Supplies: \$187,927

233 BREAKDOWN



- Salaries: \$524,282
- Service and Supplies: \$229,579
- Fringes: \$108,784

# DEVELOPMENT

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The Morgridge Center continued to elevate its commitment and efforts related to communicating compelling giving opportunities and seeking private support. Regular communications with the Morgridge Center's family, comprised of past student participants, donors, staff, and friends were institutionalized. They included sharing news stories highlighting the impact of the Morgridge Center's work. Development efforts have begun to resume with some refreshing of our processes but were still paused this year for the most part due to the fact that we weren't transporting our routine amounts of students to direct engagement sites, so our fiscal needs were reduced and at the same time, many of our funders shifted their support directly to nonprofit and direct service organizations.

## GIFTS AND GRANTS

2022-23 gifts and grants totaled \$18,690. The Morgridge Center is deeply appreciative of the support we receive from corporate and community sponsors, campus sponsors, and individual donors. While our endowment covers over a third of current operating costs, these additional gifts and grants are crucial for our operation. See [page 14](#) for the full breakdown of 2022-23 gifts and grants.

## OUR VISION FOR THE FUTURE

The Morgridge Center has seen sizable growth in staff, engagement and scope of work over the last few years. But we have even grander visions for the future. Below are specific areas of development and growth potential identified for 2023-24:

### 1. Offer faculty incentives for engaged scholarship work

We want to encourage faculty members to communicate the public benefits of their research, conduct research in partnership with relevant community entities and incorporate community-based learning in their teaching. We envision a campus culture that sends a strong signal that the university values engaged scholarship. We envision four annual grants for rigorous research that meet a well-defined community need in Wisconsin and are developed in close collaboration with a community partner. These grants would be similar to the existing Baldwin Wisconsin Idea Endowment Grants, but more clearly targeted to rigorous research as opposed to outreach.

### 2. Support the Student Organization Partnership Program for civically engaged campus groups

We developed and piloted the Student Organization Partnership Program (SOPP) in the 2018-2019 academic year with four registered student organizations (RSOs). In its second year, we scaled up the SOPP so thirteen RSOs could participate. With an increase in the number of groups, we needed additional transportation support to get participating students to their off-campus sites. In the spring of 2020, the Student Organization Partnership Program was unable to accept any new student organizations for affiliation due to the COVID-19 pandemic. We renewed affiliation with the 13 partner student organizations from 2019-2020, and accepted new applications in the 2021 academic year. The 2021-22 program supported eleven RSOs. The program was conducted in-person over the entire year. SOPP participants attended two required workshops. The fall workshop was titled, "Responsible Community Service" and it helped to prepare them responsible and respectful community engagement in both virtual and in-person settings. We aim to expand the collection of training workshops available to the participating RSOs, require further levels of training from the RSOs, develop a long-term plan for RSO community engagement to progress over multiple years in the SOPP, and be able to offer each participating group a grant of \$500 to help to actualize the goals they set with their partnering community organization.

### **3. Support research on the examination of volunteerism & community engagement activities among under-represented ethnic minority students (UREMS) at UW–Madison**

We want to continue to examine UREMS student engagement and experience in CBL and co-curricular civic engagement, and as a result of what we find, identify ways to better support UREMS student involvement, making the Morgridge Center programming, training, partnerships and support relevant and more accessible for all students.

### **4. Voter Engagement Priority**

The late Rebecca Blank, who served as UW–Madison Chancellor (2013–2022), once said, “One of the most important values we teach at our universities is the importance of civic engagement. Voting in elections gives students a voice in the democratic process and in the decisions that affect local, state, and national issues.”

The Morgridge Center fosters active civic engagement among students in many ways. For more than twenty years, the Morgridge Center has helped students volunteer in the local Madison community. Faculty seeking to teach Community-based Learning courses have been supported by the center for more than a decade.

More recently, it has become clear that the Morgridge Center has a convening role to play to support voter engagement on the UW–Madison campus. Sparked by an effort called the Big Ten Voting Challenge in 2018, Morgridge Center staff have woven voter engagement efforts into their daily portfolios. In order to continue building on the momentum of the successful 2020 voter mobilization work, the Morgridge Center is looking for financial support for ongoing voter engagement efforts. The hope is that students will come to understand how to register to vote, when and where to vote, and how to educate themselves throughout the voting process. Research shows individuals who vote early are more likely to vote throughout their whole lives.

All voter engagement efforts are strictly nonpartisan. Financial support will ensure the Morgridge Center can continue to support voter engagement and civic learning efforts. We will be able to hire interns to support voter engagement work, host outreach and educational events, and ensure students have the tools they need to exercise their right to vote and be civically engaged.

This is just a sampling of our dreams and ambitions.

## 2022-23 GIFTS AND GRANTS

DONOR	DESIGNATION	AMOUNT
CORPORATIONS, BUSINESSES, FOUNDATIONS AND COMMUNITY ORGANIZATIONS		
American Family Insurance Group	Wisconsin Idea Undergraduate Fellowships	\$13,500.00
The Andrew Goodman Foundation	BadgersVote	\$3,500.00
Fair Elections Center	BadgersVote	\$1,000.00
INDIVIDUALS		
Karen Crossley	Individual Donation	\$100.00
James Karow	Individual Donation	\$50.00
Casey Klofstad	Individual Donation	\$100.00
Corey Little	Individual Donation	\$50.00
Mary Rouse	Individual Donation	\$200.00
Daniel Weinstein	Individual Donation	\$190.00
TOTAL		\$18,690.00

# COMMUNICATIONS AND MARKETING

Focusing on our three main audiences—students, faculty and staff, and community members – the Morgridge Center executed a comprehensive digital and social strategy in 2022-23. Below are some of the highlights (2022-23 figures July–June).

## TWITTER

The Morgridge Center Twitter account maintained a steady presence this year. We also engaged with students this year through various contents including Morgridge Center awards, informational stories, and more.

@morgridgeCenter	2022-23 Total
Impressions	89,983
Likes	318
Retweets	128
Liked Tweets	84

## FACEBOOK

The Morgridge Center maintained a steady amount of page visits, however the daily reach decreased. Facebook has been put on the backend of its social strategy but will still continue to be used. The Facebook page produced no "paid ads" this year.

/morgridgeCenter	2022-23 Total
Daily Reach	8,407
Page Visits	1,041
Liked Page	42

## INSTAGRAM

Between 2021-22 and 2022-23, there was a 8.4% increase in followers. This year we put an emphasis on creating more Instagram reels, which is the ongoing trend on the current platform for reach and activity.

morgridgecenter	2022-23 Total
Followers	1,681
Reach	51,470
Impressions	64,538
Content Interaction	4,523
Profile Activity	986

## MORGRIDGE MAIL WEEKLY NEWSLETTER

The Morgridge Mail digital newsletter went out every Monday in 2022-23 and remained a very successful tool for informing students about our programming as well as community partner opportunities.

Morgridge Mail	2022-23 Total
Subscribers	6,459
Avg. Open Rate	36%
Avg. Click Rate	1.5%

The average open rate increased from 36% to 40%. Over 285,000 emails were sent to subscribers in 2022-23.



**GRIDGEFRIDGE PODCAST**

We kicked off the third season of GridgeFridge, the Morgridge Center's podcast that is dedicated to connecting community, campus, and student voices that foster, shape, and cultivate a thriving democratic society. This year we did something different. We produced two long-form narrative episodes focused on the Sifting and Reckoning Exhibit (Fall 2022) and affordable housing (Spring 2023). These episodes were narrated and driven by the GridgeFridge host with additional voices from students, faculty, constituents, campus and city partners. The Sifting and Reckoning Exhibit episode titled "Sifting and Reckoning: How UW–Madison’s Past Can Inform a Brighter Future on Campus" received special recognition from Wisconsin PBS and others.

**ELOQUA MARKETING AUTOMATION**

Mailchimp has been at the forefront of the Morgridge Center's email marketing system for over ten years. Starting in 2023, the Morgridge Center will shift to UW–Madison's free marketing system, Eloqua. Eloqua is an Oracle product that executes both email marketing (simple mass email campaigns) and marketing automation (multi-step, automated marketing workflows). You can send graphic, trackable emails to on- and off-campus recipients. Recipient lists can be segmented by characteristic or interaction. Website visits and email interactions (opens, clicks, sends) are tracked in dashboards and reports. At UW–Madison, hundreds of campus departments use Eloqua, and the Morgridge Center will join them.

**ORIGINAL CONTENT**

Twenty-nine stories were published to morgridge.wisc.edu in 2022-23, including news, announcements, updates, and profiles. These stories drove a significant amount of traffic to the website and were shared widely with relevant campus departments and community partners for re-publication. We also continued to highlight former students who were employed by us to get an insight on how their lives have unfolded post-grad. Some notable stories include:

- “Engaging in Public Service through Campus and Community”
- “It’s in the Books: 2023 Wisconsin Idea Conference”
- “The Power of Connections: How Community Engagement on Campus Propelled One UW Grad’s Career”

**MEDIA MENTIONS AND PUBLICITY**

The Morgridge Center garnered 21 unique media mentions in 2022-23. The Morgridge Center received mentions in the following outlets:

Badger Herald	NBC15	Daily Cardinal
Cap Times	River Food Pantry	UW News
	UW School of Education	

# COMMUNITY-ENGAGED SCHOLARSHIP (CES)

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## ASSOCIATION OF GRADUATE ENGAGED SCHOLARS

The Association for Community Engaged Scholars collaborated with multiple units on campus to co-host community engaged scholarship professional development and community-building events including:

- Strategies for Conducting Community-engaged Research workshop in collaboration with the DELTA Program
- Monthly engaged graduate scholars socials
- Experiences of Community-engaged Graduate Students panel

## BAGELS AND RESEARCH

We had a great slate of events, run both virtually and in-person, this past year. Here's a few of the topics and speakers.

- Psych 601 Undergrads on their Partnership with JustDane
- Navigating the Politics, Ethics, Bureaucracy of Higher Ed in Pursuit of Support for CES - Jalessa Bryant
- Working with Local Government for Sustainable Development - Lori DiPrete Brown and Kara
- Bridging Knowledge through Exchange: Community-Informed Expansion of Farmer Social Networks - Meg Baker

## COMMUNITY-CAMPUS MIXERS

- 170 attendees comprised of community partners, campus staff and faculty across 5 events
- Took place at South Madison Partnership
- Themes: Education, Sustainability, Public Health, Meeting Basic Needs in Dane County
- Partners: Community Relations, Office of Sustainability, Center for Community and Nonprofit Studies

## CES PRACTITIONER REFLECTION SPACE

Each semester, we hosted an open space for instructors of CBL courses and community engagement practitioners to gather to discuss challenges, offer solutions, and be in community together.

## WORKSHOPS

As we do every year, we hosted a number of educational and professional development workshops open to the campus community. In general, we engaged in deep conversation and reflection with participants and enjoyed connecting with new and familiar faces.

- 10 guest lectures
- Collaborative presentations
  - Follow-up workshop for Wisconsin Idea Seminar participants to support them in their community-engaged work
  - Civic and community engagement workshop for participants in 4-H's Summer Academy

# SERVICE INSIDE THE CLASSROOM

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## 2022-23 COMMUNITY-BASED LEARNING COURSE HIGHLIGHTS



### NUMBER OF STUDENTS ENROLLED EACH SEMESTER

Summer 2022: **64**  
Fall 2022: **884**  
Spring 2023: **756**

### NUMBER OF CBL COURSES EACH SEMESTER

Summer 2022: **5**  
Fall 2022: **64**  
Spring 2023: **67**

### SCHOOLS AND COLLEGES WITH MOST CBL COURSES

- 1. School of Education (33)
- 2. College of Letters & Science (26)
- 3. School of Human Ecology (14)

### DEPARTMENTS WITH MOST CBL COURSES

- 1. Rehab Psychology and Special Education (14)
- 2. Environmental Studies (12)
- 3. Social Work (10)
- 4. Civil Society and Community Studies (10)
- 5. Landscape Architecture (8)

# MORGRIDGE FELLOWS

The fifth year of our Morgridge Fellows program was an outstanding success. We met mostly virtually to support participant preferences and built a robust community.

We also added in monthly small group meetings to workshop through individual project goals and ideas, as well as general questions and challenges that arose.

See **APPENDIX E** for full bio of the 2022-23 Morgridge Fellows.

## GRADUATE CERTIFICATE/PHD MINOR

The graduate certificate/doctoral minor in Community-Engaged Scholarship (CES), hosted by Civil Society and Community Studies with support from the Morgridge Center, is a 9-12 credit program to train graduate students in CES, defined as teaching or research done in collaboration with community organizations or community partners in equitable, mutually beneficial, respectful relationships. Two courses are required, along with an elective and a capstone that meshes with each student's individual graduate school objectives.

This is a required course for the graduate certificate or doctoral minor in Community-Engaged Scholarship and received outstanding reviews from students in our largest course to date.

### COURSES TAUGHT

Nasitta Keita, Cory Sprinkel, and Haley Madden co-taught Counseling Psychology 601, Principles and Practices in Community-engaged Scholarship.

### QUOTES FROM STUDENTS

"Haley, Cory, and Nasitta were wonderful instructors that highlighted their individuals and collective strengths. They were available outside class to discuss topics and created a very comfortable environment that encouraged us to challenge ourselves."

"This is a wonderful course to get students interested in CES by providing theoretical footing and space to discuss complex topics. I greatly appreciated when guest speakers attended classes and gave their perspective. The course exceeded my learning objective and I will definitely recommend it to others!"



### 2022-23 MORGRIDGE FELLOWS

**Angela Waupochick**  
Forest and Wildlife Ecology

**Brenda González**  
Community Relations

**Brenna Swift**  
Composition and Rhetoric

**CJ Greer**  
Educational Leadership  
and Policy Analysis

**Jessica LeClair**  
School of Nursing

**Kao Lee Yang**  
Neuroscience Training Program/La  
Follette School of Public Affairs

**Kat Phelps**  
School of Nursing

**Khrysta A. Evans**  
Educational Policy Studies

**Marquel Norton**  
Counseling Psychology

**Morgan Jerald**  
Psychology

**Nidia Bañuelos**  
Division of Continuing Studies

**Sandra Newbury**  
School of Veterinary Medicine

**Sarah Hohl**  
Office of Community Health

# COMMUNITY-BASED LEARNING AND RESEARCH GRANTS

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The implementation of a rolling application process has proved successful and has increased access to these funds, such that we have exhausted all of our available grant funds for the year. We're excited to be able to support so many innovative and collaborative projects and will continue to offer a rolling application process moving forward.

This year we were able to award an additional \$65,000 in partnership with Water@UW for community-based research projects specific to water.

## FUNDING FOR COMMUNITY-ENGAGED SCHOLARSHIP

Collectively awarded: \$118,000

To: 6 (water) + 8 (CBR) projects

4 CBL courses

# MORGRIDGE CENTER-FUNDED CBR GRANTS

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## 1. Engaging Underserved Communities in the Development and Evaluation of Animal Service and Animal Law Enforcement Programs in Chicago, IL and Multnomah County, OR

Sandra Newbury, School of Veterinary Medicine

This project is evaluating animal field service practices in low-income communities and working to develop programs that will result in more supportive, rather than punitive actions by animal field services. BIPOC and low-income communities have historically experienced marginalization and systemic inequities including over policing. This project will evaluate both current animal field service perspectives and practices and to work with the communities to determine their perspectives and what they need from field services. This project will also gather the perspectives of organizational leadership and animal control officers on the needs of communities. Ultimately, this project will create an overview of the effects of existing programs and design more support-focused programs and training to meet the community's needs.

## 2. Establishing a sustainable community advisory board for research with justice-involved individuals

Dan Grupe, Center for Healthy Minds

Incarcerated individuals experience disparities in mental health outcomes that persist through the process of re-entry into the community. These disparities stem largely from structural determinants of involvement in the criminal-legal system and high levels of exposure to traumatic life events, but also reflect inadequate access to quality mental health care during and after incarceration. Mental health treatment programs in correctional settings are generally developed and delivered by correctional staff, without the input of directly impacted individuals, limiting the impact of this programming. This project will create a community advisory board of justice-involved individuals to provide input on all research supporting the mental health of justice-involved individuals and communities in this research group. This project builds on existing partnerships between the Center for Healthy Minds and Nehemiah.

### **3. Central Wisconsin Farmers Market Food Equity Project: improving FoodShare access at farmers markets through community investment and engagement**

Edna Ely-Ledesma, Planning and Landscape Architecture

Many farmers markets throughout the state, especially in rural areas, have shared the same story: they ran an EBT/FoodShare program on a limited budget, until funding or resources ran out. This program proposes to establish a Central Wisconsin Farmers Market Collaborative (including Stevens Point, Marshfield, Wausau, Waupaca, Adams-Friendship, and Wisconsin Rapids) to support individual markets to: 1) ascertain the readiness of their communities to invest in EBT/credit/debit services at the market; 2) develop a business plan (in communities with sufficient readiness) to fund starting a new, or strengthen existing EBT/credit/debit services at the farmers market; 3) evaluate the economic and social impact of well-supported and sustained EBT/credit/debit services on market vendors and local businesses, SNAP-eligible residents (fruit and vegetable purchases, inclusion), and partner entities and residents generally; and 4) establish ongoing impact and needs assessment to ensure EBT/credit/debit programs are sustained while also evolving in response to local needs to ensure that the market is accessible to all members of the community, including low-income, minority and differently abled.

### **4. "Transition to Move": Adults with Disabilities Engaging in Group Exercise in Post-Secondary Programs**

Heather Katz, Kinesiology

Young adults with intellectual and developmental disabilities (IDD) are far less likely to meet CDC recommended physical activity (PA) guidelines in comparison to the general population. This disparity can be attributed to an array of individual and environmental factors that are unique to young adults with IDD such as fear, financial resources, and caretaker time constraints. This project is an explanatory mixed methods study in partnership with Special Olympics of Wisconsin, to inform the development of a community-based group exercise program that is inclusive and serves the need of young adults with IDD. The goal of this study will be to gain a foundational understanding of the needs, desires, and perspectives of young adults with IDD in the Madison area who are enrolled in post-secondary transition programs (PSTPs) or working on transition Individualized education plan (IEP) goals regarding group exercise (GE). Moreover, the study aims to explore the attitudes, perspectives, teaching efficacy, and preparedness of GE instructors in working with adults with IDD in their classes. The results of the study will be applied to develop a community-based group exercise program by identifying the best strategies to reach and engage young adults with IDD and providing training to GE instructors to provide culturally relevant, inclusive GE classes.

### **5. Novel Renewable Energy Networks for Health Clinic and Community Resilience**

Justin Boutilier, Industrial Systems Engineering

Energy poverty, defined as insufficient access to modern energy sources, poses one of the largest threats to achieving the United Nations Sustainable Development Goals (SDGs) for 2030. Effective healthcare provision, from recordkeeping to administering lifesaving treatments, requires reliable access to electricity. Without it, the consequences for providers and patients are disruptive at best and deadly at worst. This project seeks to make novel renewable energy systems more accessible to energy-insecure health clinics by developing the first-of-its-kind, open-source toolkit for the custom design of renewable energy and electric vehicle networks for any clinic setting. These networks consist of an off-grid solar microgrid and a fleet of electric bicycles or motorbikes. The developed toolkit, based on a mathematical optimization model, minimizes the financial investment of one of these systems for each custom community context while guaranteeing it reliably provides uninterrupted electricity access. Residents of Tezhúmake, Colombia, are members of the Indigenous Wiwa group. The in-country research

collaborator, Dr. Juan Carlos Dib, has worked with them over many years to identify community priorities for improving quality of life, and access to electricity has emerged as a top priority.

## **6. Wisconsin Youth's Political Participation in State-Level Education Politics**

Moisés G. Contreras, Educational Policy Studies

Wisconsin's Department of Public Instruction (DPI)—the state's agency advancing public education and educational policy—is attempting to better engage young people as education decision makers and policy influencers. The initiative at the DPI aims to bring together an array of community voices in the state of Wisconsin to acknowledge the most essential and primary stakeholders in the educational system: young people. Bridging voices and building partnerships across DPI, the University of Wisconsin-Madison, schools, community-based educational spaces, and community members, this initiative aims to eventually propose recommendations on structures and processes centering youth power and voice at the state level. The initiative began as a working group composed of adults from the Wisconsin Center for Education Research and DPI, as well as youth and adults from a community-based educational space. Now, the working group has expanded to include 10 young people from various educational settings and the same adult members from the initial working group.

## **7. VIA Resident Transportation Engagement**

Nick DeMarsh, Planning and Landscape Architecture

VIA is working to support the redesign of National Avenue, a state highway (59) that is slated for a complete rebuild with a budget of \$23.3 million. This corridor serves as an important East-West thoroughfare for the Southside community in Milwaukee. National Avenue is an important artery for one of the main bus routes in the county bus network. National Avenue is also an important main street that features an array of restaurants which represent the diversity of Milwaukee's southside. This project is needed on campus as a valuable opportunity to connect with a diverse and effective community-based organization in Milwaukee. This project contributes to broader efforts of addressing this legacy by fostering development of the transportation system based on the expertise and vision of residents. Through this process, residents of Milwaukee will be better positioned to affect the outcome of this project that will ultimately affect their ability to travel across the city and region. Moreover, by centering the vision of residents, the project can incorporate safety features of the project that both reduce the risk of crashes while also making residents feel safer engaging in active transportation (such as walking, transit usage, and biking) in their community. In this project, the community will refine this vision for safety and quality of life as it relates specifically to National Avenue and transportation in a general sense.

## **8. Participatory Program Development of Nutrition Program with Sakhi Prerna Federation**

Prerna Rana, Civil Society and Community Studies

This project is a community-based participatory project with Hanuman Van Vikas Samiti (HVVS) and Sakhi Prerna Federation (SPF) based in the Udaipur district of western India on the topic of nutritional well-being of women and marginalized members in the local region. Hanuman Van Vikas Samiti is a community-based organization that has been working in Udaipur district with rural communities for the last 40 years on issues related to natural resource management, sustainable agriculture, management of common pool resources etc. with the overall objective of creating an oppression-free society. They have worked with different community institutions in the past and of late their work has focused on the creation and strengthening of women's groups and federations in the surrounding villages.



Through support from the Office of the Provost, Water@UW partnered with the Morgridge Center to support seven CBR grants.

## **1. Zaaga'iganan Kinship Project: Defining the past, present, and future state of northern Wisconsin lake health and research**

Raymond Allen, Center for Limnology - Trout Lake Research Station

Management and stewardship of zaaga'iganan (lakes) and other bodies of freshwater has been occurring in the areas surrounding the Great Lakes for time immemorial. The number, background, affiliation, and activities of individuals interacting with the lakes throughout the Great Lakes region continues to change, and a one-size-fits-all definition of how to steward lakes, especially in a changing climate, won't prepare the lakes and their non-human inhabitants for warming waters and atypical seasons. University of Wisconsin-Madison's Trout Lake Research Station (Boulder Junction, WI) is located in the ceded territory of Wisconsin and is a short drive away from the reservation of the Lac du Flambeau Band of Lake Superior Chippewa Indians. The Lac du Flambeau Indian reservation is home to over 250 lakes that have long standing relationships with the Tribe and short-term relationships with non-Tribal citizens either living in or visiting the region. Lakes are a vital part of the culture within the area but what's not clearly understood are the range of relationships that people in the area have with them, and how those impact the lakes.

This research project proposes to find out current relationships peoples in northern Wisconsin have with bodies of freshwater in the ceded territory of northern Wisconsin (within and outside of the Lac du Flambeau reservation), how lakes and their inhabitants have influence on them, and how they define a "healthy" lake in current and future times in the context of climate change. To accomplish this, we will perform semi-structured interviews one to two hours in length with a base set of questions that will introduce interviewees and give context to their past, current, and future relationships with lakes in the area. This project aims to have a total of 25 interviews with citizens and descendants of the Lac du Flambeau Band of Lake Superior Chippewa Indians and 25 interviews with individuals that live near or interact with lakes studied by the Trout Lake Station (e.g., Trout lake) and lakes on the Lac du Flambeau Indian Reservation.

## **2. Empowering Sandbranch through Hydropanels and Community-Based Research: A 30-Year Journey to Address Water Insecurity in the Urban-Fringe**

Laura Joaquina Morales-Whetstone, Urban and Regional Planning

This project will support a UW-Madison graduate student to work with a local non-profit organization and community members in Sandbranch, Texas, to evaluate a proposed solution to a long-standing water access problem facing historically disadvantaged residents in an urban-fringe community. A freedman's settlement, Sandbranch, Texas, is an unincorporated community on the urban fringe of Dallas, Texas, that has struggled with access to drinking water for approximately 30 years. Before this period, residents depended on wells that later contained contaminants. Although only a mile away from municipal services, for various political, social, and financial reasons, they cannot access water from a centralized system leaving residents to rely on bottled water or water from tankers. Justice Corporation, a nonprofit organization, has worked with the community for several years and raised funds to install hydropanels. This technology allows residents to gain water from the air, which is dispensed in their homes. Mental health treatment programs in correctional settings are generally developed and delivered by correctional staff, without the input of directly impacted individuals, limiting the impact of this programming. This project will create a community advisory board of justice-involved individuals to provide input on all research supporting the mental health of justice-involved individuals and communities in this research group. This project builds on existing partnerships between the Center for Healthy Minds and Nehemiah.

### **3. Drinking Water (In)Justices: Water Systems, Quality Monitoring, and Sensing Toxicity**

Kallista Bley, Geography

The purpose of this project is to further the community-based research components of a study investigating uneven geographies of nitrate polluted drinking water—its extent, how it is constituted, known, and contested, as well as the politics of monitoring and sensing toxicity. This research involves particular attention to areas that remain under regulated, such as rural, agricultural, and unincorporated areas and domestic well communities, specifically those in the Central Coast and Valley of California. Nitrate pollution of drinking water systems and the limitations of monitoring and regulation are issues of community concern in these regions. Residents and community nonprofits have been organizing and mobilizing around access to safe and affordable drinking water over decades yet drinking water injustices persist.

### **4. Freshwater Biodiversity Science for Young Community Scientists**

Jess Hua, Forest and Wildlife Ecology

Wildlife diseases are emerging at unprecedented rates. Human activities (i.e., temperature shifts, light pollution, etc.) are hypothesized to contribute to shifts in diseases. This project will examine the questions: 1) Does timing of amphibian breeding differ along a human-land use gradient? 2) and how do differences in breeding times influence the amphibian pathogens abundance and diversity? Through a model system we aim to: i) Develop community science kits that include bioacoustic recorders for measuring frog breeding calls and water sampling materials for pathogen quantification. ii) Train community members to deploy amphibian monitoring kits and to collect water samples in local urban and more human-isolated ponds. The main goal of this proposal is for scientists from the Department of Forest and Wildlife Ecology to collaborate with diverse youth from the Madison area, supported by the Bayview Foundation, in a community science project.

### **5. Waadookawaad Amikwag Ecological Assessment Collaboration**

Geoff Siemering, Soil Science

The primary goal of this project is to provide scientific support for the efforts of the Waadookawaad Amikwag (Ojibwe for “Those Who Help Beavers”), a broad based, Indigenous-led, Minnesota-based citizen science group with a mission locate, identify, and quantify the hydrological and ecological, impacts of the Enbridge Energy Line 3 repair/replacement as well as gather preconstruction ecological data along the proposed Line 5 corridor in Wisconsin. The group formed when pipeline construction clearly led to adverse environmental impacts that were not considered in the permitting process. They have successfully advocated for additional environmental repair performed by the pipeline company and for Minnesota regulator-imposed fines on the company for permit noncompliance. UW–Madison researchers can add expertise and community education in water and sediment contaminant transport and limnology as well as access to the vast array of campus sample analysis capabilities.

### **6. A Community-based Approach to Salt Reduction in the Lake Wingra Watershed**

Hilary Dugan, Limnology

Friends of Lake Wingra have four goals for the lake: 1) Clean, clear water, 2) Restored spring flow, 3) Abundant native plants and animals, and 4) Stewardship and enjoyment. Chloride runoff from road salt is an environmental concern, as has been in the Lake Wingra watershed for many decades. As road salt is used to de-ice roads and sidewalks in winter, it runs off into nearby waterways, creating large concentrations of chloride that can be toxic to aquatic life. Additionally, high levels of chloride can infiltrate groundwater, leading to drinking water contamination. The goal of this project is to address a water challenge in Wisconsin – salt pollution – through focused community based research in a single watershed. This proposal will bring together a watershed stakeholder group that will work collectively towards water quality goals, involving commercial and institutional stakeholders to discuss smart salting best management practices (led by WI Salt Wise), and convene a conversation around current practice and next steps.

## 7. Bridging Native and Settler Stories of Maple Island to Envision Its Future

Caroline Gottschalk Druschke, English

This proposal emerges from a direct request by the Muskegon River Watershed Assembly (MRWA), working in concert with the Little River Band of Ottawa Indians (LRBOI), the Grand Rapids Public Museum (GRPM), and Native curator and media archivist Matt Schultz, to support their engagement efforts on the Maple River Restoration Project, MRWA's most ambitious river restoration project to date. After ten years of research and planning, the project aims to bring social, cultural, ecological, and economic benefits to the community by restoring a 4.6-mile section of the Maple River: a major anabranching channel of the iconic Muskegon River that was blocked and drained by logging companies in the late 1800s, causing 150 years of widespread flooding and a host of negative environmental impacts.

Because of the long history of the Ottawa at Maple Island, and the continued existence of manoomin (wild rice) in the Maple River channel, the federally recognized Little River Band of Ottawa Indians (based in Manistee, Michigan) have partnered with MRWA and engaged the US Army Corps of Engineers to complete a comprehensive hydrologic analysis and survey of the Maple River Project area. This project is a public storytelling effort to support the Maple River Restoration project. Collaborators plan to gather twenty-plus oral narratives focused on the past, present, and future of the Maple River over two public storytelling workshops: one with farmers, fishers, and recreationists at Maple Island on the Lower Muskegon River, and the other with members of the Little River Band of Ottawa Indians based in Manistee, Michigan. This will capture a community vision for the restored Maple River they need to focus on community narratives that will build connections, inform their planning efforts, and contribute to a future graphic representation of a restored river.

## CBL GRANTS

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### 1. Mindfulness & Restorative Environments

Nathan Larson, Planning and Landscape Architecture

In this experiential learning course, students will explore the intersection of mindfulness practices and design of restorative environments that support well-being in public places—including school gardens and parks—with a focus on health equity and social justice. Students will co-design restorative environments through a participatory planning process with partners at two school communities in the Madison Metropolitan School District (MMSD) and with members of the Mindfulness in MMSD team.

### 2. Exploring Food System Resilience in Local Wisconsin Communities

Jules Reynolds, Geography and Environmental Studies

This capstone course will explore the multidisciplinary and interconnected impacts of local food in South-Central Wisconsin. It will build on the activities and partnerships of the ongoing Brix Project, a three-year project which supports local food system development and organizing in the Dane County area. Students in this course will work directly with community partners who are involved in The Brix Project, including farmers and food businesses, to investigate how local food can support community and environmental resilience. Over the semester we will develop tools to be shared with The Brix Project partners for evaluation of local food impacts and/or communication of the project with the broader Wisconsin community.

### **3. Issues in Urban Education**

Linn Posey-Maddox, Educational Policy Studies

This course examines urban education in the United States and its relationship to broader political, social, and economic contexts. As a community-based learning course, students integrate what they're learning through class readings and discussions with what they're learning in their site placements and work with community members, school staff, and students in educational settings.

### **4. Reba Luiken, Planning and Landscape Architecture**

Plants for Ecological Design

This course explores the process of plant selection and placement in the landscape. The desired landscape will be ecologically appropriate to the setting, sustainable, functional in response to goals, and aesthetically pleasing. Students acquire an awareness and understanding of the physical characteristics of plant materials and a sensitivity to their needs based on past and present. Emphasis is on the recognition of the philosophy of planting design as a dynamic and changing spatial art and science, the relationship between environment and plants, application of design composition principles to plant selection and placement, and functional and utilitarian uses of plants; i.e., the opportunities and constraints for plants in the designed landscape.

The addition of a service learning component to this course will give students the opportunity to apply their developing plant selection knowledge to a real-world project in a space they can readily visit. In addition, through the process of consulting with members of the local Muslim community and the expertise of two experts in Islamic Architecture and Landscape Architecture, students will develop their abilities to work with diverse audiences and designing to meet the needs of non-dominant communities. In terms of the community, these students will provide much-needed, culturally-sensitive plant selection expertise for Allen Centennial Garden while facilitating the ongoing input of community stakeholders. Ultimately, the results of this project will facilitate an improved campus climate for Students of Color who may feel less welcome on campus by providing a space that is relevant to their cultural and religious life experiences.

# SERVICE OUTSIDE THE CLASSROOM

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## OVERVIEW

This year the Morgridge Center coordinated the 15th year of the Badger Volunteers program. We welcomed professional staff Lara Miller as program manager and James Zimmerman as assistant program manager, along with a newly structured intern team supporting the three focus areas of the Badger Volunteers program: education, public health, and sustainability. This team was comprised of returners Emily Cooper, Logan Gade, Barsha Pantha, and Mihika Sathe, as well as newcomers Ryan May, Sabrina Oh, Katie Porubcan, Emma Southard, Grace Vande Hey, Sophie Wellmann, and Cameron Welsh.



The Fall 2022 semester saw our largest engagement since the COVID-19 pandemic began and it only increased during the Spring 2023 semester with strengthened recruitment efforts, including sponsoring a table at the Student Org Fair and sending a mass recruitment email to all Sophomores and Juniors on campus. We added new community partners Empowered Caregiver Community and BadgerBots while reconnecting and strengthening existing partnerships with over 70 community partner sites. Badger Volunteers engaged in both in-person and virtual volunteer opportunities reflective of community partner-identified needs.

Throughout the year, the Badger Volunteers intern team created opportunities for deeper learning, reflection, and community building by connecting volunteers with the Morgridge Center's community engagement preparation modules, facilitating reflective discussions around identity, community engagement and focus-based issues, scheduling speakers and workshops highlighting the missions of campus and community partners, providing leadership development and creating fun events to build community among Badger Volunteers. They also each served as the main point of contact for 15 to 20 teams, keeping the lines of communication open between team leaders, community partner contacts, and the Morgridge Center.

In December, we thanked Ryan May for his dedication to Badger Volunteers as he graduated mid-year and moved to Colorado for an internship. In May, we said farewell to graduating seniors Emily Cooper, Logan Gade, and Katie Porubcan, as they left the university to make their indelible mark on the wider world.

## HIGHLIGHTS

This 15th year of Badger Volunteers felt like a beginning of sorts, with brand new staff, renewed or new relationships with community partners and the emergence from limited programming back into full-powered volunteer engagement in our wider community. With this came a sense of "Let's try it out!" and "How can we reimagine things to better meet the needs?" and "Whoah, that didn't work!" and "Let's celebrate the ability to build community again!" It was some parts chaotic, some parts entertaining, some parts learning, and all parts impactful in the lives of our student volunteers, staff, and community partners.

During the fall semester, we piloted a partnership with Dr. Linn Posey-Maddox, professor of Educational Policy Studies at UW-Madison who teaches a Community-based Learning (CBL) course sponsored by the Morgridge Center. In order for her students to complete the required 25 hours of community service for the course, we engaged them in Badger Volunteers and connected them to tutoring and after-school mentoring volunteer roles at various elementary and middle schools throughout the Madison Metropolitan School District. We are looking forward to continuing this successful partnership this upcoming fall and also eager to look at other CBL courses that might benefit from this partnership model in the future.

During the spring semester, the Morgridge Center held its annual Be The Change Bash and awarded the Louis Korenman Badger Volunteers Award to one of our stellar education interns, Sabrina Oh. The Louis Korenman Badger Volunteers Award is presented to an individual each year that excels in the following areas: commitment to Service within a community, awareness of self and others, and the embodiment of the Badger Volunteers spirit. When Sabrina first came to UW-Madison as a freshman, she immediately looked for opportunities to get to know her new home and began volunteering with an afterschool program at Henderson Elementary School through Badger Volunteers. As an out-of-state student, it allowed her to learn, explore, and understand Madison outside of the “campus bubble”. Sabrina continued her Badger Volunteers experience this year by not only being part of our student staff, but also serving as team leader for one of our Badger Volunteers teams at Red Caboose Day Care Center during the Spring semester. She loves the ongoing opportunity Badger Volunteers provides students to feel an integral part of the wider community they live in through mutually beneficial relationships built in service.

After a four year hiatus, Summer Badger Volunteers is back! Overseen by assistant program manager, James Zimmerman, and CBL intern Isa Hernandez-White, Summer BV programming coincides with the 8 week summer session at UW-Madison. This summer, we partnered with 20 community organizations to engage over 80 students in volunteering throughout the city of Madison and beyond. We were excited to veer from the typical BV t-shirt to declare the bucket hat as the new summer BV “uniform”. Programming kicked off with a fun and informative orientation session in June and will wrap up with a celebratory volunteer event at Troy Farms in early August. The summer BV team is planning site visits to see our Badger Volunteers in action throughout the summer session.

## BADGER VOLUNTEERS 2022-23 NUMBERS

	OPPORTUNITIES TO CHOOSE FROM	TOTAL VOLUNTEERS	HOURS SERVED	BADGER VOLUNTEERS COMMUNITY PARTNERS AND SITES
SUMMER 2022 BADGER VOLUNTEERS WAS NOT IN SESSION				Please see <b><u>APPENDIX A</u></b> for a full listing of Badger Volunteers community partners and volunteer sites.
<b>FALL 2022</b>				
Sustainability	8			<b>BADGER VOLUNTEERS EDUCATION SESSIONS</b>  Please see <b><u>APPENDIX A2</u></b> for a full listing of Badger Volunteers education sessions.
Public Health	23			
Education	33			
<b>TOTAL</b>	88	305	6300+	
<b>SPRING 2023</b>				
Sustainability	10			<b>*COMMUNITY PARTNERS THROUGHOUT THE YEAR</b>
Public Health	17			
Education	34			
<b>TOTAL</b>	81	390	8100+	
<b>2022-23 TOTALS</b>	<b>169</b>	<b>695</b>	<b>14,400+</b>	

# CO-CURRICULAR EVENTS AND PROGRAMS

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## PEER ADVISING

The peer advisors (2) provided one-on-one advising and outreach to individual students and campus groups interested in engaging with the community. The peer advisors served as a main point of contact for students interested in volunteering and building relationships with other campus units. In addition to their peer advising roles, interns supported the community engagement education interns with presentations throughout the academic year. In 2022-23, the peer advisors scheduled 78 appointments, helping students better connect to local community organizations.

## STUDENT ORGANIZATION PARTNERSHIP PROGRAM (SOPP)

The Morgridge Center Student Organization Partnership Program (SOPP) aims to better support and connect with Registered Student Organizations (RSOs) at UW-Madison who engage in community-based work. The Morgridge Center helped organizations strengthen relationships with community partners by better preparing students for community engagement through collective workshops and assessing progress with student organizations.

The 2022-23 program supported eleven RSOs. SOPP registered student organizations had three of their participants attend at least one workshop per semester. The workshops that were offered this past year were:

- Intro to Community Engagement
- Getting to Know the Madison Community
- Fostering Community Connections
- Power, Privilege, and Positionality
- Voting
- Entering, Engaging, and Exiting Communities
- Leadership Transitions
- Recruitment & Retention
- Philanthropy & Fundraising

Each semester kicked off with an orientation & training for student leaders and culminated in an end-of-semester reflection gathering to revisit successes, challenges, and learning involved with the variety of community engagement efforts. RSOs also met with a SOPP intern once per semester to track their progress and help with specific needs.

The Morgridge Center also provided RSOs with transportation services for community-based work, printing services and use of the center's spaces for RSO meetings. We also promoted the RSOs' news and virtual events through Morgridge Mail. The mini-grant program was utilized by three RSO's this past spring semester. We have folded the mini-grant program into the formal SOPP application process and starting Fall of 2023, the incoming 18 SOPP RSO's will be able to each access \$500 to assist with the delivery of community engagement support to their partner organizations.

## PUBLIC SERVICE FAIRS

The Public Service Fairs are a partnership between the Morgridge Center, School of Human Ecology, and SuccessWorks at the College of Letters & Science. This year, we had 187 students take part during the fall offering while 162 students took part during the spring event. We've accommodated between 55-60 community organizations at each event.



## IMPACT CONFERENCE

The national IMPACT conference took place at UMass Amherst this past February, the Morgridge Center covered the cost for our attendees. Three undergraduate attendees took part to learn more about student-focused community engagement projects throughout the country. Our three attendees also presented at this year's conference, highlighting their programs and work. Jenna Harb and Claudia Liverseed co-presented "The Student Organization Partnership Program: Student Leaders Fostering Community Engagement" while Sammy Angelina presented on "Contextualizing our work: Community Informed Peer Education". This conference continues to serve as a professional development opportunity for our students and staff to continue as educators and learning in the field of community engagement.

## ADDITIONAL PARTNERSHIPS

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### ACHIEVEMENT CONNECTIONS

For the ninth year, the Morgridge Center partnered with the United Way of Dane County, the Madison Metropolitan School District, the Middleton Cross Plains Area School District and AmeriCorps to host a full-time AmeriCorps member, the Achievement Connections Campus Coordinator, in support of the Achievement Connections high school math tutoring program.

This program is aimed at raising graduation rates by ensuring that high school students pass algebra their freshman year

and succeed as they continue to geometry. The Achievement Connections program utilizes the AmeriCorps Achievement Connections Campus Coordinator to mobilize UW student volunteers to provide academic support to high schoolers enrolled in these courses.

This year, the Achievement Connections Campus Coordinator interviewed 35 UW–Madison students interested in participating as tutor-mentors. In total, 20 volunteers and 8 work-study students were placed in 1:1 tutoring relationships.

This year the Achievement Connections Volunteer Tutor Award was won by Jacob Schleicher for their work at Madison West High School and the Achievement Connections Peer Tutor Award was won by Eleanor Mechler-Hickson for volunteer work at Vel Phillips Memorial High School.

# #BADGERSVOTE

BadgersVote is a campus-wide initiative that strives to provide UW–Madison students with everything they need to know in order to participate in their elections. The BadgersVote Coalition is comprised of many individuals, units and departments across campus and the city of Madison. BadgersVote hosts voter education campaigns, information events and other student-oriented opportunities to drive student civic and voter engagement. As a public institution the university must be non-partisan including the work of BadgersVote.

Voting naturally fits in with a campus culture that emphasizes civic engagement which is emphasized in the Wisconsin Idea and the third recommendation of the Civic Action Plan. Historically, young people have been the target of voter suppression tactics including but not limited to residency requirements, strict voter ID laws and inaccessible polling places. While the process can seem complicated, with a little education and engagement, students are able to successfully navigate the process of registering and voting.

The 2022 Midterm Election took place on Tuesday, Nov. 8. The following numbers and strategies below reflect the efforts to promote voter engagement and education.

**80.4%** registered voters casted ballots in the midterm election.

*Data from Dane County Elections. Last updated on Nov. 15, 2022. A more comprehensive data will be available in the National Study of Learning, Voting, and Engagement (NSLVE) data report in fall 2023.*

**6,980** UW–Madison voter ID cards issued from Sept. 1 up to, and including Election Day.

*This total includes voter ID card printed at home, at a polling location print station or issued at the Union South Wiscard Office.*

On Wednesday, April 26, the University of Wisconsin–Madison and the ALL IN Campus Democracy Challenge (ALL IN) announced that Laine Bottemiller has been recognized as part of the 2023 ALL IN Student Voting Honor Roll. The ALL IN Student Voting Honor Roll awards college students doing outstanding work to advance nonpartisan democratic engagement at participating campuses.

Bottemiller joins a group of 175 students recognized for their voter registration, education and turnout efforts ahead of last year’s historic midterm elections. The 2022 midterm elections saw one of the highest youth turnout rates for a midterm election in the past 40 years – an estimated 23 percent of young people ages 18 to 29 turned out to vote.

“Laine is a diligent and creative leader. She is always looking for new ways to engage her peers in the voting process that is geared toward their individual interests,” says Shelby Fosco, the Morgridge Center for Public Service co-curricular program manager. “She is a collaborative leader and is always uplifting the work of those around her to create an accessible voting atmosphere on campus.”



# WISCONSIN IDEA FELLOWSHIPS

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Wisconsin Idea Fellowships (WIF) are awarded annually to projects designed by UW–Madison undergraduates in collaboration with a community organization (whether local, national or international) and under the supervision of a faculty or academic staff mentor.

The program is funded by the Provost’s Office at a rate of \$43,000 per year. The Wisconsin Idea Undergraduate Fellowships program is guided by a Wisconsin Idea Fellowship graduate student, who is supervised by the assistant director for community-engaged scholarship.

In 2022, seven WIF projects were carried out, and a full listing of those projects can be found in **APPENDIX C**.

Five new projects for 2023–24 were announced in spring 2023. A full listing of those projects can also be found in **APPENDIX C2**.

American Family Insurance continues to partner with the WIF program, awarding \$5,000 to projects that demonstrate a plan for long-term sustainability.



## 2022-23 WISCONSIN IDEA FELLOWS

Ndemazea Fonkem  
Poojha Prabahasundar  
Nur Hidayah Binti Rostam  
Muhammad Nazrie Bin Hasan  
Christine Lekishon  
Jace Addy  
Aubrey Barthel  
Elizabeth Lettner  
Cassie Mangiulli

See **APPENDIX C2** for a full description of 2022–23 Wisconsin Idea Fellow projects.

# UW SOUTH MADISON PARTNERSHIP

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Opened in 2015, the UW–Madison South Madison Partnership (UWSMP) connects UW–Madison with the South Madison community and works to foster mutually beneficial partnerships that reflect community-identified priorities.

The shared event and program space on South Park Street promotes an environment of belonging, access, and awareness of both community and university resources, and provides opportunities for building quality relationships.

The space, equipped with classrooms, conference rooms, youth spaces and private meeting areas, welcomes more than 2000 visitors a month and records 124 hours of use each week. A variety of campus and community partners host meetings, events, and outreach programming in the space spanning the areas of health, law, and education.

Partners like the UW Odyssey Project, the Neighborhood Law Clinic, and the Wisconsin Alzheimer’s Disease Research Center have been involved since the initiative’s start and others, like the Richard Dille Tax Center, are new this year. The UWSMP moved to an expanded space to increase its capacity in 2020 and will be celebrating its eighth anniversary in the summer.

## **UWSMP GROWTH:**

UW–Madison staff, faculty, and students have worked hard to build strong relationships in the South Madison community and this sustained growth indicated a need for a larger space.

In August 2020 UWSMP moved to a neighboring suite in the Villager Mall on South Park Street to allow for partnerships to grow and programs to expand. The new location is approximately four times larger than the prior space and includes multiple classrooms, office space, co-working spaces, a computer lab, youth spaces and additional adaptable areas.

During the pandemic Community Relations/UWSMP staff and a few core partners worked out of the space on a regular basis in order to meet the needs of program participants and community partners while following health safety protocols. In addition to meeting the current needs of core partners in the new UWSMP space, Community Relations/UWSMP staff worked with a variety of campus and community partners to plan for future sustained use of the space.

In September of 2021, UWSMP officially opened to the public for full programmatic use. Since then, UWSMP has seen an approximately 40% increase from its usage pre-pandemic and worked with a number of new partners in addition to restarting in person programming with many long-standing partners.

The groups utilizing the new space have spanned nine UW schools and colleges, sixteen UW divisions, centers, and institutes, 30 community partners, and the space continues to welcome new groups each month. This increase of both partners and programming since re-opening in the fall of 2020, developed amid the COVID-19 pandemic, and UWSMP expects to sustain a robust growth trajectory as community-engaged groups return to physical rather than virtual hours and gatherings.

# AWARDS

## ACHIEVEMENT CONNECTIONS COMMUNITY VOLUNTEER

### Jacob Schleicher

Jacob has been an amazing inspiration and role model for students in our program. When he shares his hopes and dreams of becoming a medical doctor, students are always amazed. He is not afraid to challenge the way students think to get them to dream bigger. When students find out that he is a volunteer and doesn't get paid to tutor them, they slightly judge him for doing work for free. Aside from volunteering with Achievement Connections, he volunteers as a Crisis Counselor with the Crisis Text Line, volunteer with After School Expeditions, is a Lake Country Caring Volunteer, and serves as a Vivent Health Volunteer.

## ACHIEVEMENT CONNECTIONS PEER TUTOR

### Eleanor Mechler-Hickson

Eleanor has worked with her student since Mid-September, and she and her student have the highest tutoring session count at Memorial. She has been incredibly dedicated to the student she works with and worked hard for her student's growth in mathematics and academic skills. Her student went from failing and disengaged to passing and feeling like Algebra 1 is a class she can do well in. Eleanor has also been willing to step in and facilitate group sessions if another student's tutor is out. She always looks out for her student's best interests for her grades and overall understanding of the content from class.

## EXCELLENCE IN ENGAGED SCHOLARSHIP GRADUATE STUDENTS

### Talia Cohen

Talia Cohen is a fourth-year doctoral student in psychology and has been an integral part in developing a partnership, which began in March 2021, between UW-Madison and the Nehemiah Center for Urban Leadership with the shared goal of improving mental health offerings for legal system-impacted individuals. She has done this by involving formerly incarcerated folks into the solution-generation process. One such example, originally tasked with organizing and facilitating 8 focus groups with incarcerated community members, Talia's role shifted to a support role to create space for facilitators with lived experience with incarceration. Talia's commitment to engaged scholarship also includes the mentoring support of 10 undergraduate research assistants.



**2022-23**

## AWARD RECIPIENTS

### Achievement Connections Community Volunteer

Jacob Schleicher

### Achievement Connections Peer Tutor

Eleanor Mechler-Hickson

### Excellence in Engaged Scholarship Graduate Student

Talia Cohen

Jules Reynolds

Kao Lee Yang

### Fred Risser Excellence in Engaged Undergraduate Student

Brelynn Bille

### Ginsberg Family

Erin Gretzinger

### Louis Korenman Badger Volunteers

Sabrina Oh

### Newman Civic Fellowship

Brelynn Bille

### Engaged Alumni

Gillian McBride

### Student Activism

Gillian McBride

## **Jules Reynolds**

Jules Reynolds is a joint doctoral student in the Department of Geography and the Nelson Institute for Environmental and Resources. For the past three years Jules has been involved with the Brix Project, a USDA-funded research partnership between Brix Cider (a farm-to-table restaurant and hard cider producer), the University of Wisconsin-Madison, Black Krim Creative (a media company), and a diverse network of local food producers. The goal of the project is to build a resilient, sustainable, and equitable local food system.

## **Kao Lee Yang**

Kao Lee Yang is a third-year doctoral student in Neuroscience and Public Policy. Kao Lee worked with the Southeast Asian Healing Center (SEAHC), a program that serves Hmong and Cambodian elders in Dane County to create linguistically and culturally appropriate material to aid mental health workers in the Southeast Asian Healing Center that provide services to the elders and their caretakers. Kao Lee solicited feedback from the SEAHC staff and from Dr. Nate Chin, a UW Physician who treats dementia patients, in the development of the informational brochures. Kao Lee's work has inspired the Wisconsin Department of Health Services and the Office on Aging to incorporate this idea into their next CDC grant submission.

## **NEWMAN CIVIC FELLOWSHIP and FRED RISSE EXCELLENCE IN ENGAGED UNDERGRADUATE STUDENT**

### **Brelynn Bille**

Brelynn (she/her/hers) is a disability rights advocate double-majoring in community and nonprofit leadership and political science at UW-Madison. As a first-generation university student, having a disability on campus has introduced additional and unexpected barriers, bringing her to more routine activism in college. Partaking in activism independently and as a member of the Disability Cultural Center Coalition, Brelynn uses her knowledge and enjoyment of public policy as a vehicle for her work on campus. Through her work with National Disability Mentoring Coalition as a Dinah F.B. Cohen Fellow, she has worked with a cohort to build a student activism guide for other universities to use to build these community spaces for disabled students. Brelynn has also served as an ambassador for the university with The Philanthropy Lab, where she competed to bring home \$50,000 for an area nonprofit build a home in the Philippines for child survivors of sexual abuse and exploitation.

## **GINSBERG FAMILY**

### **Erin Gretzinger**

Erin Gretzinger has been an invaluable asset to the Morgridge Center team, having served as the communications and marketing intern since the fall of 2020. She has written and published feature stories and press releases about Morgridge Center activities, community partners and programs, designed the newsletter for an audience of 6,000 contacts, and led other creative projects to connect community and campus. Erin produced a series of educational videos on equitable community engagement to enhance the required online course modules for student volunteers. She also launched the Morgridge Center's podcast, GridgeFridge, what has now become a well-polished and community-focused communication product, that includes both talk show-style episodes and long-form narrative episodes to elevate student voices.

## **LOUIS KORENMAN BADGER VOLUNTEERS**

### **Sabrina Oh**

Sabrina Oh has brought her warmth, curiosity, and dedication to the Badger Volunteers team this academic year. Sabrina serves as an education intern, acting as a main contact for volunteer teams serving at education sites, planning and implementing education sessions for these volunteers, and collaborating on programmatic marketing and social media outreach. When Sabrina first came to UW-Madison last year as a freshman, she immediately looked for opportunities to get to know her new home and began volunteering with an afterschool program at Henderson Elementary School through Badger Volunteers. As an out-of-state student, it allowed her to learn, explore, and understand Madison outside of the “campus bubble”. She loves the ongoing opportunity Badger Volunteers provides students to feel an integral part of the wider community they live in through mutually beneficial relationships built-in service. Sabrina continues her Badger Volunteers experience this year by not only being part of our student staff, but also serving as team leader for one of our Badger Volunteers teams at Red Caboose Day Care Center this semester.

## **STUDENT ACTIVISM**

### **Antiracism Learning and Action in Neuroscience**

Formed by graduate students in 2020 after the murder of George Floyd. This student-led organization gathered graduate students and faculty in the Psychology and Integrative Biology departments to come together, learn about antiracism, and take action in support of equity in the academic and greater Madison communities. The group is inherently collaborative, connecting with other graduate student organizations, faculty, and the greater Madison community. ALAN has collaborated with Madison East High School, UW faculty, and graduate students across the life sciences to participate in the event. ALAN has collaborated with UW professors to coordinate a lesson in biological sciences centered on antiracism. ALAN is currently in collaboration with the Climate and Diversity Committee and the Social Events Committee in the Psychology department, to bring graduate students together. ALAN has hosted over 50 antiracism learning meetings, collaborated across departments and with the Madison community, and provided resources broadly to academics at UW and beyond to structure their own antiracism learning and action groups.

## **ENGAGED ALUMNI**

### **Gillian McBride ('17)**

After being a Badger Volunteer in the spring of 2014, Gilly started her intern work at the Morgridge Center as an operations intern in the fall of 2014. She continued in Badger Volunteers as a volunteer and team leader for six total semesters and continued to work at the Morgridge Center until her graduation in 2017. She did many amazing things during her time at UW-Madison and more specifically at the Morgridge Center like helping with the development of a “Wisconsin Idea Council” in fall 2015 to support the community outreach efforts of student organization leaders and improve the relationships of the Morgridge Center with student organizations, serving as the student representative on the Morgridge Center board from 2015-17. After graduating Gilly served an AmeriCorps year with City Year Milwaukee. She followed that up during the summer of 2018 by being an Urban Leaders Fellow in New Orleans, LA, where she worked with the non-profit New Schools for New Orleans on development and grant writing as well as the Orleans Parish School Board on initial agreements with nonprofits such as the Red Cross to help improve access to swimming education in K-12 public schools. She then returned to Wisconsin and worked in community-based program coordinator and communications consulting roles with the Wisconsin Bike Federation and Reflo, Inc. She followed those positions with a legislative aide role in the Wisconsin State Assembly ultimately becoming the chief of staff to a representative just as the COVID-19 pandemic hit Wisconsin.



## APPENDIX A:

### BADGER VOLUNTEERS 2022-23 COMMUNITY PARTNERS

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PARTNER	FOCUS
BadgerBots	Education
Discovery Building	Education
Facilitated Language Studies - East High School	Education
Facilitated Language Studies - Plymouth High School	Education
Girls Scouts of Wisconsin Badgerland	Education
Goodman Community Center	Education
Lussier Community Education Center	Education
Madison Children's Museum	Education
Madison International Partners/Christ Presbyterian Church	Education
Madison School & Community Recreation – Allis Elementary	Education
Madison School & Community Recreation – Anana Elementary	Education
Madison School & Community Recreation – Emerson Elementary	Education
Madison School & Community Recreation – Hawthorne Elementary	Education
Madison School & Community Recreation – Henderson Elementary	Education
Madison School & Community Recreation – Lake View Elementary	Education
Madison School & Community Recreation – Lincoln Elementary	Education
Madison School & Community Recreation – Lindbergh Elementary	Education
Madison School & Community Recreation – Lowell Elementary	Education
Madison School & Community Recreation – Mendota Elementary	Education
Madison School & Community Recreation – Midvale Elementary	Education
Madison School & Community Recreation – Nuestro Mundo Elementary	Education
Madison School & Community Recreation – Orchard Ridge Elementary	Education
Madison School & Community Recreation – Sandburg Elementary	Education
Madison School & Community Recreation – West High School	Education
Odyssey Project	Education
Omega School Inc.	Education
Red Caboose Day Care Center	Education
Red Caboose School Age Program	Education
Schools of Hope – Black Hawk Middle School	Education

Schools of Hope – Cherokee Middle School	Education
Schools of Hope – Ezekiel Gillespie Middle School (formerly Jefferson)	Education
Schools of Hope – O'Keeffe Middle School	Education
Schools of Hope – Sennett Middle School	Education
Schools of Hope – Sherman Middle School	Education
Schools of Hope –Toki Middle School	Education
Schools of Hope –Whitehorse Middle School	Education
Schools of Hope – Wright Middle School	Education
Velma Hamilton Middle School	Education
West High School - Tutoring Center	Education
Capitol Lakes	Public Health
Catholic Charities Adult Day Center	Public Health
Catholic Multicultural Center	Public Health
Central Wisconsin Center	Public Health
Community Development Authority – Triangle	Public Health
East Madison Community Center	Public Health
Empowered Caregiver Community	Public Health
Habitat ReStore	Public Health
LGBT Books to Prisoners	Public Health
Neighborhood House	Public Health
NewBridge - Braxton	Public Health
NewBridge - Dayton	Public Health
NewBridge - Fisher	Public Health
NewBridge - Monona	Public Health
NewBridge - Olin	Public Health
NewBridge - Post	Public Health
NewBridge - Segoe Terrace	Public Health
Second Harvest Foodbank of Southern Wisconsin	Public Health
Social Justice Center	Public Health
St. Vincent de Paul	Public Health
Tenant Resource Center	Public Health
The Beacon	Public Health
The Crossing Inc	Public Health

The River Food Pantry	Public Health
WayForward Resources (formerly Middleton Outreach Ministry – MOM)	Public Health
Allen Centennial Garden	Sustainability
Allis Elementary School Garden	Sustainability
Friends of Lake Wingra	Sustainability
Lake View Community School Outdoor Classroom	Sustainability
Linda & Gene Farley Center for Peace, Justice and Sustainability	Sustainability
Rooted Inc	Sustainability
Spring Harbor Garden & Greenhouse	Sustainability
St. Maria Goretti Parish	Sustainability
UW Frozen Meals Program	Sustainability
WI Salt Wise	Sustainability
Wisconsin Environmental Initiative	Sustainability

## **APPENDIX A2:**

### **BADGER VOLUNTEERS 2022-23 EDUCATION SESSIONS**

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#### **FALL 2022**

Teaching Education Workshop  
November 8

Covering Wisconsin  
November 28

4W Women and Well-being and the Wisconsin Idea  
November 10

Mentoring  
November 30

Peace Corps Path to Careers in Education  
November 10

Opioid Crisis in Wisconsin  
December 7

Volunteer Tutoring in Madison  
November 15

Advocacy/ Public Health Policy  
November 16

#### **SPRING 2023**

Case Study: American Healthcare  
March 27

Engage Speaker Series - Ali Muldrow  
April 12

Cooking with Slow Food UW  
March 28

Case Study: American Healthcare  
April 18

Nature Walk @ the Arboretum  
April 2

Foraging Workshop with FH King  
April 20

Dinner and Small Group Discussion  
April 3

Leadership Workshop  
April 24

Homelessness in Madison  
April 6

Environmental Justice Documentary Watch Party and  
Discussion  
April 27

Environmental Justice and Health  
April 12

Early Signs of Spring Tour at the Arboretum  
April 29

## APPENDIX B: COMPLETE LIST OF 2022-23 CBL COURSES

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### **SUMMER 2022**

Botany 651  
Conservation Biology

Chican@/Latin@ Studies 525  
Dimensions of Latin@ Mental Health Services

Communication Sciences and Disorders 790  
Practicum in Communicative Disorders

Kinesiology 300  
Practicum in Kinesiology

Spanish 319  
Medical Spanish

### **FALL 2022**

Art 338  
Service learning in art

Art 393  
Internships in Art

Chican@/Latin@ Studies 530  
Advanced topics in CLS

Civil and Environmental Engineering 578  
Senior Design Capstone

Civil Society and Community Studies 335  
Communicating with Key Audiences

Civil Society and Community Studies 501  
Infrastructure/Operations of Nonprofit Organizations

Civil Society and Community Studies 501  
Nonprofit Board Leadership

Civil Society and Community Studies 570  
Community-based Research and Evaluation

Civil Society and Community Studies 600  
Community Issues and Action Capstone

Communication Sciences and Disorders 790  
Practicum

Community and Environmental Sociology 500  
Capstone Experience

Computer Science 402  
Introducing ComputerSciences to K-12 Students

Counseling Psychology 620  
Supporting the Homeless in Schools

Curriculum and Instruction 506  
Strategies for Inclusive Schooling

Dance 331  
Dynamics of Dance Therapy

Design Studies 341  
Design Thinking – Inspire, Innovate

English 245  
Seminar in the Major – Writing Rivers

Environmental Studies 317  
Community Environmental Scholars Program

Environmental Studies 600  
Capstone

Environmental Studies 600  
Capstone

Environmental Studies 600  
Capstone

Environmental Studies 922  
Historical and Cultural Methods in Environmental Research

Environmental Studies 972  
Conservation Planning

Geological Engineering 479  
Geological Engineering Design

Horticulture 120  
Survey of Horticulture

Human Development and Family Studies 663  
Developmental and Family Assessment

Integrated Liberal Studies 106  
Earth Partnership Indigenous Arts and Sciences: Restoration Education and Stewardship

Integrated Liberal Studies 357  
Peer Mentor Seminar

Integrated Science 240  
Service with Youth in STEM

Integrated Science 341  
Peer Mentor Seminar

Interdisciplinary Course (L&S) 106  
Earth Partnership Indigenous Arts and Sciences: Restoration Education and Stewardship

Journalism 445  
Creative Campaign Messages

Kinesiology 125  
Adapted Fitness and Personal Training

Kinesiology 300  
Practicum in Kinesiology

Kinesiology 527  
Principles of Strength and Conditioning

Landscape Architecture 363  
Eco-Restoration Education

Landscape Architecture 375  
Earth Partnership: Mindfulness & Restorative Environments

Landscape Architecture 610  
Landscape Architecture Seminar

Landscape Architecture 668  
Restoration Ecology

Law 768  
Consumer Health Advocacy and Patient-Centered Care Clinical

Legal Studies 400  
Impacts of Social and Legal Issues on Health

Legal Studies 694  
Criminal Justice Field Observation

Pharmacy Practice 526  
Pharmacy Practice Experience IV

Pharmacy Practice 625  
Introduction Pharmacy Practice Experience V

Physical Therapy 541  
Culture and Diversity in Health Care

Psychology 601  
Issues in Prisoner Reentry

Public Affairs 871  
Public Program Evaluation

Public Affairs 881  
Benefit-Cost Analysis

Public Health 780  
Evidence-Based Decision Making

Real Estate 611  
Residential Property Development

Rehabilitation Psychology & Special Education (RPSE)  
300  
Individuals with Disabilities

Rehabilitation Psychology & Special Education (RPSE)  
330  
Behavior Analysis: Application to Persons with Disabilities

Rehabilitation Psychology & Special Education (RPSE)  
630  
Internship in Rehabilitation or Special Education

Rehabilitation Psychology & Special Education (RPSE)  
880

Rehabilitation Counseling Psychology-Supervised  
Practicum I

Rehabilitation Psychology & Special Education (RPSE)  
890

Rehabilitation Counseling Psychology-Supervised  
Practicum II

Rehabilitation Psychology & Special Education (RPS) 910  
Rehabilitation Counseling Psychology-Internship

Social Work 400  
Field practice and Integrative Seminar I

Social Work 420  
Poverty and Social Welfare

Social Work 422  
Social Issues in Aging

Social Work 800  
Field Practice and Integrative Seminar III

Social Work 835  
Advanced Social Work Practice in Mental Health

Social Work 836  
Advanced Social Work Practice in Mental Health

Soil Science 449  
Soil Management

Spanish 319  
Medical Spanish

Urban and Regional Planning 912  
Planning Workshop

## **SPRING 2023**

Agroecology 702  
The Multifunctionality of Agriculture

Art 338  
Service Learning in Art

Chican@/Latin@ Studies 525  
Latin@ Mental Health

Civil Society and Community Studies 570  
Community-based Research and Evaluation

Civil Society and Community Studies 501/743  
Nonprofit Board Leadership II

Civil Society and Community Studies 811  
Community-based Research

Communication Sciences and Disorder 790  
Practicum

Community & Environmental Sociology 500  
Capstone Experience

Computer Science 402  
Introducing Computer Sciences to K-12 Students

Counseling Psychology 620  
Supporting the Homeless children in Schools

Curriculum and Instruction 506  
Strategies for Inclusive Schooling

Dance 232  
Intro of Dynamics of Dance Therapy

Design Studies 341  
Design Thinking for Transformation

Education Policy Studies 205  
Language and Social Inequity

English 245  
Seminar in the Major – Writing rivers

Environmental Studies 317  
Community Environmental Scholars Program

Environmental Studies 600  
Last Child in the Park

Environmental Studies 600  
Ecology and Conservation with Native Nations in Wisconsin

Environmental Studies 600  
Ecology and Conservation with Native Nations in Wisconsin

Environmental Studies 922  
CHE Methods

Environmental Studies 978  
Conservation Planning

Gender & Women's Studies 660  
Internship

Geological Engineering 479  
Geological Engineering Design

Human Development and Family Studies 663  
Developmental and Family Assessment

Integrated Science 240  
Service with Youth in STEM

Integrated Science 341  
Service with Youth in Stem

Journalism 445  
Creative Campaign Messages

Journalism 475  
Communication Practice for Social Change

Kinesiology 316  
Adapted Fitness

Kinesiology 365  
Practicum in Kinesiology

Kinesiology 516  
Physical Activity for Diverse Abilities

Landscape Architecture 375  
Mindfulness in Restorative Environments

Landscape Architecture 611  
Capstone in Landscape Architecture

Landscape Architecture 651  
Plant Community Restoration and Management

Law 768  
Consumer Health Advocacy and Patient-Centered Care Clinical

Legal Studies 473  
Health Impacts of Unmet Social Needs

Legal Studies 694  
Criminal Justice Field Observation

Life Sciences Communication 515  
Social Marketing Campaigns in Science, Health and the Environment

Nursing 511  
Community Support for People with Dementia

Pharmacy Practice 426  
Pharmacy Practice Experience I

Pharmacy Practice 626  
Pharmacy Practice Experience IV

Psychology 601  
Issues in Prisoner Reentry



Public Affairs 860  
Workshop – International Public Affairs

Public Affairs 869  
Workshop in Public Affairs

Real Estate 611  
Residential Property Development

Real Estate 651  
Green – Sustainable Development

Rehabilitation Psychology & Special Education (RPSE)  
300 Individuals with Disabilities

Rehabilitation Psychology & Special Education (RPSE)  
630 Internship

Rehab Psych & Special Education (RPSE) 630  
Internship in Rehabilitation or Special Education

Rehab Psych & Special Education (RPSE) 880  
Rehabilitation Counseling Psychology-Supervised  
Practicum I

Rehab Psych & Special Education (RPSE) 890  
Rehabilitation Counseling Psychology-Supervised  
Practicum II

Rehab Psych & Special Education (RPSE) 900  
Clinical Rehab Counseling – Supervised Practicum III

Rehab Psych & Special Education (RPSE) 910  
Rehabilitation Counseling Psychology-Internship

Social Work 401  
Field Practice II

Social Work 801  
Field Practice IV

Social Work 801  
Field Practice IV

Social Work 836  
Mental Health Policies and Services

## APPENDIX C: COMPLETED WIF PROJECTS

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### 1. Increasing Food Access in Northside Madison: River Food Pantry After-Hours Shed

Students: Akshay Kalra and Samantha Angelina

Academic Advisor: Lori DiPrete-Brown, Department of Civil Studies and Community Studies

Community Partner: River Food Pantry

“Shed Project: Increasing After-Hours Food Access” has the goal to meet the community-identified need for an after-hours food distribution system at the River Food Pantry. The River Food Pantry is an existing asset in the community that seeks to combat food insecurity; this project aligns with their mission by allowing for a sustainable system in the form of a shed located on site. The shed will contain food the distribution of which will be controlled electronically by staff and will have information on local resources. Samantha and Akshay hope to empower those who have had traditionally barriers to accessing food pantries in the past.

### 2. Bridging Wisconsin Plan: Connecting UW–Madison and the Oneida Nation School System Through Science Topics, Collegiate Experiences, and Cultural Humility

Students: Jonathan Bryan, Andrew Yang, Mai Chada Vang and Chao Xiong

Academic Advisor: Dr. Seth Pollak, Department of Psychology; Dr. Kristen Malecki, Population Health Sciences

Community Partner: Oneida Nation Middle School

The Bridging Wisconsin Program connects the Oneida Nation School System and community to UW–Madison resources. The team will explore interactive STEM experiments with middle school students. They will dedicate time to discussing undergraduate paths in order to demystify some erroneous ideas about STEM in higher education. Most importantly, this program intends to promote diverse inclusivity of cultures in STEM. This partnership will be sustained through a pre-health student organization, Medical Advocacy Venture Outreach Cornerstone (MADVOC).

### 3. Forward Thinking: An Expansion of Nehemiah After School Programs

Student: Zoe Styler

Academic Advisor: Dr. Michael Koenigs, Department of Psychiatry

Community Partner: Nehemiah Center for Urban Leadership Development

The Forward Thinking project looks to expand Nehemiah’s after-school programming through trauma-informed yoga and mindfulness exercises. With these novel expansions, the project will aid in Nehemiah’s mission to inspire young individuals to reach their full potential. The program will partner with Nehemiah to facilitate training of their staff in mindfulness and trauma-informed care. The overarching goal is to augment the after-school support available to high school students in the Madison Metropolitan Area.

#### **4. Increasing Awareness of Lyme Disease in the Hmong Population of Wisconsin**

Student: Magic Vang

Academic Advisor: Susan Paskewitz, Entomology

Community Partner: The Hmong Institute

This project aims to increase the overall awareness of Lyme disease in the Hmong population. Lyme disease is an infectious disease that is becoming a major concern as reported cases have increased rapidly in recent years. The Hmong are vulnerable for contracting Lyme disease due to a lack of awareness and informational materials. Through current knowledge, attitudes and behaviors (KAB) of the Hmong population, this project aims to build a network of Hmong-led organizations throughout Wisconsin where informational and research materials will be disseminated to. Through achieving these goals, the hope is to not only increase the awareness of Lyme disease but to strive towards increasing the health and wellness of the Hmong population.

#### **5. Liberated Intellects: Promoting Higher Education as a Deterrent to Recidivism in Wisconsin**

Student: Robert Allen Hall

Academic Advisor: Dr. Amber Smith, Wisconsin Institute for Science Education and Community Engagement

Community Partners: Wisconsin Prison Humanities Project and First Generation Foresight LLC

Liberated Intellects (LI) is an upcoming weekly seminar scheduled for 2022-23 to provide guidance for the formerly incarcerated in pursuing higher education. LI bridges the gap between Wisconsin colleges as objectives and the interior efforts of the sophisticated Wisconsin Prison Humanities Project (WPHP) and Odyssey Beyond Bars groups, aiding their educational enrichment goals. LI community partners include Ronald Kuka of WPHP and Dr. Theresa Duello of First Generation Foresight while further strengthened by academic advisor Dr. Amber Smith of WISCIENCE. The LI mentoring team includes academics, some of whom are formerly incarcerated and others actively interfacing with incarcerated populations, who will establish continuity and rapport, guiding students through readings and application forms, while providing feedback on participants' application essays. By offering education after incarceration, LI aspires to ameliorate adverse experiences, improve opportunities for well-paying jobs, reduce recidivism and pave the path to future college degrees.

#### **6. Peer Share: Using a Peer Model of Education to Spread Mental Health Awareness at Madison East High School**

Students: Siena Laws and Elizabeth Liu

Academic Advisor: Dr. Travis Wright, Counseling Psychology

Community Partners: NAMI Dane County and Madison East High School

The Peer Share project aims to promote mental health knowledge and create a sense of community at Madison East High School through the power of peer learning. Workshops led by UW-Madison students will prepare a cohort of East upperclassmen to give presentations of their own to the school's freshman class, sharing important information on mental health topics and school resources. Upperclassmen at East High will have the opportunity to grow their understanding of psychology and mental illness. They will share the knowledge they've gathered from navigating their own mental wellness during their high school experience within the context of the knowledge they have gained from the Peer Share program.

## **7. THINKponics Net-Zero Emissions Modular Aquaponic System: Understanding Sustainable Food Systems through Hands-on Learning and Career Exploration for Underrepresented Youth**

Students: Benjamin Yang and Alex Inman

Academic Advisor: Lesley Sager, School of Human Ecology

Community Partners: Rooted, Troy Community Farms and Badger Rock Middle School

The THINKponics project aims to provide Troy Community Gardens and Badger Rock Middle School with an interactive, solar-powered self-sustainable modular aquaponics system. Troy Community Gardens and Badger Rock Middle School serve a large BIPOC and economically disadvantaged youth population, which they provide agricultural programming and environmental sustainability projects for. This project serves as an opportunity to enhance literacy and critical thinking skills and provide exposure to systems thinking through its proposed hands-on project-based learning program. Ultimately, they hope to provide an interdisciplinary framework to engage with local food systems and explore careers in STEAM, while investigating the possibility to expand the scope and involvement of this project.

## APPENDIX C2: ON GOING WIF PROJECTS

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### 1. The Neighborhood Cookbook: Reimagining Food Pantry Distribution with Neighborhood House Community Center

Student: Ndemazea Fonkem

Academic Advisor: Nathan Larson, Department of Planning and Landscape Architecture

Community Partner: Neighborhood House Community Center

The goal of the Neighborhood Cookbook project is to create a model for food distribution that centers community interdependence by creating a method that facilitates connection. Through interviews with pantry users and members of the community, the project would interview and photograph users of the food pantry to identify both their food and cooking preferences while gaining insight into their personal history and how food factors into their life story, gathering recipes from their kitchen to share. The recipes shared would be added into meal kits containing all the produce necessary to cook the meal. With a unique utilization of pantry ingredients that center story and community, the Neighborhood House food pantry will be able to highlight a variety of cuisines and culturally significant foods, as well as humanize the food pantry experience.

*This project has received the “Michael Thornton and Nora Medina Social Innovation Award,” a special honor made possible by a generous endowment fund for WIF projects that support ethnically diverse communities with affordable housing or issues to help close the academic resource gap.*

### 2. Wisconsin Destination Imagination Mentorship Project: Improving Accessibility of Out-of-School Programming

Student: Poojha Prabahasundar

Academic Advisor: Dr. Allyson Bennett, Department of Psychology

Community Partner: Wisconsin Destination Imagination, Inc.

Wisconsin Destination Imagination (WIDI) is an affiliate of the global organization Destination Imagination (DI) that provides out-of-school programming for students teaching skills such as teamwork, problem-solving, and critical thinking through open-ended challenges. However, involvement in DI can be blocked by a multitude of barriers such as cost and need for adult volunteers leading to a lack of diversity and accessibility within the organization. This project will assess the current practices of WIDI to create and test a mentorship program that addresses the barrier of needing adult volunteers, by pairing experienced DI participants to teams needing extra support.

*This project has been awarded an American Family Insurance Social Entrepreneurship Award made possible by a generous donation from American Family Insurance.*

### 3. MyScholarsLab Outreach Project

Students: Nur Hidayah Binti Rostam and Muhammad Nazrie Bin Hasan

Academic Advisor: Prof. Nancy Kendall, Department of Educational Policy Studies

Community Partner: Malaysia Future Leaders School Youth Force (ABM)

MyScholarsLab Outreach Project aims to empower students in rural areas of Malaysia by educating them about tertiary education pathways and scholarships after completing the Malaysian Education Certificate (SPM). Their

modules cover pre-university pathways, local and global scholarship applications, resume building, interview skills, and character development activities. Since 2020, they've taught over 5,000 secondary school students, with many successfully becoming proud scholarship recipients. To extend this support to students in rural areas, they are planning to visit schools across Malaysia and expand their scholarship exposure workshops. Their goal is to provide equal opportunities for these students to access scholarships, just as they themselves have benefited from scholarships for their own undergraduate studies. The impact of the MyScholarsLab Outreach Project cannot be overstated, as it serves as a beacon of hope and empowerment for young people in Malaysia who may have once felt excluded from accessing tertiary education and the opportunities that come with it.

#### **4. Raising Awareness about Teenage Pregnancies through Sexual Health Education and Entrepreneurship**

Student: Christine Lekishon

Academic Advisor: Kate McLeary, Educational Policy Studies

Community Partner: Kakenya's Dream

Although COVID-19 heightened the surge of teenage pregnancies in Kenya, this has always been a persistent issue in Kilgoris, located in the southwestern part of Kenya. Christine's project aims to address this issue in a sustainable and holistic manner by advancing the efforts of Kakenya's Dream organization through 1). Developing and distributing a comprehensive sexual health guide to girls to ensure their continuous learning beyond Kakenya's Dream health and leadership workshops, and to encourage open discussions with family and friends. 2). Equipping girls with entrepreneurial skills such as handcrafting and bead making, to help them combat period poverty.

#### **5. SHPonics**

Students: Jace Addy, Aubrey Barthel, Elizabeth Lettner, and Cassie Mangiulli

Academic Advisor: Lesley Sager, UW-Madison School of Human Ecology

Community Partner: Dave Ropa, Spring Harbor Middle School

SHPonics aims to educate middle school students about the importance of sustainability in unconventional food production, as well as applying principles of engineering and innovation to aquaponics. Aquaponics provides a multidisciplinary introduction to sustainable farming practices including the understanding of nutrient cycling, water chemistry, fluid mechanics and dynamics, and collaboration. Spring Harbor Middle School currently has an interdisciplinary curriculum revolving around gardening and food production but is seeking unique options that incorporate engineering principles. As climate change continues to accelerate, achieving a decent crop yield through traditional farming is becoming increasingly challenging. Exposing middle school students to solutions that are enjoyable instead of daunting is extremely important because heavy topics such as global warming can be hard to process. The aquaponics system has great potential in creating an integral educational opportunity for Spring Harbor students.

## APPENDIX E: 2022-23 MORGRIDGE FELLOWS

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**ANGELA WAUPOCHICK, SHE/HER,** *PHD CANDIDATE, FOREST AND WILDLIFE ECOLOGY, CALS, TROWBRIDGE LAB*

Angela Waupochick has a mixed forestry and water resources background, largely serving tribal communities across the Southwestern United States and northern Wisconsin. Managers in the tribal sector are often responsible for planning and implementing natural resource efforts, community education, outreach and everything in between. She established herself as a leader in her field, earning a National Wetland Award in 2019 for State, Tribal and Local Program Management. Waupochick returned to graduate school to improve her ability to effectively manage tribal resources. She currently studies Emerald ash borer-induced hydrological changes in tribal black ash forests. Her forested wetland research incorporates forestry internships for tribal youth, and partnership with tribal communities to advance monitoring strategies and response to forest health issues. Waupochick is from Keshena, WI.

**BRENDA GONZÁLEZ, SHE/ELLA,** *UW-MADISON COMMUNITY RELATIONS DIRECTOR, GOVERNMENT AFFAIRS AND STRATEGIC PARTNERSHIPS*

As director of community relations, Brenda González serves as UW-Madison's primary point of contact with local community and nonprofit organizations. She is responsible for developing strategies to ensure the university is engaged with these organizations and the broader community. This includes overseeing the UW South Madison Partnership initiative designed to work with the community and the university to co-create meaningful, long-lasting partnerships that address the opportunities and challenges of the Madison and Dane County area. Prior to joining UW-Madison, González worked as the diversity manager for Agrace Hospice & Palliative Care and as a community marketing and health equity manager for Group Health Cooperative of South Central Wisconsin. On campus, she served as the health equity career development program manager with the Collaborative Center for Health Equity at the School of Medicine and Public Health.

**BRENNA SWIFT, SHE/HER,** *PHD CANDIDATE IN ENGLISH, COMPOSITION AND RHETORIC*

Brenna Swift is a PhD candidate in the composition and rhetoric program at UW-Madison. Hailing from Colorado, she earned her BA in English and creative writing at Colorado College and her master's degree in journalism from Northwestern University. After working as a journalist covering public education reform, she became a literacy educator and program administrator in a variety of college and community-based settings. Her research focuses on the stories, literacy practices and insights of writers with disabilities who are multiply marginalized, sharing how their knowledge can transform literacy education. Her work is dedicated to the disability justice movement, antiracist pedagogy, trauma-informed teaching and education for social justice.

**CJ GREER, HE/HIM/HIS,** *PHD STUDENT, EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS*

Carl "CJ" Greer is a third-year PhD student in the Department of Educational Leadership and Policy Analysis at UW-Madison. Originally from Milwaukee, WI, Greer earned his BA in psychology from the UW-Milwaukee and a dual-master of educational leadership and policy and social work at the University of Michigan-Ann Arbor. Greer's youth worker and educator background within Milwaukee and Detroit contexts inspired him to pursue doctoral training in becoming a community-based tenure track faculty member that examines how the relationship between schools and community-based education spaces can holistically develop Black youth. His current work examines the attempt to erase racially minoritized communities' narratives by censoring Critical Race Theory and other social justice frameworks (e.g., equity, ethnic studies, multiculturalism) in schools.

**JESSICA LECLAIR SHE/HER,** *CLINICAL INSTRUCTOR & PHD CANDIDATE, SCHOOL OF NURSING*

Jessica LeClair is a clinical faculty member and PhD candidate at UW–Madison School of Nursing, with affiliated appointments at the Global Health Institute, the Nelson Institute for Environmental Studies and the School of Medicine and Public Health. LeClair’s past experiences include working as a public health nurse for Public Health Madison and Dane County, and as a community health nurse for the Ho–Chunk Nation. She joined UW–Madison in 2018 to empower future nurses to address climate justice and other planetary health issues. Her long-term goal is to build a program of research that identifies and facilitates effective public health practices that advance climate justice and population health.

**KAO LEE YANG, SHE/HER/HERS,** *NEUROSCIENCE & PUBLIC POLICY PROGRAM, A JOINT PROGRAM BETWEEN THE NEUROSCIENCE TRAINING PROGRAM AND THE LA FOLLETTE SCHOOL OF PUBLIC AFFAIRS*

Kao Lee Yang is a PhD/MPA candidate in the neuroscience and public policy program at UW–Madison. She studies Alzheimer’s disease, a disease that primarily affects people 65 years or older and is the number one cause of Dementia. Yang uses brain imaging and fluid biomarkers to study early biological changes that may indicate eventual development of Alzheimer’s disease. In addition, Yang is passionate about identifying new ways in which the scientific community can equitably engage members from underrepresented groups as science trainees and research participants. In January 2022, Yang launched @HmongInBioSci on Twitter and uses it to build an online community that supports Hmong-identifying scientists and trainees in the biological sciences, and encourages networking for professional development.

**KAT PHELPS, SHE/HER,** *RESEARCH EQUITY AND ENGAGEMENT CONSULTANT FOR THE WISCONSIN NETWORK FOR RESEARCH SUPPORT (WINRS), UW-MADISON SCHOOL OF NURSING*

Kat Phelps earned her undergraduate degree in psychology from UW–Madison and PhD in developmental psychology from the University of Texas at Austin. Several of Phelps’ favorite projects have involved collaborating with academic and community partners to create youth arts programs focused on social justice, establish a regional human services information and volunteer center to increase community–university partnerships, and work at the national level in the area of elder abuse prevention. She is passionate about community engagement and deeply values the role that WINRS plays in connecting health science researchers with the wisdom and expertise that exists outside of academic settings.

**KHRYSTA A. EVANS, SHE/HER/HERS,** *PHD CANDIDATE, EDUCATIONAL POLICY STUDIES*

Khrysta A. Evans is a PhD candidate in educational policy studies in the social sciences concentration at UW–Madison. Originally from Bronx, NY, she earned her BA in sociology from the University of Maryland and her MA in educational studies from the University of Michigan. Before returning to the academy for her PhD, Evans spent several years working in student support roles in schools and non-profit organizations. As a doctoral student, Evans is excited to learn about Black girls’ knowledge production and the various spatial and relational strategies they employ to navigate their schooling experiences. She is passionate about centering Black girls’ voices in her scholarship and ensuring that the lenses we use to understand their lives are not limited to racial oppression and violence.

**MARQUEL NORTON, THEY/ANY,** *PHD STUDENT, COUNSELING PSYCHOLOGY*

Marquel Norton is a second-year doctoral student in the Department of Counseling Psychology at UW–Madison. Norton was a licensed school psychologist in Massachusetts, earning their BA in clinical psychology and child development and MA/EdS in school psychology from Tufts University. They draw upon Black trans and nonbinary place-based leadership, across age-ranges, to think critically about how communities navigate and disrupt racialized and gendered geographical and structural limitations in building healthy communities. As a Black and queer researcher and therapist in training, they prioritize community-engaged scholarship to understand the need for mental health providers and liberatory therapeutic practices in trans and queer communities of color.



**MORGAN JERALD, SHE/HER,** *ASSISTANT PROFESSOR, PSYCHOLOGY*

Morgan Jerald is an assistant professor of psychology at UW–Madison. Originally from Atlanta, GA, she received her BA from Spelman College and PhD from the University of Michigan. Her research examines sociocultural factors, such as the media and stereotypes, that influence Black women’s gender beliefs, sexual well-being and experiences of sexualization. Prior to joining UW–Madison, she was an assistant professor at Macalester College.

**NIDIA BAÑUELOS, SHE/HER,** *ASSISTANT PROFESSOR, DIVISION OF CONTINUING STUDIES*

Nidia Bañuelos is an assistant professor of adult, continuing, and higher education in the Division of Continuing Studies. She studies the design and implementation of new postsecondary programs for working adults, as well as the assets that low-income students with caregiving responsibilities bring to their education. She also teaches for the UW Odyssey Project – a program that aims to break the intergenerational cycle of poverty by offering humanities and social sciences courses for adults facing economic barriers to college.

**SANDRA NEWBURY, SHE/HER,** *DIRECTOR, UW SHELTER MEDICINE PROGRAM; CLINICAL ASSOCIATE PROFESSOR, UW-MADISON SCHOOL OF VETERINARY MEDICINE*

Dr. Sandra Newbury focuses on partnerships between animal shelters, veterinarians and the community to support the human-animal bond, increase equity in services and animal law enforcement, reduce barriers to accessing veterinary care, decrease shelter intake and improve health, welfare and positive outcomes for animals and their people. Newbury travels through the year working with shelters and communities of all kinds across the US, and in Canada, Europe and Australia. Newbury feels grateful to be included in and is continually learning from the Diversity, Equity and Inclusion committee of the Association of Animal Welfare Administrators. The UW Shelter Medicine Program offers a discussion-based elective course for veterinary students entitled Diversity, Equity and Inclusion in Animal Welfare as well as a clinical student experience making house calls in Milwaukee and Madison. She also served six years on the Board of Directors of the Association of Shelter Veterinarians and was the Chair of the Shelter Standards Task Force.

**SARAH HOHL, SHE/HER,** *LEAD RESEARCH SCIENTIST, OFFICE OF COMMUNITY HEALTH*

Dr. Sarah Hohl is a mixed-methods team scientist and health disparities researcher with training in health behavior, community-engaged research, health services evaluation and implementation science. Her research interests center on integrating community priorities in research to remove barriers to health among populations that have been systematically marginalized. As the lead research scientist in Office of Community Health in the Department of Family Medicine and Community Health, she leads research and evaluation of projects that aim to enhance health equity, anti-racism and community engagement in Family Medicine. Hohl received her MPH in global health and her PhD in health services with an emphasis on social determinants of health and health behavior from the University of Washington. She completed a postdoctoral fellowship in implementation science in primary care as part of the Biobehavioral Cancer Prevention Training Program at the University of Washington Health Promotion Research Center. Prior to entering the field of U.S.-based disease prevention and control research, Hohl spent 10 years managing programs to address social and structural determinants of health in Africa, Asia and Latin America.



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