

MORGRIDGE CENTER FOR PUBLIC SERVICE

YEAR END REPORT 2011-2012



**Morgridge Center
for Public Service**

UNIVERSITY OF WISCONSIN-MADISON

*Bridging Campus and Community
Through Service and Learning*

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Section I: Strategic Planning and Work Plan Development

In March 2011, the Center initiated an inclusive strategic planning process to reassess mission, vision and values, while simultaneously conducting a “360,” self assessment. A planning and design team was created to design an engagement process to garner input from community partners, faculty, staff and students over an eight week period. The Office of Quality of Improvement was contracted to conduct the community engagement and implement the planning process. Focus groups and listening sessions provided a diverse pool of reflections about the strengths and challenges that currently characterized the Center. These sessions were summarized into a Listening Session Summary Report. Two strategic planning retreats with stakeholders were held, followed by a series of meetings with core staff members to refine the mission, vision, values and strategies for the next five years. The final strategic plan was completed in September 2011 (Appendix A). The Morgridge Center staff then undertook a rigorous effort to align staff work plans, with the strategic plan, including the crafting of indicators of success. This process was the first time that staff members had written work plans, with embedded assessment measures.

Section II: Fifteenth Anniversary Programs and Events

The Morgridge Center for Public Service celebrated its fifteenth anniversary (1996-2011) during the 2011-12 academic year. In 1996, UW-Madison alumni, John and Tashia Morgridge had the extraordinary vision to create and fund a center at their Alma Mater to promote within local, national, and global communities. As a result of their vision and generosity, more than 4,000 students become involved in community engagement through the Center annually.

The Center marked this anniversary by sponsoring a number of events and programs related to our mission of “connecting campus with community through service, service learning, and community-based research to build a thriving democratic society.”

A. Fifteenth Anniversary Events

1. ***15th Anniversary Kickoff Celebration, showcasing Wisconsin Without Borders in Action and the Robert and Sara Rothschild Family Foundation’s Building Village Libraries in Botswana, September 22, 2011***

Wisconsin Without Borders in Action introduced the Morgridge Center’s new partnership with the Global Health Institute and the Division of International Studies. This partnership is designed to foster an organizational culture that encourages faculty, academic staff, and students to traverse disciplinary and geographic boundaries so that their specialized studies, whether in the arts, humanities, sciences or professional schools, are framed in a global context and are complemented by an interdisciplinary fluency that will allow them to be responsible global citizens and effective global leaders. Presenters included:

- Interim Chancellor, David Ward
- Morgridge Center Director, Nancy Mathews

- Dean and Vice Provost of International Studies, Gilles Bousquet
- Global Health Institute Director, Jonathan Patz
- Director of Education and Engagement, Global Health Institute, Lori DiPrete Brown.

An afternoon poster session highlighted all Wisconsin Without Borders projects undertaken in 2011-12, and a number of these, including those undertaken in Ecuador, Germany, Uganda and Wisconsin, were featured in PowerPoint presentations later in the day.

Building Village Libraries in Botswana introduced the work of the Robert and Sara Rothschild Family Foundation to the UW-Madison campus. The foundation builds libraries in small villages as a gift to the citizens of Botswana. In partnering with the government, the Rothschilds' work to empower the villagers to overcome limitations in access to information and knowledge through the provision of books, furniture, equipment and staff in addition to the building itself. These libraries are unique in that they incorporate the latest concepts of community and cultural integration as part of community development. Seven libraries have been established to date, with plans to build thirteen more by the end of 2018.

2. Engaged Scholarship Tenure Discussions

During October, Director Nancy Mathews led a special initiative on campus to promote the discussion of engaged scholarship on campus. Part of a larger initiative that began in the School of Education, the Morgridge Center sponsored two dinner conversations for members of the Divisional Tenure committees, University Committee, and visitors Hiram Fitzgerald and Bart Bergerstock from Michigan State University. These conversations sparked much interest from the divisional committees and led to a secondary initiative in the Social Studies Divisional Committee, chaired by Dorothy Farrer Edwards, to address how engaged scholarship would be evaluated in the social sciences. As co-chair of the Biological Divisional Tenure Committee, Director Mathews and the committee completely updated the biological sciences tenure guidelines to include language about engaged scholarship and strengthened guidelines for the Integrated Case option that provides an opportunity to build a tenure case on engaged scholarship that integrates research, teaching, and outreach/service.

3. Sickle Cell Disease Blood Drives, February 10 and 21, 2012

During February 2012, the Morgridge Center partnered with the American Red Cross and the Urban League of Greater Madison to highlight sickle cell disease, a blood disorder that primarily affects African Americans and requires many blood transfusions, to both the campus and greater Madison communities and sponsored two blood drives aimed at African Americans, since donors with the same ethnic background tend to make the best match. Both blood drives were successful; a total of 50 units of blood were collected meeting our goal.

4. ***Annual Meeting of The Research Universities Civic Engagement Network, February 24-25, 2012***

As part of our year-long fifteenth anniversary programming, the Morgridge Center hosted the annual meeting of The Research University Civic Engagement Network (TRUCEN). Faculty and staff from 30 research universities from around the country came together to advance civic engagement and engaged scholarship and share resources and successful program models. Discussion focused on

- a. challenging (non-budget) issues which prevent or interfere with member institutions accomplishing their civic engagement related goals and best ideas on how to address them.
- b. building graduate student involvement in engaged scholarship work.
- c. challenges and strategies in achieving community outcomes
- d. higher education and international service.

Next steps include developing and implementing a strategy for enhance communication, information sharing and benchmarking among member institutions and creating a Social Entrepreneurialism shared resource network.

15th Anniversary Capstone Lecture: The Role of Nonprofits in Building and Rebuilding Economies, presented by Robert Egger, April 11, 2012

Robert Egger, a James Beard Foundation Humanitarian of the Year award winner, author, and a national expert on sustainable food use and nonprofit management, concluded the Center's anniversary celebration programming with his presentation, "The Role of Nonprofits in Building and Rebuilding Economies." Over 250 campus and community members attended.

Egger, whose 20-year career has won him many awards, is best known as the founder and president of the DC Central Kitchen, where unemployed men and women learn marketable culinary skills using food donated by restaurants, hotels and caterers. Since opening in 1989, the kitchen has distributed more than 23 million meals and helped more than 800 men and women gain full-time employment. The model has been adopted in more than 40 other communities.

A broad range of campus and community partners co-sponsored the lecture including: Community Shares of Wisconsin; Forward Community Investments; UW's International Institute; UW Lectures Committee; Madison Commons; Porchlight Inc.; Second Harvest Foodbank; Slow Food UW; Wisconsin Campus Compact; and the Wisconsin Union Directorate's Distinguished Lectures Committee.

Section III. Civic Engagement and Co-Curricular Programs

The Morgridge Center's co-curricular programs continued to grow while maintaining a high level of excellence during the 2011-12 academic year. The Center's most popular programs continue to be co-curricular, which fit into our "continuum of service" model. In this model, students become involved in service through one of our structured volunteer program, such as Badger Volunteers or Schools of Hope. Following these positive

experiences, we encourage students to participate in more in-depth experiences, such as a service-learning class, community-based research, interning at the Morgridge Center, or applying for one of our service grant programs. This continuum of service model cultivates students who will become engaged citizens and continue to participate in community service long after they graduate.

A. Badger Volunteers Program

Badger Volunteers is the Morgridge Center's largest co-curricular service program, with more than 400 students participating each semester. This semester-long program allows students to join a team of UW-Madison volunteers to serve every week at a community partner site in the Madison area under the coordination of a Badger Volunteer Leader. Each Badger Volunteer team receives an extensive orientation and training related to their specific site placement and clients served, as well as related social issues being addressed. During the 2011-12 academic year Badger Volunteers provided 15,773 hours of service, representing over \$287,000 in volunteer labor to our community partners.

BADGER VOLUNTEERS PROGRAM	
Badger Volunteer Leadership	
Kala Grove	<i>Badger Volunteer Coordinator, AmeriCorps VISTA</i>
Chris Martin	<i>Intern</i>
Senior Leader Committee	
Taylor Mikulsky	<i>Orientations Committee Leader</i>
Misa Sato	Program Development Committee Leader
Taylor O'Donnell	External Relations Committee Leader
Elizabeth Weber	Educations Committee Leader

BADGER VOLUNTEER STATISTICS				
	Total Badger Volunteers	Leaders	Community Partners	Total Service Hours
Summer 2011 (new)	18	4	3	400
Fall 2011	410	79	53	7,173
Spring 2012	481	86	51	8,200

Badger Volunteer Membership Options

- **Badger Volunteers Member.** Badger Volunteers sign up to volunteer each week at the same community organization/school at a specified day and time. They are required to volunteer every week of the semester and attend an education session focused on an issue-area of Madison.
- **Badger Volunteer Leaders.** Badger Volunteer Leaders lead a Badger Volunteer team at a non-profit agency or school. They volunteer with their team each week, coordinate transportation, take attendance, and make sure everything is going

smoothly. A one-semester commitment is required. To become a Badger Volunteer Leader, students must have served at least one semester as a Badger Volunteer.

- **Senior Leader Committees.** Any Badger Volunteer may apply to join any one of the four Senior Leader Committees. The SLC meet on a monthly basis to brainstorm new ideas for Badger Volunteers, and provide direction and support to ensure that the Badger Volunteers Program remains a quality experience for both the volunteers and our community partners. The four specialized committees include: Orientations, Education, External Relations, and Program Development.

New Badger Volunteer Partnerships

- **University of Wisconsin Retirement Association (UWRA):** In partnership with the UWRA, the Morgridge Center created Badger Volunteers Intergenerational teams, composed of UW-students and UW retirees. Retirees find a volunteer site that interests them and are placed with a Badger Volunteers team, to volunteer each week. In the upcoming fall 2012 semester, retirees will be encouraged to sponsor a team by providing transportation to and from the site while volunteering with the students, or by sponsoring a team's transportation.
- **Wisconsin Institutes for Discovery (WID):** The WID Town Center was selected as a host site for a Badger Volunteer team in the Spring of 2012 and will host two teams during Summer 2012. These Badger Volunteers engaged K-12 students in science activities as they visited WID during field trips from local schools and community centers.
- **Community Health Teams:** In partnership with the South Madison Coalition for the Elderly, the Morgridge Center piloted four Community Health Badger Volunteer teams during the Spring 2012 semester. Primarily made up of students in pre-health fields, these teams provided home chores for elderly people living in four apartment complexes in Madison. The experience was designed to introduce these students to populations and related health issues they might work with after graduation. Sixteen students participated in these teams in Spring 2012, and 20 students will join Community Health teams in the fall of 2012.
- **Interfaith Teams:** As part of the UW-Madison's Whitehouse Interfaith Initiative, The Morgridge Center developed six Badger Volunteers Interfaith Teams in partnership with LISAR (The Lubar Institute for the Study of Abrahamic Religions). These teams consisted of students from a variety of religious backgrounds to serve the community while learning from each other. Interfaith members met at the beginning and end of the semester with LISAR partners to discuss their faith and service. These interfaith teams will in fall 2012, with more student leadership and faith-focused discussions incorporated into the programming.

Fall 2011: 17 students provided 269 hours of service/programming

Spring 2012: 12 students provided 200 hours of service/programming

Interfaith Teams Total: 29 students and 469 hours of service/programming

Badger Volunteer Community Partners 2011-12

- Adult Role Models in Science, Institute for Biology Education
- Benedictine Women of Madison at Holy Wisdom Monastery
- Boys and Girls Club
- Care Wisconsin First
- Central Wisconsin Center
- Community GroundWorks
- East Madison Community Center
- Goodman Community Center
- Mentoring Positives
- MSCR
- Nehemiah Community Development Corporation
- Neighborhood House Community Center
- Omega Schools - Alternatives in Basic Adult Education
- Options in Community Living
- Personal Essentials Pantry
- Red Caboose
- River Food Pantry
- Salvation Army Community Center
- Schools of Hope
- Second Harvest Foodbank
- South Madison Coalition of the Elderly
- Spring Harbor Middle School
- Three Gaits, Inc. - Therapeutic Horsemanship Center
- UW Arboretum
- Velma Hamilton Middle School
- West High School Literacy Center
- West High Tutoring Center
- Wheelchair Recycling Program
- Wheels for Winners
- Wisconsin Institutes for Discovery
- YWCA – Found in Translation Program

New Badger Volunteers Initiatives

- **Senior Leader Committee:** Badger Volunteers created additional venues for student leadership through its creation of four Senior Leader Committees:
 - Orientations,
 - External Relations
 - Program Development
 - Education Committees.

The Orientations Committee develops all Badger Volunteer orientations, including preparing materials, updating information, facilitating the

orientations, and following up with absent students. They also coordinate social programming during the semester once orientations have ended. The External Relations Committee promotes Badger Volunteers to the campus and community. They hold information sessions and distribute Badger Volunteers flyers to students, engage members in social media, and create media for promotional items. The Program Development team works within the Morgridge Center's marketing plan to create development materials and identify local sponsorships for Badger Volunteers. The Education Committee works with our community partners to find presenters for our education sessions each semester, and develop engaging ways for students to reflect on their volunteer experience and further learn about particular social issues within the Madison community.

Badger Volunteers Program Feedback:

"The students receiving tutoring from the Badger Volunteers are extremely grateful and their academics and social skills are improving from the individual attention they receive during their time with their tutors! They are truly making a difference in these students' lives." - Community partner at MSCR Jefferson Middle School

"Words can not express the impact Badger Volunteers have on our students. Students are able to build confidence, get the help they need, and they also get to have a cool friend to talk to. As a result of Badger Volunteers helping with homework, we have noticed an increase in work completion by a number of our students and they understand the content of the material better." -Schools of Hope Coordinator, Wright Middle School

"Badger Volunteers continues to allow me to connect with the community of Madison. It allows me to pursue things that I am passionate about. In return I continue to grow as a person through the volunteering that I do. I am able to be a positive role model in the lives of others while enhancing my college experience ten-fold." -Badger Volunteer at Red Caboose after-school programming

"Badger Volunteers has been one of the most important, life-changing experiences of my college career. It also really keeps me grounded and has helped me put my life in perspective; I realize that there are bigger issues than the ones that we face in our campus bubble, and volunteering always makes me more down-to-earth." -Badger Volunteer at River Food Pantry

"They helped me feel so good when I went to school. It boosted my confidence for college up to 100% and I'm not scared anymore. I know what I want to do with my life now." - Middle School student, tutee from Schools of Hope Badger Volunteers

B. Volunteer Transportation Program

The Morgridge Center's Volunteer Transportation Program (VTP) provides free cab rides to volunteers participating in MC affiliated programs: Badger Volunteers, Schools of Hope Tutoring, and Service-Learning courses. The program is designed to support those volunteers who would like to participate in our volunteer programs but are unable to do so because of transportation limitations. In order for a community

organization/school site to be eligible for VTP, it must serve as a host site for Morgridge Center for Public Service affiliated volunteers and meet travel and accessibility guidelines established by the Center.

- Riders must be current UW-Madison students and a participant in one of the following Morgridge Center programs:
 - Badger Volunteers
 - Schools of Hope Tutoring
 - Officially designated Service-Learning Courses
- All participants must attend a Volunteer Transportation Program Orientation
- Students who have a paid or work-study position at a non-profit organization are NOT eligible to use VTP.

In 2010-11 VTP provided 3630 rides to 1018 users (490 in fall, 528 in spring). The total program cost was \$136,145. The Morgridge Center contributed over \$21,000 to support the program; additional funding came from a Kemper Knapp Grant (\$25,000.00), the Office of the Provost (\$85,000.00) and the Evjue Foundation (\$5,000.00). The Center is working to secure long-term funding to support this very important program.

C. Other Civic Engagement Programs and Services

1. Volunteer/Public Service Fairs

The Morgridge Center hosted two service fairs in 2011-12: the annual fall Volunteer Fair (September 29, 2011) and spring Public Service Fair (January 26, 2012). More than 60 community organizations participated at each fair; more than 400 students attended the fall fair, and more than 500 in the spring. The fall Volunteer Fair focused on direct service opportunities while the spring Public Service Fair highlighted volunteer, internship, and employment opportunities. Due to the additional emphasis on internship and employment opportunities at the spring fair, the Morgridge Center closely collaborated with L&S Career Services.

2. Walk the Walk

New in 2011-12, the Morgridge Center partnered with Community Shares of Wisconsin (CSW) to host a walking tour of social justice/advocacy organizations in the Madison area. Our goal was to encourage students of all ages to learn more about the organizations making a difference in their community within the campus neighborhood. While CSW affiliated organizations are only a few blocks from campus, most students are unaware of them. The first stop on the tour was at [Community Shares of Wisconsin \(CSW\)](#), which provided an overview of its member organizations' work. Each year, Community Shares of Wisconsin organizes and promotes fundraising for their affiliates by being involved in over 130 workplace giving campaigns and working with over 4,400 donors.

3. Red and White Hunger Fight

For the fourth straight year, the Morgridge Center collaborated with the Athletic Department to organize and promote the campus-wide Red and White Hunger Fight

food drive. This year 5,172 pounds of food were collected for the Community Action Coalition. The Red and White Hunger Fight is the only campus-wide food drive held at UW-Madison.

4. Bucky Community Clean-Up

For the third straight year, Bucky's Community Cleanup took place as part of All Campus Party and Earth Day. Eighty students participated in cleaning up Langdon Street, State Street, and the Lakeshore Path.

5. MLK Day of service with the UW Institutes for Discovery

As part of the Dr. Martin Luther King commemorative weekend, the UW Institutes for Discovery joined with the Morgridge Center and other community partners to present a day of science and discovery for area middle school students. The day combined lectures, workshops, and science activities to help 200 young people (mainly students of color) discover the connection between science and service. The keynote speaker was Dr. Aileen Green, graduate of Memorial High School class of 1998. She received her Ph.D in molecular biology and genetics from the University of Minnesota and her M.D. from Stanford University. She is completing a residency in nuclear medicine at the Medical College of Wisconsin in Milwaukee.

Another segment of the science discovery day consisted of a variety of breakout sessions where students learned about the state legislature, science, the art of Spoken Word, and leadership opportunities in the community. Dr. Randolph Ashton, Assistant professor with in the Biomedical Engineering Department, recounted his personal journey from a curious student to the lifestyle of a science professor.

The medical science station attracted the most visitors. Here students could actually see and hold in their hands various parts of the body such as the heart, kidney, and liver. Students got a firsthand look at how these internal organs can be severely damaged by smoking alcohol, lack of exercise or disease. UW students from a variety of science Registered Student Organizations volunteered on MLK day for this event. The Institutes for Discovery hopes to make this an annual celebration of science and service.

D. Morgridge Center Peer Advising

The Morgridge Center provides one-on-one advising appointments via two Peer Advisors to help students find a local, national, or international volunteer opportunity that is right for them or their student organization. Students may complete an online volunteer interest form which the advisors use to set-up their advising appointments. Our Peer Advisors also provided group and drop in advising. In 2011-12, we served 127 students/student organizations. The Peer Advisors also created thirteen new "Volunteer by Major" handouts to be used during advising sessions and at tabling events to guide students looking for a service opportunity specifically related to their area of study.

E. Campus Outreach Activities

The Campus Outreach Intern provided twenty-three on-campus presentations at outreach events to a wide variety of student audiences (Greeks, student housing, classes, resource fairs, etc.) with a focus on educating UW-Madison students about the Morgridge Center and its resources.

F. Community Outreach Activities

The Community Outreach Intern directly supported 81 nonprofits by holding one-on-one meetings, conference calls, or site visits. The Community Outreach Intern advised organizations on how to promote service opportunities through the Morgridge Center and access other campus units and resources.

G. Marketing, Social Media, and E-Newsletter

Each week, 3383 individuals received the “Morgridge Mail” electronic newsletter, which highlighted area volunteer and internship opportunities and events as well as Morgridge Center programs and services. In an effort to reduce paper consumption the Center decided to eliminate its well-known poster route, which posted volunteer opportunities around campus for area nonprofits. We are beginning to explore electronic signage options, realizing the importance of reducing our carbon footprint.

H. Morgridge Center Campus and Community Awards

The Center honored select students with the following awards.

1. **Excellence in Civic Engagement Award – *Katie Crean, Senior, Political Science***
This award is designed to recognize a student who has made community and civic engagement integral to her college experience. The 2011-12 winner first began working at the Madison Senior Center as part of a service learning course she was enrolled in through the Political Science department. She continued her volunteer work there even after the course ended and was awarded the Skornicka Public Service Award, which provided a \$1000 stipend to continue her service work with the Senior Center. As part of her work, Katie put together a book of oral histories of people who frequent the senior center. The finished book will be sold as a fundraiser. But perhaps more importantly, her interest in the stories of the people who go to the center has empowered those individuals and further strengthened the ties between the Senior Center and the UW-Madison.
2. **Excellence in Engaged Scholarship Graduate Student Award – *Dadit Hyadit, Doctoral Student, Environment and Resources, The Nelson Institute for Environmental Studies***
This award is given to a graduate student who has engaged with the community through service-learning, engaged teaching, or leading or participating in community based research. It is very unusual for graduate students, with all their academic obligations, to carve time from their studies for community involvement, but that is the case with this year’s award winner. Dadit Hyadit was instrumental in securing the local grassroots group, Natural Step Monona, as the

sole community partner in two Nelson Institute for Environmental Studies service learning capstone courses. Of Dadit, his nominators said, “In looking at the history of our grassroots community organization, many events and decisions along the way were crucial to making advances toward our mission. Other than the decision to form an organization at all, the decision to collaborate on the service learning capstone course may very well be the most important ingredient to our success. Considering those courses would not have happened without Dadit’s involvement in The Natural Step Monona, it could be said that Dadit is the second-most important ingredient to our success.”

3. **Meyerhoff Undergraduate Excellence Award for Leadership, Service, and Scholarship- Ali Loker** - *Senior, Community and Environmental Sociology (with Global Health Certificate)*

During her undergraduate experience at the UW-Madison, Ali developed an impressive record of leadership, service and scholarship. As a sophomore, she was the Morgridge Center’s first Badger Volunteers Intern, playing a pivotal role in laying the foundations upon which the program has since flourished, engaging nearly 500 students in service to the Madison community each semester. The following school year, Ali served as director of the Alternative Breaks Committee. As director, she helped to revive the first international alternative spring break trip in over ten years, planned the first Service Travel Symposium, and facilitated service trips for nearly 200 UW-Madison students. Ali concurrently served as Administrative Director for FH King Students for Sustainable Agriculture, a student organization that encourages students to become more connected to the local food system by volunteering at the Eagle Heights Community Gardens. During her senior year, she assisted the Morgridge Center and Engineers Without Borders in planning the “Reaching the Wisconsin Idea” symposium for undergraduates to showcase student organizations committed to serving the community. She also volunteered with the Catholic Multicultural Center (CMC) in south Madison where she helped meet a need for affordable healthy food options by establishing a food-buying club, enabling low-income families to place orders for fresh produce and frozen meat. Additionally, she held a café internship with Slow Food UW, which provides affordable access to good, clean, and fair food on campus, sourced from the farmer’s market and local co-ops. In September, Ali will begin her Peace Corps service.

4. **Outstanding Badger Volunteer Award – Andrea Radi**, *Junior, Journalism and Strategic Communications*

The Outstanding Badger Volunteer Award is designed to recognize a student who has made an exemplary impact on community while participating in Badger Volunteers Program. This award honors student involvement above and beyond the general expectations of Badger Volunteers. This year’s winner began volunteering at Three Gaits Therapeutic Horsemanship Center with the Badger Volunteers program in 2010. Since then, Andrea has also served as a Badger Volunteer Leader at there for the past two semesters. In addition to her work and leadership at Three Gaits, Andrea also volunteered six hours a week at Falk

Elementary School for the past three semesters, helping students complete homework and gain critical literacy skills. Andrea goes so far as to arrange her class schedule to ensure she can continue her Badger Volunteer commitments each semester.

5. **Outstanding Community Partner Award – *The Natural Step Monona***

This award is given annually to an exceptional community partner who has demonstrated excellence in partnering with a UW-Madison entity to provide opportunities for students to engage in and learn from the community. This award was founded to recognize and honor the vital role and commitment of our community partners in this collaboration. This year's winner, The Natural Step Monona, is an organization working towards making our community more sustainable – environmentally, economically, and socially. Not only are they a presence in the Madison area, but also here on campus through their partnership with two capstone courses at the Nelson Institute for Environmental Studies. In the first capstone course, students went out into the community with The Natural Step Monona volunteers on multiple afternoons to distribute surveys and talk to residents. Nearly all of the participating students had never been to Monona, so they were able to experience the community at the ground level--from upper class lakeside homes to low-income rental housing. In the second capstone class, students interacted directly with Monona community organizations, again collectively experiencing the variety of civic groups in the community. And the students' service was meaningful because TNS Monona took their work and built on it. The Natural Step Monona exemplified the very best in a "community partner" within an academic project by fully supporting these capstone courses. Its members were present in the classes and worked directly with students.

Section IV. Community-Based Learning

The Morgridge Center continued its work to further develop and strengthen service learning, community-based research and engaged scholarship on the UW-Madison campus throughout the 2011-12 academic year. In June 2011, the University Academic Planning Council passed an official definition and approved a set of guidelines to help ensure best practice is followed in service learning:
http://www.morgridge.wisc.edu/programs/servicelearning/documents/UAPC-ApprovedGuidelinesFINAL6-27-11_001.pdf. Now, once approved by an interdisciplinary faculty review committee, these courses are given a special designation in the Course Guide so that students can readily identify them.

Service Learning and Community-Based Research Definitions

- *Service Learning (SL):* A credit-bearing educational experience that integrates meaningful community engagement with guided reflection to enhance students' understanding of course content as well as their sense of civic responsibility while strengthening communities.

- *Community-Based Research*: A particular model of service learning, CBR is a partnership of students, faculty/instructional staff and community partners, who collaboratively engage in research with the purpose of solving a pressing community problem and/or affecting social change.
- *Community Partner*: The community-based organizations with which the Morgridge Center and/or the UW-Madison collaborate, sharing reciprocal needs and contributions. Partners include nonprofit organizations, state agencies, schools and social service agencies.

Service-Learning Criteria

1. The service or other engagement activity is integrated with course content and supports its academic focus, with a minimum of 25 hours of direct service or project-based community engagement by each student in the course.
2. Students are involved in engagement of value to the community, as designed in collaboration with the community itself. Evidence of contact and buy-in from community partner/s is required in the course proposal.
3. Structured opportunities for guided reflection such as writing assignments, discussions, presentations, or journals are required during the course.
4. Clear explanations of learning outcomes and their assessment are included in syllabus. These must address both the academic and community engagement portions of the course.

A. Service-Learning Fellows

Faculty and instructional staff incorporating service learning into their existing coursework or developing a new service learning course may request the assistance of a Morgridge Center Service Learning Fellow to help them in planning and implementing these courses. Fellows are assigned for at least one semester to establish community placements, lead reflection activities and maintain on-going communication between the community partners and the students and/or course instructor.

B. Number of Service Learning and Community-based Research Courses, 2011-12

Approximately 60 official service learning and community-based research courses were offered during the 2011-12 academic year. A complete listing of these service learning and community-based research courses by semester can be found at:

<http://www.morgridge.wisc.edu/programs/servicelearning/index.html>

A sampling of community partners in these courses included: AIDS Network, Madison Metropolitan School District elementary, middle and high schools; Park Street Partners, Bayview Arts Center, Boys and Girls Club, Northport-Packers Community Center, Porchlight, Grace Episcopal Food Pantry and the YWCA.

Service-Learning Course Highlights

1. *Human Ecology 350: Community Issues and Service Learning, Section 2, Spring* **2012**

During the Spring 2012 Semester, Associate Director, Randy Wallar, taught Human Ecology 350: Community Issues and Service Learning, Section 2 (3

credits) to 15 undergraduate students; a majority were Community and Nonprofit Leadership majors within the School of Human Ecology. Students were required to provide a minimum of 25 hours of service at a community nonprofit in Madison, and then reflect on that service and tie it to academic course content through reflection journals, papers and in-class discussions. Placement sites included: The American Cancer Society, The Boys and Girls Club of Dane County, Grace Episcopal Food Pantry, Jefferson Middle School (SoH), Northport-Packers Community Center, Porchlight, West High School (SoH), Whitehorse Middle School (SoH) and the YWCA.

The course was specifically designed to: 1) introduce students to the Madison/Dane County community, familiarize them with key social issues and examine how those issues are being addressed; 2) familiarize them with service learning pedagogy and its role in the educational and democratic experience; 3) examine core concepts about citizenship in America and how everyday citizens can collectively build a strong democracy; and 4) explore The Wisconsin Idea's relevance in the 21st century. Randy will teach this course again in Spring 2013 semester in partnership with Crystel Anders, Executive Director of Community Shares Wisconsin. (APPENDIX B)

2. *Environmental Studies 699: Green Freiburg in Madison, Intersession 2012*

Between May 29th and June 14th, the Morgridge Center and the Global Health Institute (GHI) offered a 3-week summer course: "GreenFreiburg in Madison." This course was a follow up to last summer's course "GreenSummer in Freiburg," where fifteen UW-Madison undergraduates undertook internships, service learning projects, and research focusing on Freiburg's sustainable practices and technology to share with Madison City engineers, planners, recycling coordinator, and UW-Madison Office of Sustainability. A journal article about this Freiburg visit is available online at <http://bit.ly/LC7Zyp>.

Freiburg is one of Madison's sister cities and serves as an excellent "green" role model: CO2 reduction there has achieved 40% of total previous energy usage; public transportation is effective and efficient; low-energy housing is taken seriously; and near-zero development for public buildings is mandated. In this GreenFreiburg course, Ted Markus Petith, a community partner and Freiburg native, brought in Uwe Ladenburger from the University of Freiburg and worked with Global Health Certificate students to build awareness of Green Practices that can be replicated here in Madison. In addition, students learned the complex connections between sustainability and global health and to identify specific green behavior that could significantly improve human health.

Site visits were designed so that students could learn about similar sustainability project initiatives already under way in Madison. Students also worked on a project called the "MadEcoGuide" of Madison with UW-Madison students as a specific target audience. The guide will be distributed to students through the Office of Sustainability, the Residence GreenHouse community, and other

campus locations.

These service-learning courses have been developed to facilitate and strengthen the learning exchanges between Madison and Freiburg. UW-Madison students will return to Freiburg again in 2013 and the Morgridge Center is in discussions with the Office of Sustainability regarding the creation of a “Sustainable Sister-City Network” of faculty, academic staff and students.

B. Community-University Exchange (CUE)

CUE is a community-based research and service-learning program established by the Morgridge Center and its campus partners during the 2010-11 academic year. It is based on the science shop model originally developed in Europe and Canada. This model maximizes research efficiency by creating inter-disciplinary projects based on community-identified needs and priorities. Students, faculty, academic staff and community partners collaborate throughout the research process.

What is a “Science Shop?”

It is not a shop in a traditional sense, but rather a place or individual(s) that organizations in the community can approach with either specific research questions or just ask for help in solving social and community issues. It also does not have to pertain to hard science, as name denotes its origins—the model has permutated into a more generalized way to streamline large, complex community-based learning and research projects so they can address issues stated by the community, which often don’t fit into neat disciplinary categories.

Benefits for Students

- Work closely with university professors from a variety of disciplines.
- Gain experience putting knowledge into action outside of the classroom.
- Learn from community members and organizations.

Benefits for the Community

- Science Shop philosophy holds that the community drives the project ideas, with the educational institution responding when it has the right expertise.
- A common place for organizations and individuals to look for answers to social and community problems.
- Bridging the gap between the university and surrounding community.
- See results that will positively affect the Madison community.

Benefits for Faculty

- A chance to develop academic research with the help of undergraduate and graduate students.
- Amplify expertise and credibility in community as well as build trust.
- Collaborate with other professors to expand knowledge beyond disciplinary borders.

In 2011-2012, the Morgridge Center completed the second year of the CUE pilot with an expansion from one to four projects. The new projects included Northport-Packers

Housing Complex, Southwest Madison Community Organizers, and a Delta Principles and Practices in Community-based Learning course. And the original project on South Park Street was expanded. The Spring 2011 pilot course (INTER-HE 501(4)) has been added to the curriculum in the Department of Interdisciplinary Studies within the School of Human Ecology, and is now a required course for all Community Nonprofit Leadership majors. Slow Food UW continues to support healthy eating and Family Voices and Savor South Madison added new dimensions to this place-based initiative.

C. South Park St. Projects

Inter HE 560/570: Community Leadership – CBR and Evaluation

Fall 2011- Spring 2012

The students in the second iteration of the CUE: South Madison class partnered with the South Metropolitan Planning Council (SMPC), Dane County Boys and Girls Club and Family Voices, BANA Neighborhood Association, and South Madison Farmers' Market to conduct a stakeholder analysis of SMPC and an investigation of trust issues around the Family Voices project.

Slow Food UW: Promoting Healthy Eating

Margaret Nellis, University Health Services, facilitated an independent study with Slow-Food UW interns that focused on food issues in the South Park Street area. These interns worked with Robert Pierce, manager of the South Madison Farmers' Market, and the Boys and Girls Club on healthy eating initiatives for children at the Boys and Girls Club.

1. Family Voices Mentor—Tutoring Program

Family Voices (FV), now partnering with the Boys & Girls Club of Dane County (BG CDC), provides culturally responsive academic support for African American students in grades K-8. FV has been supported by CUE in two ways: 1) CUE graduate fellow, Marian Slaughter, provided the FV coordinator with administrative and program development support, and 2) curriculum and instructional support for the training of the UW undergraduate mentors-tutors, conducted at the BG CDC in the spring 2012 semester.

2. Savor South Madison: Food Fellowship

Professor Young-Mie Kim, School of Journalism and Mass Communications, developed a service-learning course in Fall 2011, "Technology for Social Change" (Journalism 676), to help improve the economic vitality and image of South Park St. The class worked closely with the South Metropolitan Planning Council (SMPC) to design and launch a food-based social media campaign with the message that South Madison is "young, hip, and multicultural." The focus on food was suggested by SMPC because of the globally representative food culture in the South Park Street area. The website, SavorSouthMadison.com is the result of this collaborative work.

D. Other CUE Projects Spring 2012

1. Southwest Madison Community Organizers (SWMCO)

SWMCO contacted CUE for assistance coordinating student and faculty involvement from Madison-based higher education institutions in the southwestern sector of the city. CUE staff worked with SWMCO to develop a

partnership inventory; recruit student interns; assist classes that conduct research on community identified issues such as Community & Environmental Sociology 500; and provide support to various projects such as enlisting science-based presenters for the Hammersley Youth Activity Day and supporting a coordinator for the Front Yard Garden program. This project will continue into next year.

2. **Northport-Packers Community Learning Centers**

Our newest CUE project partnership is with the Northport-Packer Housing Complex, working with leaders of their two Community Learning Centers, which serve hundreds of resident families with after-school enrichment and mentoring programs. It builds on an existing UW partnership with the PEOPLE program and service-learning courses including Michael Thornton's African-American Studies 151 and Randy Wallar's Service Learning INTER-HE 350, Community Issues and Service Learning. They have requested assistance in documenting their success rate in high-school graduation, reduction of the crime rate, and increase in college attendance, so that the model can be shared with other housing centers in the National Neighborhood Network.

3. **Delta Expeditions in Learning**

CUE staff taught a non-credit course for the Delta Program entitled Principles and Practices in Community-Based Learning (CBL) in the fall of 2011. The course was designed to provide graduate students and junior faculty with the tools necessary to design and implement CBL pedagogies in their own classes. The class met every other week throughout the semester and covered topics ranging from best practices and current theories in CBL to working with community partners and utilizing student enthusiasm.

4. **Other CUE Work:** CUE staff work one-on-one with faculty and teaching assistants to develop CBL opportunities for classes of undergraduate and graduate students and assist faculty with finding appropriate community partners. They also consult with community organizations to develop research questions to take to appropriate UW-Madison campus resources.

E. Morgridge Center and Wisconsin Institutes for Discovery Project Assistantship

For the past two years the Morgridge Center and the Wisconsin Alumni Research Foundation (WARF) have shared a Project Assistant (PA), J. Ashleigh Ross. This position was designed to provide support for the Morgridge Center's CUE program and to develop the volunteer program for WARF at the Wisconsin Institutes for Discovery.

The Wisconsin Institutes for Discovery opened in 2010. WARF manages its Town Center and Teaching Labs, which provide space for the public to engage with science. Ashleigh's role at WID was to design volunteer programs for both of these spaces. This included recruiting and training volunteers, designing programming that utilizes volunteers, and laying the framework for future programming. Over the course of the two years the PA

1. created a volunteeryourtime.org account to recruit volunteers
2. successfully wrote two AmeriCorps VISTA grants and supervised one year of the VISTA contract

3. oversaw three Badger Volunteer teams that work with K-6 STEM programming
4. recruited more than 100 volunteers through the University of Wisconsin Retirement Association, PLATO, volunteeryourtime.org and word of mouth
5. worked with twelve volunteers to create a “Green Tour” of the Discovery Building

As part of her Morgridge Center focused work, Ashleigh supported the development of the CUE program. The program has been intentional about creating a “front door” for community groups to access UW resources and expertise.

Ashleigh’s Morgridge Center related work also included supporting a service learning course offered through the School of Human Ecology, InterHE 560, Community Leadership, fall 2011, and co-instructing a non-credit DELTA Expeditions in Learning course, Principles and Practices in Community-based Learning (CBL), also in the fall of 2011.

F. Wisconsin Without Borders (WWB)

The Wisconsin Without Borders (WWB) initiative, established in 2010-11, draws on the history and values of the Wisconsin Idea, and the many remarkable partnerships that UW-Madison faculty members and students have initiated, both in Wisconsin and around the world. Facilitated by the Morgridge Center for Public Service in partnership with the Global Health Institute and the Division of International Studies, the mission of WWB is *“to engage the UW-Madison campus in interdisciplinary collaborations that include reciprocal community partnership, academic preparation, reflection, and action to foster sustained human flourishing in our world.”*

The program builds on and complements existing institutional strengths, fostering an organizational culture that encourages faculty and students to traverse disciplinary and geographic boundaries, so that their specialized studies, whether they be in the arts, humanities, sciences or professional schools, are framed in a global context, and are complemented by an inter-disciplinary fluency that will allow them to be responsible global citizens and effective global leaders.

In addition to the Morgridge Center for Public Service, Wisconsin Without Borders campus partners include the Global Health Institute, Division of International Studies, International Academic Programs, International Internship Programs, College of Agricultural and Life Sciences Study Abroad Office, and the World Universities Network.

During summer 2012, twelve WWB/Global Health Summer Field Courses were taught throughout the world: Participatory Photo Mapping: Empowering Communities to Improve Access to Safe Water, Dominican Republic; Green Summer: Freiburg in Madison, Madison, WI; Land Use, Water Quality and Human Health, Ecuador; History and Modern Development of Environmental Health, China; Community Health and Health Disparity, Nepal; Obesity and Health, Austria; Community Health and Asset-Based Community Development in Sri Lanka, Sri Lanka; Working Side by Side with Families and Communities, Mexico; Sweet Water Organics: Empowerment Through

Aquaponics, India; Health Training and Community Outreach in Kenya, Kenya; Bhopal Community Health, India; UN Study Tour, New York, NY.

Community partners contributing to these summer field courses included COBIN, Project Africa, Village Health Project, Health by Motorbike, GreenCity Freiburg, City of Madison, and the Ceiba Foundation.

WWB Work In Progress:

- Assistant Director for Community-Based Learning, Beth Tryon, and WWB Project Assistant, Carly Hood, are currently developing an article for NAFSA (International Education Association) on The Research Universities Civic Engagement Network (TRUCEN) February 2012 discussions at the UW-Madison regarding “good practice” guidelines for global engagement.
- WWB is developing a glossary of terms used in international service learning work.

G. Wisconsin Idea Undergraduate Fellowship Program (WIF)

2011-12 Total Funds Awarded: \$54,500

In the tradition of the Wisconsin Idea—which declares that education should improve people’s lives beyond the university classroom—these fellowships are awarded to projects that enhance student learning while addressing important issues identified by a community. Fellowships are awarded annually to projects designed by UW-Madison undergraduates in collaboration with a community organization and a UW-Madison faculty or academic staff mentor. All WIF students present their work at the Undergraduate Symposium each spring. About half the projects this year had a global focus while the other half addressed issues in Madison and elsewhere within the State. A brief description of each follows below:

1. Biocore Outreach Ambassadors: Improving Rural K-12 Science Education

Student: Daniel Parrell; Faculty: Michelle Harris; Community Partner: Wisconsin Heights School District

Rural school districts have extremely limited funding for active, hands-on science instruction. This project enriched the K-12 science curriculum at Wisconsin Heights School District: Biocore students worked with teachers to create their own inquiry-based science lessons, and encourage community involvement. This project will continue outreach efforts, such as classroom visits, family fun science nights, and a summer science camp.

2. Food Security and Community Development: Pilot Irrigation Project with Nyamthoi Orongo Program and Community Farmers in Southwestern Kenya

Students: Emily Foeke, Keegan Macklin; Faculty: Norm Doll; Community Partner: Nyamthoi Orongo Program

This project provided resources and technical assistance for a community-owned pilot irrigation system as well as to work with local community leaders to build a fee-loan system to create funding for expansion of irrigation systems into the community. The irrigation system addressed the root cause of the drought-flooding cycle problem that the subsistence farming-based Orongo community faces in making a living.

3. Land Use, Water Quality, and Human Health in Rural Ecuador

Students: Lindsey Raab, William Klein, Kristen Rhude; Faculty: Dr. Catherine Woodward; Community Partner: The Ceiba Foundation for Tropical Conservation

Rural communities on the northwest coast of Ecuador have current water and land use practices that contribute to a high incidence of diarrheal disease. This project assisted these communities in evaluating the current sources of water contamination and establishing a plan for the improvement of water quality. Local teachers and students were taught how to collect water quality data, and the importance of land management and clean water as it relates to human health.

4. Malaria Prevention Campaign

Students: Lindsey Bauer, Lisa Petersen; Faculty: Dr. Araceli Alonso; Community Partner: Project Africa

This project combated the spread of malaria by enacting sustainable mosquito net distribution projects in four rural communities in southeast Kenya. Rather than passing out nets, this project provided local women with patterns and materials to sew and treat their own nets while emphasizing the importance of such protection. By improving the magnitude and quality of accessible malaria information, this Malaria Prevention Campaign sparked a chain reaction of female advocacy and health education.

5. Meeting Basic Nutritional Needs: A Project to Create a Sustainable Lunch Program for Lweza Primary School in Uganda

Students: Angela McKenzie, Gabrielle Highdale; Faculty: John Ferrick; Community Partner: Community Based Integrated Nutrition (CoBIN)

The Lweza primary school in Uganda serves over 750 students, 65 percent of which cannot access school lunch. Specifically designed to improve nutrition for Lweza students by increasing the school's self-sustaining food production and providing workshops on nutrition, it involved renovating the existing kitchen, expanding the school garden, constructing a piggery, and developing and implementing educational sessions on nutrition and healthy eating.

6. Participatory Photo Mapping: Application of a Novel Assessment Tool to Identify the Need to Improve Water Safety in Mountain Communities in the Dominican Republic

Student: Adam Weier; Faculty: Denise Ney; Community Partner: Fundacion Mariana San Isidro Labrador

The mountain communities of the Dominican Republic that lie along the Haitian border suffer from some of the highest rates of diarrheal disease in that country. This project used the participatory photo mapping method, which helps to explain the relationship between a population's health and its physical environment. Community leaders received supplemental lessons on water sanitation, hygiene, rehydration, and nutrient composition of local foods to assist the communities in becoming self-sufficient.

7. Reducing E. Coli Levels of Lake Water Surrounding Vilas Beach by Use of a Mycelium Biofiltration Garden

Student: McKinley Olsen; Faculty: Gregory Harrington; Community Partner: Friends of Lake Wingra

Vilas Beach, a section of Lake Wingra, is often closed due to high E. coli levels. By treating the water, the shoreline has become more accessible and safer for the community. Collaborating with the UW-Madison chapter of Engineers Without Borders, this project conducted studies to establish the removal capabilities of Grey Dove Oyster mushrooms and the optimum flow rates and substrates for the mushrooms. Information gleaned for this study will be used to design and construct a biofiltration garden, which will treat the surrounding water by reducing E. coli levels.

8. Reducing Infant Mortality Rates in Uganda: A Postnatal Healthcare Education Program at the Iganga District Hospital

Student: Michele Coleman; Faculty: Lori Diprete Brown; Community Partner: Iganga District Hospital

Recent findings of the World Health Organization and the Uganda Newborn Study show that most infant deaths occur within the first 24 hours following birth. This project aimed to lower infant mortality rates at the Iganga District Hospital in Uganda by developing and implementing a postnatal education program for mothers.

9. Slow Food UW Educational Outreach and Social Justice Initiative

Students: Cara Ladd, Shelbi Jentz, Walter Graeber; Faculty: Margaret Nellis; Community Partner: Just Food, Inc.

Slow Food UW provides affordable, local, and seasonal food to students and the local Madison community. This project supported programs that integrate at-risk community youth as well as sourcing ingredients from influential community partners. UW students learned to understand how sustainably grown food can nourish the local environment and economics.

10. W.A.T.E.E.R: Wisconsin Academic Teams Engaging in Environmental Research

Student: Peter Bergquist; Faculty: Kenneth Potter; Community Partner: Aldo Leopold Elementary School

For this project, UW-Madison and Leopold Elementary School students worked together to implement a series of hands-on experiments both in the

classroom and on the school grounds. The primary goal was to develop teaching materials for the students at that school so that they can better understand the hydrologic cycle and the impacts of development on water infiltration and storm water runoff. Using the data collected from the students' experiments, a system for storm water mitigation was designed.

For additional information regarding the Wisconsin Idea Undergraduate Fellowship Program please visit: <http://www.morgridge.wisc.edu/programs/wif/index.html>

Section V. Morgridge Match Grant Program

Thanks to the generosity of John and Tashia Morgridge, in 2009 the Morgridge Center for Public Service established the Morgridge Match Grant Program to institutionalize engaged scholarship and expand the Wisconsin Idea at UW- Madison. The program is designed to enhance learning and leadership experiences for students, encourage and support community-campus partnerships, and provide professional development opportunities for faculty and staff. The program matches up to 50 percent of new gifts and grants awarded to a UW-Madison entity or community-UW-Madison partner organization, based on the portion of the grant/gift specifically related to the Center's mission and goals.

In the spring of 2012, the Morgridge Center awarded \$297,769 in Morgridge Match grants to support academically based service-learning courses and community-based research work. This round of grants was the third of a five year program. Faculty and instructional staff in the areas of education, law, environment and health received grants for community- focused work during the next two years.

Sherry Tanumijhardjo, professor in Nutritional Sciences at UW-Madison's College of Agricultural and Life Sciences, was awarded a \$40,000 two-year grant to support more than a dozen international field courses in which students will expand their knowledge of global challenges for nutrition, health education, water and sanitation, and environmental sustainability and stewardship.

In addition to Tanumijhardjo's health and nutrition project, other projects supported by the Spring 2012 Morgridge Match grants include:

1. **Taking Service Learning Online: Building Virtual Community (Law School);** \$49,548.
2. **Wisconsin Innocence Project Outreach Project (Law School);** \$30,000.
3. **Service Learning in Graduate Education: Community Collaboration for Health Impact Assessments (School of Medicine and Public Health);** \$15,590.
4. **Indigenous Arts and Sciences Earth Partnership (UW Arboretum)** \$17,261.

5. **Addressing Postpartum Depression in Wisconsin Home Visiting Programs (School of Medicine and Public Health); \$31,858.**
6. **Public/Engaged Scholarship and Graduate Education (School of Human Ecology); \$4,850**
7. **Community Environmental Scholars Program: Service Learning Capstone Courses (Nelson Institute for Environmental Studies); \$23,672.**
8. **UW Law School's Dane County Mediation Center; \$46,903.**
9. **Science Shop Support for Southwest Madison (College of Agricultural and Life Sciences); \$22,525.**
10. **Community/University Exchange: Community-Based Research and Service Learning in South Madison (School of Human Ecology); \$17,000.**

A full list of the Spring 2012 Morgridge Match grants with brief descriptions can be found at:

<http://www.morgridge.wisc.edu/faculty/matchingfunds/Spring2012MMprojects.html>.

Section VI: Marketing and Development Program

The Morgridge Center's development program underwent significant re-organization and expansion during the past year. Gifts and grants increased from \$120,728 in 2010-11 to \$594,748 in 2011-12, a growth factor of five. The program's growth was attributed to an intensive marketing campaign starting in Spring 2012, which succeeded in increasing gifts through a combination of new donors, institutional contributions, grants and corporate sponsors. (APPENDIX C)

A focused marketing campaign began in February 2012 to raise the funds necessary to support the Volunteer Transportation Program (VTP) in 2012-13. A total of \$155,754 was raised through a combination of efforts, meeting the projected need for the upcoming academic year, 2012-2013. A new marketing plan was created and incorporated a variety of innovative practices (development of a full case statement, marketing brochures and folders, community breakfasts, corporate sponsorships, successful grants, social media content marketing and weekly community donor visits or community meetings by the director). Gifts and grants came from a diversity of sources, including: United Way of Dane County, Findorff & Son, First Business Bank, Union Cab, Office of the Provost, Office of the Vice Chancellor for Administration, Kemper Knapp, Evjue Foundation, Three Gaits Therapeutic Horsemanship Center and individual gifts. The Center realizes the potential for small donors, and in December 2012, added an effort to solicit alumni and supporters through a letter campaign. Nineteen new donors contributed more than \$3,000, indicating that the Center needs to continue and expand these efforts. Personal visits with potential donors were the most successful means of garnering support. A student-produced video will be used as an educational tool and thank you to donors in the spring semester on a new Morgridge Center YouTube channel. The Center will consider, with its new board of advisors, renewed efforts to build potential donor relationships with expanded lists of Center alumni and friends. (APPENDIX D)

Section VII. Center Remodeling

The Morgridge Center underwent a significant expansion and remodel during a 9 month period, February 2012-September 2012. Planning for the remodel effort was initiated in March 2011, while funding was obtained in August, 2011, when \$234,250 was garnered from the Provost and Vice Chancellor for Administration. Additional funding for the renovation (\$259,300) was garnered from Facilities Planning and Management through a cooperative agreement to establish a volunteer sustainability corps during FY 2013. The Morgridge Center contributed \$15,000 to furniture and cabinetry. The cost of the entire remodeling was just over \$508, 500. With the remodeling, the Center doubled its square footage (now exceeding 2000 sq. ft.), and added: Seven new office spaces, an undergraduate student work space, a graduate student work space, a new reception area, a new conference room, break and copy room, and completely updated rotunda. All meeting areas were outfitted with technology to allow these rooms to be used for teaching and presentations. All offices received new furniture and storage facilities.

Section VIII. Recognition Awards Received

1. Distinguished Service Award, Spring 2012

The Morgridge Center's Badger Volunteers Program was honored by the United Way of Dane County with a Distinguished Service Award in the category of Improving Academic Achievement. The Center was one of ten organizations and individuals that received recognition for their dedication and outstanding efforts to improve the Madison community. In 2011-12, the Badger Volunteers contributed more than 15,200 hours of service to the Madison area.

2. American Red Cross Direct Service Impact Award, Spring 2012

The Morgridge Center Community Outreach Liaison, Mary Rouse, and Special Events Intern, Meredith Wald, were among the Sickle Cell Blood Drive Committee members to be awarded a Direct Service Impact Award by the American Red Cross for raising awareness about Sickle Cell Disease as well as planning and implementing two very successful Sickle Cell Blood drives on February 10 and 21, 2012 that collected 50 units of blood. The committee also included representatives from the Urban League of Greater Madison and the American Red Cross.

Section IX: Staffing

Professional Staff:

- Melissa Amado was hired in June 2011 as a student intern to assist with event coordination and executive assistant.

- Kala Grove began work as the Center's new AmeriCorps VISTA in July 2011 and served until August 2012.
- Stacey Sommerfield, Civic Engagement Coordinator, hired in August 2010, took a position at Bucknell University in August 2011 as Assistant Director of the Office of Service Learning.
- Megan Miller, former Morgridge Center VISTA, was rehired in September 2011, as the Civic Engagement Coordinator.
- Dean Ladwig was hired the Center in March 2012 as a 50% Financial Specialist/Office Support staff person. Dean works with us halftime and has another 50 percent appointment as a Financial Specialist with the School of Education.
- Janet Niewold, Development Director, left in June 2012 to become Education Coordinator for the Emergency Medicine Residency Program in the School of Medicine and Public Health

Student Staff:

- Erich Pitcher, student Office Manager, left in March 2012, for a Project Assistantship in American Indian Studies
- At the end of the Spring 2012 Semester, the student Office Assistant positions were suspended until the fall, when front desk staffing was reconfigured following the hire of the financial assistant and marketing assistant.

Consultants:

- Boris Frank, Boris Frank Associates, was retained as a development consultant in December 2011 to assist with the development program. With Boris's help a development plan was established to address the immediate concern of a budget shortfall for the Volunteer Transportation Program. Boris was retained for a 12 month period and products from his work included the establishment of two sets of community partners who were engaged through breakfast meetings to provide advice on immediate means of addressing the VTP shortfall.
- Ellen Foley, Foley Media, Inc., was retained as a marketing consultant in January 2012. Ellen led an intensive effort to create marketing materials for a spring development campaign. Ellen's products included a case statement, Morgridge Center Folders and inserts, a marketing plan, six press releases published in local outlets (*Isthmus*, *Wisconsin State Journal* etc.), and marketing guidelines.

CURRENT STAFF DIRECTORY

MORGRIDGE CENTER STAFF 2011-2012	
Professional Staff	
Nancy Mathews	<i>Director</i>
Randy Wallar	<i>Associate Director</i>
Beth Tryon	<i>Assistant Director, Community Based Learning</i>
Megan Miller	<i>Civic Engagement Coordinator</i>
Kala Grove	<i>AmeriCorps* VISTA</i>
Dean Ladwig	<i>Financial Specialist/Reception</i>
Janet Niewold	<i>Development Director</i>
Mary Rouse	<i>Community Outreach Liaison</i>
Consultants	
Ellen Foley	<i>Communications and Marketing</i>
Boris Frank	<i>Development</i>
Student Staff	
Lisa Burton	<i>Fall 2011 Campus Outreach Intern</i>
Anna Emmerich	<i>Spring 2012 Campus Outreach Intern</i>
Clint Jensen	<i>Community Liaison Intern</i>
Meredith Wald	<i>Special Projects Intern</i>
Kristina Rozenbergs	<i>Marketing Intern</i>
Jenny Englert	<i>Fall 2011 Event Marketing Intern</i>
Chris Martin	<i>Badger Volunteers Intern</i>
Erich Pitcher	<i>Fall 2011 Office Manager</i>
Amanda Marzolf	<i>Office Assistant</i>
Brian Richardson	<i>Office Assistant</i>
Renee Heyden	<i>Fall 2011 Office Assistant</i>
Beth Hoesly	<i>Office Assistant</i>
Hailey Cross	<i>Peer Advisor</i>
Michael Tecca	<i>Peer Advisor</i>
Mariana Berbert	<i>Service Learning Fellow</i>
Alaura Seidl	<i>Service Learning Fellow</i>
Dadit Hidayat	<i>Spring 2012 Engaged Scholarship Graduate Fellow</i>
Marian Slaughter	<i>Engaged Scholarship Graduate Fellow</i>
Carly Hood	<i>WWB Graduate Fellow</i>
Ashleigh Ross	<i>WID/MC Graduate Project Assistant</i>
Melissa Amado	<i>Communications Specialist Intern</i>

Appendices

- A. Strategic Plan**
- B. Human Ecology 350: Community Issues and Service Learning**
- C. Development Report**
- D. Case Statement**



Morgridge Center for Public Service

UNIVERSITY OF WISCONSIN-MADISON

Find yourself through service to others

Strategic Plan 2011-2016

Mission

The Morgridge Center for Public Service connects campus with community through service, service learning and community based research to build a thriving democratic society.

Vision

The Morgridge Center will lead the University in preparing students for lifelong civic engagement by building capacity, in partnership with the community, to solve complex problems locally and globally.

Values

Operating Principles

- | | |
|---|---|
| 1. Active Civic Engagement | We believe in the importance of active civic engagement as a means of achieving social justice. |
| 2. Community-based Learning | We believe in the high-impact practices of academic service learning and community based research as opportunities for students to achieve their full learning potential. |
| 3. Mutually Respectful and Beneficial Partnerships | We believe in the value of respectful and mutually beneficial partnerships between the University of Wisconsin-Madison and communities. |
| 4. Diverse Perspectives | We believe in the intrinsic value of diverse perspectives and commit ourselves to maintaining high standards of accessibility and inclusivity. |
| 5. Responsible Stewardship of Our Resources | We believe in being honorable stewards of our resources. |
| 6. Innovation | We believe that leading edge approaches are valuable and necessary to address complex societal problems |
| 7. The Wisconsin Idea | That students, faculty, and staff should use the skills and talents cultivated at the University of Wisconsin-Madison to improve the state of Wisconsin, the nation, and the world. |

Strategic Priorities 2011-2016

- I. Facilitate and expand collaborative networks to address emerging issues identified by the community.
- II. Further develop service learning and community-based research opportunities, ensuring a high quality experience and positive impact on students and communities.
- III. Improve effectiveness of, and satisfaction with, our co-curricular programs.
- IV. Work with campus partners to reward, recognize and incentivize engaged scholarship.
- V. Promote good stewardship practices, while strengthening internal capacity and efficiency to support on-going and new initiatives.
- VI. Develop a brand and marketing strategy that is aligned with UW-Madison and tells a powerful story on campus and off.
- VII. Attract additional resources through short and long term development initiatives.



INTER-HE 350-LEC 002: COMMUNITY ISSUES AND SERVICE LEARNING
SPRING 2012
MW 2:30-3:45pm
Room L177 Education Building

Instructor: Randy Wallar, Associate Director, Morgridge Center for Public Service
rwallar@wisc.edu

154 Red Gym
608-262-5781

Office Hours: Tuesdays, 11am-noon and by appointment

Service Learning Fellow: Alaura Seidl
aseidl@wisc.edu

154 Red Gym

Office Hours: Wednesdays, noon-1pm and by appointment

INTRODUCTION TO THE COURSE

Welcome to “Community Issues and Service Learning, Section 2.” The course will use service, lectures, readings discussions and class exercises to:

- 1) Introduce you the Madison/Dane County community, familiarize you with key social issues, and examine how those issues are being addressed,
- 2) Familiarize you with service learning and its role in the educational and democratic experience
- 3) Examine core concepts about citizenship in America and how everyday citizens collectively can build a strong democracy,
- 4) Explore The Wisconsin Idea’s relevance in the 21st century.

This is a “service-learning” or “community-based learning” course, which means that you will be doing service work in the community each week with a non-profit organization as a way to gain a deeper understanding of civic engagement and your role as a citizen. This is a highly demanding and also highly rewarding course. The course demands a consistent commitment to a local organization, moderate writing, a good deal of reading, and consistent and active class participation.

Learning Objectives:

- Broaden your familiarity with Madison/Dane County social issues.
- Expand your understanding of your role as a citizen and your personal sense of civic responsibility.
- Develop your ability to communicate with people of a variety of backgrounds.
- Increase your awareness of the work that community-based organizations do in democracy.
- Deepen your understanding of civic engagement and its role in democracy.

Service Learning Component:

Service-learning is a course-based, credit-bearing educational experience that allows students to participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Service-learning differs from volunteering and interning in that experiential learning benefits the student, community, and classroom equally. This is a reciprocal relationship between the university and community, where students are able to learn in the field, and community-based organizations gain access to university resources.

This course will require you to serve at a community organization that I approve. While this course will introduce you to a number of key local social issues, your service learning experience will primarily focus on working with low income families or those living below the poverty level. Areas of service can focus on hunger, housing, health care, homelessness, transportation and the educational achievement gap. *Up to three students from class may serve at the same site.* You will be provided with a list of possible placement sites, but you are not limited to those on that list. If you are already volunteering with a local community organization, please see me to discuss the appropriateness of using that site as your service learning placement for this course.

You must provide a **minimum of 25 hours** of service over the course of the semester. That breaks down to approximately 2 hours per week. However, I encourage you to put in more hours if you can.

Detailed instructions and a timeline for selecting your site are included on a separate handout, "Inter-HE 350, LEC 2: Community Issues and Service Learning Site Placement Selection Process."

Course Readings:

Soul of a Citizen: Living with Conviction in a Cynical Time by Paul Rogat Loeb (ISBN 0-31220435-3); available at Underground Textbook Exchange, 664 State Street.

Additional readings will be available for purchase as a *Coursepack* at Bob's Copy Shop, 616 University Avenue (between Lake and Francis Streets). These include selections from Education For Democracy (EFD) by Benjamin Barber and Richard Battistoni; introduction and chapters 1-3 in A Place for Us, by Benjamin Barber and selected journal articles. Other readings will be available electronically or provided by the instructor. See weekly timeline in this syllabus for specific readings.

Class Participation (30%, includes service, presentation, class discussions):

- This class will be taught as a seminar. Class sessions will include a number of lectures, but will primarily focus on discussion. Class participation counts. You should come to class prepared to discuss the readings (this means having read and thought about the readings) as well as your service experiences. Keeping a journal will help you prepare for these discussions. I expect our conversations will be lively and rewarding experiences for each of us.

- Each of you also will be making a brief presentation (10 minutes) on your service site in class on **M 3/12 and W 3/14**. For some of you, there will be others in class serving at your site, so some these presentations will be group projects. The purpose is to share with others in class your knowledge and passion about the place you've been working.

Writing Assignments:

- Journals (25%):** One of the writing assignments for this class will be a journal that you keep throughout the semester. Your journal entries will form the basis for many of our class discussions and for your two paper assignments. Plan to write at least once or twice a week (at least one double spaced page per entry). Your entries should consist of three types, in roughly equal proportions: 1) reflections on the readings and/or lectures, 2) observations from or reflections on your service experiences (ideally as soon as possible after your service work), and 3) analysis of the way the readings/lectures relate to your service work and vice versa. For each entry, you should record the **date** and **which type of reflection it is** (reading, service, or integration of the two). **For the first two times that you work with your organization your journal entries related to your field service should be mainly observation.** That is, focus on describing what you see and hear. Try to resist making value judgments, or reflecting on what you see. What do people in that setting do? Who is in the setting? What does it look like Where is it located. What activities are you assigned to do? What surprises you? I want you to get down as many details as possible in these early entries. They will serve as a benchmark for you to reflect upon later in the semester, especially when writing your term papers.
- On 3 dates during the semester (**2/26, 3/28 and 4/30**) you will submit your journal entries to be reviewed and graded. Occasionally, I may give you specific questions to think about as you write, but you are encouraged to think ahead to the paper assignments. You are free to reflect on any aspect of the course material or experience that you encounter while volunteering at your organization. I do not expect these journal entries to be polished essays, but I *do not* want them to be purely stream-of-consciousness writing either. Writing in your journal will be most valuable if you use it consistently to record, reflect upon, and analyze specific issues and experiences. As mentioned above you will hand in your journal entries three times during the semester; highlight items you would like me to respond to. I will return them with comments and a grade.
 - The journals will be graded as follows:
 - A: One or more journal entries (of roughly one page in length each) per week, good balance between reflecting on the readings/lectures, reflecting on service experiences, and thoughtful integration of the two.
 - B: One or more journal entries per week (of roughly one page in length each) adequate balance between reflecting on readings and service experiences; room for improvement with respect to integrating your service experience with readings/lectures.
 - C: One journal entry per week (of roughly one page in length each), adequate balance between reflecting on readings and service experience; little or no integration of your service experience with readings/lectures.

- **First Paper Assignment: Executive Summary Paper (25%), DUE: M. 3/12.**

The first assignment is an *executive summary (ES)*. In the business world these extract major points from a much longer document. This involves picking out from a larger set of evidence what you consider the essence of the organization which you work at; its *raison d'être*. You will formally reflect on what you've learned through week seven (7). Begin by describing the mission of the organization. Identify and analyze the central public issue facing the organization (or specific part of the organization) for which you work. **Next**, describe this issue in detail. Who is your organization attempting to help? What are its goals and how has it decided to pursue them? What obstacles does your organization face? Are these individuals, ideas, public opinion, local institutions and/or other community-based organizations? Is it a local issue or perhaps one that touches a national audience? Describe the nature of the organization's interaction with other people in the community, including public officials, that pursuing these goals requires. **Second**, address the causes/outcomes of the problem(s) your organization confronts. Evaluate the organization's approaches to the problem. Are there alternative ways of responding to them? **Third**, where do you fit into this effort: what will you do to help them toward their goal(s)? What are your responsibilities? How will you know if you are successful?

For the ES, draw upon what you have learned **from readings, people at your site, class sessions and journals**. Place your site into the context of what you are learning in the class; use course concepts to help examine your site and your experience there. Attend staff meetings, interview staff members and clients of the organization. It may be useful to visit the public library (e.g., the one at 201 W. Mifflin St., off the Capitol Square) and search for articles about your organization in *The Capital Times*, *The Madison Times*, *Isthmus* etc. Or try your luck on-line.

The ES will be 7-10 pages long, double-spaced, 12-point type, using reasonable margins and any standard form of citation. For whatever style, use both in-text parenthetical references and a reference list. For a guide on citing sources, see the Writing Center web page "FAQs about Documenting Sources" (www.wisc.edu/writing/FAQ/documentation.html). Turn your paper into the course drop box. Please use Word.

Final Paper Assignment: Citizenship Autobiography (20%), DUE M, 5/14

For the final paper, you will write a "citizenship autobiography." The question you will address is, "what does it mean to me to be a good citizen in 21st Century America?" You are to revisit your first journal entry in which you described what it means to be a good citizen (see this assignment under the first day of class in the calendar below), and then in detail explain how your understanding of citizenship has changed (or not) across the course of the semester in response to your service activity, the assigned readings, lectures, our class discussions, and your journal work. Use these as mechanisms/tools to develop your understanding citizenship. I want you to aim for a clear conception of citizenship—do not just state that conceptions of citizenship vary widely and that the proper definition depends on the individual. This paper is your chance to clarify what good citizenship means TO YOU. To formulate your argument, think about these questions: How has this class changed you, if at all? How do you view your role as citizen? What does service learning mean for your understanding of democratic citizenship? How have the

experiences of this semester helped you to understand what citizenship means today? This paper should also be 7-10 pages in length, double spaced, 12 point type, using reasonable margins and any standard form of citation. For whatever style, use both in-text parenthetical references and a reference list. For a guide on citing sources, see the Writing Center web page "FAQs about Documenting Sources" (www.wisc.edu/writing/FAQ/documentation.html). Turn your paper into the course drop box. Please use Word.

Requirements for Written Assignments:

Written assignments are to be typed, carefully proofread and turned into your drop box. Always keep a copy of any item turned in for evaluation. I evaluate them according to the three C's:

- a. **Content** or informative value - How well do you cover the basic concepts? Do you clearly at least restate basic information gathered from the readings and lectures? Do you show that you have read, understood and marshaled relevant course material to make your point? (50%)
- b. **Creativity** or originality of approach/ideas - What evidence is there to indicate that you have given the ideas critical thought? How does your thinking go beyond what you heard or read in class? Do you tie those ideas together in a unique way, for example, with new information (from another class perhaps) or with a new way of thinking about the subject? (25%)
- c. **Composition**, grammar, syntax - How well do you organize and articulate all the above; do you explain/analyze/assess rather than merely describe or list your ideas? Do you show how they are interrelated? Do your thoughts hang together and make sense? (25%)

In all of your written work, be sure not to plagiarize. Plagiarism is not just turning in another person's paper, copying a paper from the Internet, or buying it from a term paper clearinghouse. People also plagiarize when they cut and paste a phrase, a sentence, a paragraph, or other portion from another source without putting that portion in quotation marks and citing it. Anytime a person uses someone else's work—even if it is just a phrase—without attributing that work to the original source, that is plagiarism. If you are not sure what constitutes plagiarism, please see the UW Academic Misconduct Guide:

(<http://students.wisc.edu/saja/misconduct/misconduct.html>), consult the UW Writing Center (http://writing.wisc.edu/handbook/QPA_plagiarism.html) and/or ask me for help. Plagiarism is a serious academic offence, punishable by suspension or expulsion from the University.

Grading:

- Your performance on each part of the course will contribute to your final grade as follows:
- Class participation, including field service and assignments: 30%
- Journal writing: 25%
- First Paper: 25%
- Second Paper: 20%
- TOTAL 100%

- **There Will Be No Mid-Term Or Final For This Course.**

Course Policies:

Student Responsibility: Students are responsible for knowing the course policies stated below and for any that are presented during class sessions. Students are responsible for knowing any course-related information the instructor/guest lecturers provide in class.

Attendance: Whether starting late, getting sick, having to work, etc., you get three (3) unexcused absences from class. On the fourth absence your grade drops by one letter. It's just like a job--after you use up your sick time, it comes out of your check. Also, I reserve the right to mark you absent if you are chronically late or leave early, and if you are chronically negligent in doing class readings. I will send a sign-up sheet around each class period to check attendance.

Late Assignments: Assignments are due at the start time of the class on the due date. Any assignment submitted after that will be considered a late submission. Late submissions will be accepted only under extenuating circumstances and should have prior approval. No student will be allowed more than one late submission. Any late submission will automatically be graded one grade lower than it would have had it been turned in on time.

Extra Credit: No extra credit opportunities are available for this class.

Questions on Grading: Any questions about grading of assignments must be raised with the instructor no later than two weeks after the assignment is returned--no exceptions. Re-grading requests will not be accepted after two weeks. Students should review assignment specifications and any comments before requesting re-grading. Any re-grading may result in a lower grade, no change, or a higher grade.

Classroom Behavior: Students engaging in behavior disruptive or distracting to other students or the instructor will be asked to leave.

Special Accommodations: I wish to fully include persons with special challenges in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments for this course to enable you to fully participate. Every effort will be made to maintain the confidentiality of the information you share with me. You may also contact the McBurney Disability Resource Center, 1305 Linden Drive, (608)263-2741, if you have any questions about campus policies and services.

Date	Topic	Readings and Assignments
M 1/23	Introductions Course overview Syllabus review Service learning site selection process	*Journal assignment: For your first journal entry, answer the following: What does it mean to be a good citizen?
W 1/25	Service Learning Orientation	-Review Morgridge Center website: www.morgridge.wisc.edu Focus on service learning section and the Volunteeryourtime.org database
R 1/26		*Public Service Fair 11am-2pm Great Hall, Memorial Union
M 1/30	Service Learning Orientation continued/Intro to Madison	-Review United Way of Dane County website: www.unitedwaydaneconomy.org What We Do: Agenda for Change Resources: Mobilization Plans and Reports -Review Community Shares of Wisconsin website: www.communityshares.com About Us Member Nonprofits What's New
W 2/1	Madison/DC Community Issues 1	-Continue review of the UWDL and CSW websites *Submit your preferred service learning site placement to me by Thursday, 2/2 at noon
M 2/6	Madison/DC Community Issues 2	-Read Community Action Coalition: "Community Needs Assessment, 2010": www.cacscw.org Page down to 2010 Needs Assessment Fuel Report "Dane County Task Force on Poverty Report 2009": www.countyofdane.com Click on Final Report
T 2/7		*Service learning site placements approved and finalized
W 2/8	Service I: What is service? Why do I serve? Whom do I serve? Motivations and Goals	-Read EDF: Coles, pp 208-15 Mother Teresa, pp 216-17 Barber, pp 240-42 Fuller, pp 218-24 -Read Youniss, "Service, Public Work & Respectful Citizens" on AACU website: www.aacu.org/liberaleducation/le-sp11/youniss.cfm
M 2/13	Madison/DC Community Issues 3	-Continue reading and reviewing materials from 1/30 and 2/6 *Signed Service Learning Agreement due
W 2/15	Community I: What is community? What makes communities work?	-Read EFD: Bellah, pp 107-24 Moffatt, pp 530-45 Kemonis, pp 125-34

M 2/20	Madison/DC Community Issues 4	-Continue reading and reviewing materials from 1/30 and 2/6
W 2/22	Democratic Citizenship I: What is democratic citizenship? What does it mean to be a good citizen? What are the connections among service, community, and democracy?	-Read EFD: Barber, pp 177-85 Boyte, pp 187- Addams, pp 587-92 -Read Boyte and Kari: "The Good Work" at http://cpn.org/parties/goodwork.htm "Meanings of Citizenship" at http://cpn.org/crm/contemporary/meaning.html
M 2/27	Madison/DC Community Issues 5	-Continue reading and reviewing materials from 1/30 and 2/6 *Journals are due for review and grading
W 2/29	Service II: What is good service? How is service organized? How is service organized at your site? Charity v. social justice?	-Read EFD: Addams, pp 443-54 King, pp 593-600 Chi, pp 246-48 McKnight, pp 461-66 Neusar, pp 225-28
M 3/5	Madison/DC Community Issues 6	-Continue reading and reviewing materials from 1/30 and 2/6
W 3/7	Community II: Who belongs and who doesn't? What approaches to community promote inclusion? What approaches promote exclusion?	-Read EFD: Lorde, pp 271-78 Steele, pp 283-90 Nooks, pp 311-16 Reich, pp 317-24
M 3/12	Class presentations	*Paper I: Executive Summary due Monday, 3/12
W 3/14	Class presentations	
M 3/19	Democratic Citizenship II: How do we learn to be democratic citizens? What	-Read EFD: deToqueville, pp 557-63 Putnam, pp 565-74 -Read Barber, <u>A Place for Us</u> . "Introduction and Three Kinds of Civil Society" p 3-37

	<p>kinds of participation and responsibilities are required?</p> <p>What is “civil society”? : What are the different kinds of Civil Societies as described by Barber? How do they differ?</p> <p>What are their strengths and weaknesses?</p>	
W 3/21	The Civic Mission of Higher Education	<p>-Read EFD: Barber, pp 498-503</p> <p>“A Crucible Monument: College Learning and Democracy’s Future,” a report from the National Task Force on Civic Learning and Democratic Engagement http://www.aacu.org/civic_learning/crucible/documents/Crucible_FINAL_web.pdf</p>
M 3/26	Student Civic Engagement	<p>-Read “The New Student Politics: The Wingspread Statement on Student Civic Engagement” http://cpn.org/topics/youth/highered/pdfs/New_Student_Politics.pdf</p>
W 3/28	The Wisconsin Idea	<p>-Read “The Wisconsin Idea: The Continuing Role of the University in the State and Beyond,” Witte. <u>New Directions for Higher Education</u>, no. 112, Wtr 2000.</p> <p>-Read “The Wisconsin Idea and Antipoverty Innovation,” Smeeding and Marks. <u>Pathways</u>, Summer 2011.</p> <p>-Review the Wisconsin Idea website: www.wisconsinidea.wisc.edu Skim the site and read “Wisconsin Idea History” background and timeline</p> <p>*Journals due for review and grading</p>
SPRING	BREAK	3/31-4/8
M 4/9	Service III: Should I serve? What does service require of me? Can servitude be bad?	<p>-Read EFD: Rand, pp 417-22 Addams, pp 443-52 Illich, pp 455-60 McKnight, pp 461-66</p>
W 4/11	Ordinary Citizens 1: Involvement and Activism	-Read Loeb, <u>Soul of a Citizen</u> . Introduction – Chapter 3, pp 1-81

M 4/16	Community III: Is community necessarily a good thing? What is the cost of community?	-Read EFD: deToqueville, pp 339-45 Jackson, pp 383-89 Le Guinn, pp 427-32 Walkinson, pp 433-42
W 4/18	Ordinary Citizens 2: Involvement and Activism	-Read Loeb, <u>Soul of a Citizen</u> . Chapters 4-6, pp 82-160
M 4/23	Democratic Citizenship III: Can service build democratic communities? What is the enemy of civil society? How can we energize democracy?	-Read Barber, <u>A Place for Us</u> : "Strong Democratic Civil Society," pp 38-68 "Making Civil Society Real: Practical Strategies," pp 69-113
W 4/25	Ordinary Citizens 3: Involvement and Activism	-Read Loeb, <u>Soul of a Citizen</u> . Chapters 7-9, pp 161-256
M 4/30	Teach for America / Peace Corps panel	*Journals due for review and grading
W 5/2	Ordinary Citizens 4: Involvement and Activism	-Read Loeb, <u>Soul of a Citizen</u> . Chapters 10-12, pp 257-353
M 5/7	NO CLASS	*Work on your final paper
W 5/9	Wrap up: Concluding reflections and feedback on the class	
M 5/14	EXAM WEEK	*Paper II: Citizenship Autobiography due by 10 am on Monday, 5/14



Morgridge Center for Public Service

UNIVERSITY OF WISCONSIN-MADISON

Bridging Campus and Community Through Service and Learning

TO: Jennifer McFarland
FROM: Nancy E. Mathews
DATE: February 4, 2013
RE: 2011-2012 Development Report
CC: Julie Underwood, Paul DeLuca

Summary: The Morgridge Center's development program underwent significant re-organization and expansion during the past year. Gifts and grants increased from \$120,728 in 2010-11 to \$594,748 in 2011-12, a growth factor of five. The program's growth was attributed to an intensive marketing campaign starting in Spring 2012, which succeeded in increasing gifts through a combination of new donors, institutional contributions, grants and corporate sponsors.

Staffing: The development program was restructured and re-staffed during the past year; two permanent grant writer positions were eliminated, while two senior executive consultants (one in development and the other in marketing) were retained for a limited period of time. The senior marketing consultant was then retained for another year following a competitive bidding and selection process. In April 2012, a 50 percent financial specialist was hired to oversee all financial operations for the center, including the alumni donor data base and Morgridge Match Grant records. In August 2012, a 50 percent marketing specialist position was established and filled in December. Funding for this position was recovered from the former grant writer position. A new development team was created, consisting of the senior marketing consultant (Ellen Foley), community liaison (Mary Rouse) and the Center director. The new communications specialist joined this team in January 2013.

Development Accomplishments: A focused marketing campaign began in February 2012 to raise the funds necessary to support the Volunteer Transportation Program (VTP) in 2012-13. A total of \$155,754 was raised through a combination of efforts, meeting the projected need for the upcoming academic year, 2012-2013. A new marketing plan was created and incorporated a variety of innovative practices (development of a full case statement, marketing brochures and folders, community breakfasts, corporate sponsorships, successful grants, social media content marketing and weekly community donor visits or community meetings by the director). Gifts and grants came from a diversity of sources, including: United Way of Dane County, Findorff & Son, First Business Bank, Union Cab, Office of the Provost, Office of the Vice Chancellor for Administration, Kemper Knapp, Evjue Foundation, Three Gaits Therapeutic Horsemanship Center and individual gifts. The Center realizes the potential for small donors, and in December 2012, added an effort to solicit alumni and supporters through a letter campaign. Nineteen new donors contributed more than \$3,000, indicating that the Center needs to continue and expand these efforts. Personal visits with potential donors were the most successful means of garnering support. A student-produced video will be used as an educational tool and thank you to donors in the spring semester on a new Morgridge Center YouTube channel. The Center will consider, with its new board of advisors,

renewed efforts to build potential donor relationships with expanded lists of Center alumni and friends.

Other significant accomplishments include acquisition of funding for remodeling and renovation, new support from American Family Insurance celebrating the Year of Innovation, and full support for a new volunteer coordinator's position for the WE badger Volunteer Program. Funding for the renovation (more than \$400,000) was solicited and approved from three campus entities: Offices of the Provost, Vice Chancellor for Administration, and Facilities Management and Planning. Funding for the Year of Innovation Wisconsin Idea Fellowship program (\$10,000) was successfully solicited from American Family Insurance. Funding for the WE Badger Volunteer Program was successfully solicited from the Office of Facilities Management and Planning (\$54,000).

Donor and Alumni Data base: The donor data base was refined during the past six months, and the Center director put into place a well-defined process to add new contacts through the University of Wisconsin Foundation. Responsibility for maintaining the Center's donor data base was shifted to the financial specialist. The data base now contains more than 3,000 names a 50 percent increase since 2010.

Morgridge Match Program: In its third of five years, the Morgridge Match Grant program generated \$588,119 for our endowment this year, for a total of \$1,866,912 since 2010. Matching funds generated by faculty this year totaled \$319,983, while the combined total of funds directly generated by the Morgridge Center staff and the faculty partners was \$877,102. The total amount of the Morgridge Match gift to date is \$3,256,736, with \$1,389,824 (43 percent) going directly to faculty to support engaged scholarship.

A slightly lower amount was granted to campus partners this year due to the increased funding generated directly by the Center. While this sounds counterintuitive, the amount re-gifted to campus partners reflects the growing success of the Center in generating its own funds. Overall, a slightly lower request was made to the Morgridges this year to offset prior requests in excess of \$1 million during the first and second years, thereby ensuring that a full \$1 million will be available in each of the final two years of the program. Per a verbal agreement with Tashia Morgridge, we will continue to allocate approximately 30 percent of the matching funds to campus faculty for the remaining two years.

Seven UW-Madison Schools and Colleges received 11 awards, totaling \$264,907, distributed as follows: College of Agriculture and Life Sciences (CALS)(2); School of Human Ecology, (SoHE)(2); School of Medicine and Public Health (SMPH)(2); Law School (2); Graduate School (1); Nelson Institute (NI)(1); Pharmacy* (*joint with Law and SMPH)(1). To date, awards have been distributed to 12 of the 13 schools and colleges as follows: \$288,382 CALS; \$266,672 NI; \$182,959 L&S; \$161,096 SoHE; \$156,464 Graduate School; \$124,009 Law School; \$104,579 SMPH; \$74,682 Business School; \$49,548 Pharmacy*; \$24,009 SoE; and \$5,985 Engineering. No applications have been received from the School of Nursing.

Of the 39 grants awarded to date, 49 percent supported work conducted in Dane County, 36 percent outside of Dane County and within Wisconsin, 13 percent international, and 3 percent outside of Wisconsin but within the United States. Sixty percent of the principal investigators were women. Disciplinary focus of the projects included: 46 percent Interdisciplinary; 23 percent Social Sciences; 18 percent Biological Sciences; 10 percent Arts

and Humanities; and 3 percent Physical Sciences. Matching funding came from a variety of sources, including: 20 percent Ira and Ineva Baldwin Grants; 15 percent from discretionary funds within schools and colleges; 8 percent Institute for Clinical and Translational Research (ICTR;) and 8 percent Evjue Foundation and Kemper Knapp.

Proposals Generated: A total of 17 proposals were submitted by Center staff throughout the year to the following granting organizations: Baldwin Foundation, Kemper Knapp, Evjue Foundation, Global Health Institute, the offices of the Provost and Vice Chancellor for Administration, Department of Health and Human Services (Medicare and Medicaid Program), UW System Growth Agenda, Office of Sustainability, Facilities Management and Planning, Goodman Foundation, Rotary Foundation, Women in Science and Engineering Leadership Institute, Disney Foundation, and United Way of Dane County. The success rate of the proposals was excellent, with 11 of 17 (65 percent) proposals funded.

Future Activities: In Academic Year 2012-13 the Center will continue to focus on its sponsorship program for VTP, grant writing (Baldwin, UW System, Evjue, Kemper Knapp, small foundations), and an annual campaign. A new focus on marketing will continue in order to increase visibility and awareness of the Center through social media, staff programs and director's outreach. Efforts will begin to identify funding to continue the Challenge Match Grant program to support engaged scholarship.

Draft Case Statement for the Morgridge Center for Public Service

March 16, 2012

Our opportunity

The Morgridge Center for Public Service is perfectly positioned as the essential conduit for student service learning and faculty community collaboration in light of the centennial year of the Wisconsin Idea in 2011-12. With more than 3,400 University of Wisconsin-Madison students annually giving service to nonprofits, such as tutoring to vulnerable public school students primarily in Madison, the volunteer service and learning through the Morgridge Center gives meaning to President Charles Van Hise's enduring 1915 treatise about how UW learning should extend beyond the classroom and enrich university stakeholders in their home communities.

In Dane County alone, Morgridge Center students touch the lives of more than 1,800 children and elderly or disabled adults who otherwise might not get services, such as tutoring or recreational activities. UW volunteers offer quality services to these needy people, often in one-to-one settings.

The Center provides great value in its lean operations and does not burden state taxpayers because of its entrepreneurial charter from the John and Tashia Morgridge family. About 17 % of the Center's budget is funded from general funds at the University of Wisconsin-Madison. The Center's endowment provides 70% of the budget. Grants and gifts provide the remainder. State funding is **exceptionally low** relative to all other service learning centers at other campuses. The taxpayers get a 1,000% return on their dollar by investing in the Center.

Celebrating its 15th anniversary, the Morgridge Center is at a crossroads. While it has grown rapidly and has added nationally recognized, innovative programs and global efforts, the economic downturn has curtailed the Center's funds. The stock market average losses of approximately 15 percent since 2008 have affected projections for the endowment and begun to limit the Center's capacity. New funding is needed not only to maintain, but also to increase activities to meet expanding student and community needs.

The generous endowment from the Morgridge family needs to be leveraged. The Center must reach out to its community partners for continuing financial support. It must convince leaders that their communities reap great value from the Center's administration of student service and learning in academic and volunteer settings.

The Center has a great story. It has generated more than \$4.5 million of value in the past three years in student volunteer hours and academic grants, primarily at UW and in Madison communities. The value of the volunteer hours contributed through the Center's volunteer program in just the year 2010-11 tops \$250,000, using an national wage average of \$21.36 per hour for this level of work. In addition, the Center distributed about \$480,000 in Morgridge Match Grants in academic year 2010-11 to professors and instructors for use in service learning. With

more than 150 Madison community partners receiving volunteer help, UW courses ensure that students both serve and learn, while gaining an appreciation for the civic responsibility that is part of the fabric of a democratic society. The Morgridge Center helps to prepare enthusiastic citizens and future leaders, who are now students at UW, and it engages the UW faculty and staff in daily community research and contributions, so fundamental to the Wisconsin Idea. At a time when powerful state leaders ask how UW-Madison provides value to everyday citizens, the Center's efforts have a robust answer to UW's hands-on contributions in the university's many communities.

Without the Center, this targeted engagement for students, staff and faculty would lose the high standards for student volunteer placements and stellar quality of volunteer experience that Center leaders have built in the past 15 years. Madison and the state now in the national spotlight because of new fiscal policies needs consistently high quality volunteer opportunities for UW students that will enhance UW's citizen-friendly image and avoid mismanagement of student energy. Supporting the Center is essential to advance the recognition of the authentic partnerships that exist among students, staff, faculty and the community.

The Center's top priorities in 2012-13 are the financial support of an estimated 1,200 Badger Volunteers™ and the Volunteer Transportation Program (VTP). UW tutors with the Schools of Hope program for disadvantaged Madison school students also use this transportation program. Next year VTP will provide transportation for an expected 4,000 trips that more than half of the Badger Volunteers™ and service-learning students take to reach agencies and placements, such as tutoring sites that are not accessible through the bus lines or that require a bus trip of more than 80 minutes. The Center needs a minimum of \$120,000 more in new donations per year to support those activities.

These funds are crucial to the retention of volunteers. A recent survey indicates that almost 80 percent of volunteers said they could not participate if the transportation service did not exist. More than 90 percent of volunteers indicated that a roundtrip 80-minute bus ride to and from a service site would make participation unwieldy for busy students, many of whom work to pay tuition and carry heavy course loads.

Other Morgridge Center programs need fundraising support because grants are expiring and the number of volunteers is increasing. The Morgridge Center staff is on track to raise \$200,000 more in grants and donations in the second half of 2011-12 for a total of \$400,000 this year. Next year's goal is \$500,000 in grants and new donations for 2012-13. In 2013-14, the Center will target \$1 million in grants and donations annually for its expanding programs.

History and Background

As a land-grant institution, the UW has a long history of public service. Indeed, the Wisconsin Idea—formally articulated by UW President Van Hise in the early 1900s—has served as a touchstone for the university as it has fulfilled its teaching, research, and service missions. To extend the university's knowledge and expertise to communities everywhere is an idea that has

always been embedded in the minds of many of its faculty, students, staff and university leaders. Public service for the greater good of society has been a longstanding goal.

The university has taken many specific steps over the years to fulfill this goal, especially beginning in the 1960s when the Wisconsin Union added student volunteer activities to its portfolio. By 1972, the Volunteer Services Office (VSO) was established at Union South. Student activism and leadership called for more organized and intentional programming. For example, the Greater University Tutoring Service, a registered student organization, was established in University Housing in the 1960s and in 1972 moved to Union South where it soon became the largest peer-tutoring program in the country. A recruiting office for the Peace Corps was established in the early 1960s and continues today with large numbers of new graduates signing up for international service. UW ranks as the No. 2 all-time producer of Peace Corps volunteers since 1961.

The initiative in 1994 to create the Morgridge Center for Public Service further strengthened this rich history and better integrated student and academic affairs. Then-Chancellor David Ward appointed a committee co-chaired by Gary Sandefur, then-professor of sociology and Mary Rouse, then-dean of students, to expand the scope of the VSO into a University Center for Community Service. The report recommended a mission, vision, functions and activities, a statement about the importance of faculty/student collaborations, and a proposed budget. The proposal was presented to UW-Madison alumni, John and Tashia Morgridge, in May 1994. They strongly supported it and gave a generous endowment. In their honor, the name was changed to the Morgridge Center for Public Service in 1996, although the program with a very small staff remained in Union South until the fall of 1998. When the historic preservation and adaptive use of the Armory and Gymnasium (Red Gym) was completed, the Center moved to the first floor, a highly visible and centrally located space. In 2011-12, the Red Gym was transformed again as the gateway for the campus. The Morgridge Center's location signals the importance of public service within the university's mission.

The Morgridges underscored the importance of the Center by contributing generously to the renovation of the Red Gym and stipulated that the Center office always be located there.

The Morgridge Center's first acting director was Susan Dibbell, who led the staff from 1996 to 1999. In 1999, Ward offered Rouse the opportunity to assume the leadership and further development of the Morgridge Center. Rouse had participated in the founding conversations for the Center, and during her leadership she emphasized that the Center should be linked to both academic and student affairs. Academic learning beyond the formal classroom with faculty supervision carries academic credit through the teaching methods of faculty supervised service-learning and community-based research. Student volunteer initiatives do not carry academic credit. Each has distinct characteristics; both contribute to the mission of the university and make important contributions to the quality of life for people in their communities. Most students report their experiences leave lasting impressions upon them while some indicate that these experiences have transformed their lives.

After lengthy discussions about how the Morgridge Center could be administratively positioned to serve out-of-class learning and teaching, the chancellor decided to link it to the Wisconsin Union and to the provost's office in 1999. The connection to the Wisconsin Union ensured broad student participation in a myriad of volunteer activities through the Wisconsin Union Directorate's student-led committees, namely the Community Service and the Alternative Breaks Committees. The connection to the provost's office encourages the use of academic service-learning and community-based research as progressive teaching and learning methods by faculty and instructional staff. Students began volunteering in record numbers during this time.

Rouse served as director of the Morgridge Center/assistant vice chancellor of Academic Affairs until July 2005. Upon her retirement, the leadership structure of the center was revised, moving away from a full-time academic staff director position to a half-time faculty director position. This internal reorganization was undertaken after much staff deliberation and discussions with peer institutions possessing faculty-led civic engagement centers, such as Haas Center at Stanford University, and with the provost's office, the Wisconsin Union and its campus and community partners and friends.

Given that the UW-Madison has a long history of shared governance and a culture that holds academic freedom in the highest esteem, and because one of the Center's primary goals focused on increasing the number of academic service-learning and community-based research opportunities on campus, it seemed appropriate to institute a faculty director model at this point in its evolution. In August 2005, Michael Thornton, professor of Afro-American studies, Asian American studies and sociology, was selected as the Morgridge Center's first half-time faculty director, serving a three-to-five year term.

The Center's enhanced curricular focus prompted a re-evaluation of the Center's administrative home within Student Affairs at the Wisconsin Union. The Center had one interim transition, 2009-2011, in which administrative services were provided by the School of Human Ecology and oversight was provided by the provost's office. In 2011, the Center moved to the School of Education where both the administrative services and oversight are now provided by the dean of the School of Education.

Between 2009 and 2010, the Morgridge Center added staff members to strengthen the Center's curricular focus on campus and to expand its development efforts. The Center also competed successfully in two successive terms (2007-2010 and 2010-2013) for an AmeriCorps VISTA position. In 2010, Thornton's five-year term as the Morgridge Center's director came to a close, and the Morgridge Center welcomed Nancy Mathews, a professor at the Gaylord Nelson Institute of Environmental Studies, as the new faculty director. In recognition of the growing campus-level responsibilities, her position was increased to 75 percent.

The legacy of leadership and hard work yields today a record number of students who connect through the Morgridge Center as part of their service experience, including annually more than 3,400 volunteers and service-learning students. Intensive strategic planning in 2010-11 led by

Mathews helped the Center embrace its successful growth. It resulted in a strategic plan with a vision extending to 2016.

The Center's mission, value and impact

The mission of Morgridge Center for Public Service is to connect campus with community through service, service learning and community-based research to build a thriving democratic society. One of its seven strategies during the next five years is to attract additional resources through short- and long-term development initiatives.

The Center has seen a record number of students involved in volunteer and classroom-linked service learning since its beginning in 1996. In the past five years, the number of students has grown from about 100 per year XXXX to almost 3,500, who are involved in activities, such as one-day service events, semester-long tutoring tours in Madison schools, or receiving academic credit through service-learning classes with faculty in such projects as providing access to clean water in Kenya or developing community health programs in Madison.

Private funds provide necessary transportation for volunteers, administrative salaries and student-intern stipends. These funds also support new course development, undergraduate student-learning fellows, and graduate community-based research fellows, who assist faculty. This burden would otherwise fall on the UW general budget or on student organizations. Students who are employed rely less on financial aid.

The Center in 2011 funded a record 14 grants worth \$440,116 to UW instructors and researchers in the areas of education, environment and health. These grants are targeted for projects that expand service-learning opportunities or community-based research with a service-learning component. For example, a recent consumer science class conducted market research to determine how to attract more UW students to patronize south Madison's struggling Park Street businesses and restaurants. UW volunteers also taught cooking classes to teens at the Madison Boys and Girls Club in an effort to increase the amount of fresh, locally available foods in their diets.

In 2010-11, the value of the work of more than 700 Badger Volunteers™, who volunteer exclusively in Madison nonprofits and 44 different locations, was 11,072 hours, or \$220,440. In the Madison Metropolitan School District alone, UW students contributed more than 3,500 hours of tutoring help and after-school program support in fall semester of 2011, a \$74,760 gift to the community. Without these UW students, the Madison school district would need to replace the work or service levels would decrease.

The Center has been cost conscious, restricting the use of transportation program in winter 2010-11 to registered service-learning students and Badger Volunteers™. Other organizations have indicated interest in working with the Center to expand opportunities in Madison, but capacity for Badger Volunteers™ as of spring 2012 is limited and for the first time in the Center's history, students are being turned away.

In addition to Badger Volunteers™, UW students who tutor independently through the Schools of Hope can use the Center's transportation program. More than 300 UW students, who provide tutoring to the Schools of Hope program and other Madison Public School efforts, used the Center's transportation services to get to hard-to-reach locations in fall 2011 semester. This service represents a value of \$32,140 in cost for transportation per semester or \$66,000 per year.

An estimated 1,560 Madison public school students are tutored by Badger Volunteers™, UW Schools of Hope volunteers and service-learning students, who rely on the transportation and coordination services that will cost an estimated \$60,000 per year starting in 2013. In other words, if the transportation and coordination programs cannot find funding of approximately \$120,000 per year, more than 1,500 Madison students will likely go without help from UW students who connect through Badger Volunteers™ or Schools of Hope.

Assigning a value to the work of the approximately 1800 UW student workers in service-learning and community-based research is less easily monetized. Center officials estimate that local and global communities received an estimated \$435,000 to \$550,000 of expertise and improvements from UW students and faculty in these projects, based on the Corporation for National and Community Service, 2010. Undergraduate Community-Based Learning Fellows assist instructors with solidifying partnerships and guiding student reflections. Approximately 60 courses a year are supported by our center that connect students' classroom learning with community engagement. The center has opened the boundaries of nine countries for UW students on globally-engaged learning projects, attesting to the global mission of the Wisconsin Idea.

The CUE program (see below) is advancing a Baldwin grant to the full proposal phase in partnership with several academic units. Partners and endorsers include the Mayor, the new MMSD superintendent, and the Director of the Boy's and Girls Club. The initiative will meet an urgent need for academic expertise in afterschool tutoring programs at the city's neighbourhood centers, to help the schools eliminate the "achievement gap". Currently the quality of tutor training is inconsistent. PhD students in the Curriculum & Instruction program of our nationally-renowned School of Education, under Gloria Ladson-Billings' expert guidance, will train community center staff in techniques that reach challenged students struggling in the schools.

The Center counts more than 1,733 Badger Volunteers™ Alumni, now living outside of campus, but carrying with them the experience of civic engagement. These alumni will only increase each year. Center officials estimate by 2020, the Morgridge Center will have 4,000 Badger Volunteers™ Alumni all over the world, and this doesn't yet count volunteers in shorter projects that connect UW students to the Morgridge Center. The training and insight these graduates take with them is priceless in an increasingly more complicated world and with our nation evolving its perspective on democracy.

The Center has made sustainability a focus and plans to be a mostly paperless organization by 2013.

For example, in 2011-12, Badger Volunteers™ created Green Teams, which ride bikes or walk to and from their volunteer sites, and they identified Green sites, which use sustainable practices.

In 15 years, the Center has become nationally recognized. It is the only university that offers the innovative transportation program to expand the service area of volunteers. UW-Madison was honored recently as the host site for The Research University Civic Engagement Network national meeting in February 2012. Representatives from 36 large, research-intensive universities gathered to discuss their efforts to encourage engaged scholarship on their campuses.

Our Vision and New Approaches

The Morgridge Center's vision is to lead the university in preparing students for lifelong civic engagement by building capacity, in partnership with the community, to solve complex problems locally and globally.

- It took another step in 2011 with a joint initiative called Wisconsin Without Borders. The Morgridge Center, the UW-Madison Global Health Institute and the Division of International Studies are working together to put new community projects in a global perspective, whether they take place in Madison or another country. In spring 2013, they hosted the first annual Recognition Awards for Global Engaged Scholarship. Leveraging seed funding from GHI with a match from the Division of International Studies,
- Center leaders also forged a partnership with the Wisconsin Alumni Research Foundation (WARF) to create a volunteer program at the recently opened Wisconsin Institutes for Discovery (WID). The partners will fund a graduate project assistant to build the program that will also address K-12 student needs.
- Beth Tryon, assistant director at the Morgridge Center, offers a one-credit, graduate-student-level course on the best practices of academic service learning, piloted in fall 2011 repeated in Fall 2012, and planned again in 2013. This effort was part of the Delta Program, an arm of the Center for the Integration of Research, Teaching, and Learning, which is funded by the National Science Foundation. The Center has started a campus conversation about "engaged scholarship" at public universities, using partners to sponsor speakers from other universities. Tryon is on the National Planning Committee for the Engaged Scholarship Consortium, and a presenter at each of the last 4 annual, highly visible national conferences. She recently co-founded the Midwest Knowledge Mobilization Network with institutional partners at Loyola U-Chicago, Notre Dame, De Paul, IUPUI, and SIU.
- Randy Wallar, the Center's associate director, volunteered to teach a course in Spring 2012, titled Community Issues and Service Learning, through the School of Human Ecology's Inter-Disciplinary Department. The designated service-learning course introduces students to pressing poverty-related issues (homelessness, hunger, housing, access to health care, the educational achievement gap, etc) in Madison/Dane County as well as the concept of

citizenship in 21st century America. Students are required to serve a minimum of 25 hours during the semester at an approved nonprofit or school that focuses on a poverty-related issue. The Center will offer its annual awards as incentives to undergraduate and graduate student participation and recognize community partners, teaching and research prowess. In addition, the Center's director has taken a leadership role advancing the understanding of engaged scholarship on campus.

- The provost's office continues to fund the innovative Wisconsin Idea Fellowship, through which UW undergraduates undertake yearlong projects with a faculty or academic staff mentor in conjunction with a community organization. The 13-year-old fellowship program sets the standard for burgeoning social entrepreneurship. This year a new "Year of Innovation" competition was added with a \$10,000 contribution from American Family Insurance, as an incentive for undergrads to add a component to their project to help sustain the work after the student graduates.
- In spring of 2011, the Community-University Exchange program was piloted to provide a "front door" to the University, strengthening connections between community needs and University resources. CUE has met the needs of economically challenged areas in Madison for three years by contributing more than \$250,000 a year in unpaid service focused on community-identified issues. CUE is a credit-based program that helps community organizations frame issues and priorities as academic research questions so that faculty/staff can plug into projects to derive academic benefit. CUE places students on the ground to help coordinate the projects, taking on the burden of maintaining long-term relationships. This expertise in streamlined coordination avoids research burnout and duplication and allows increased continuity of mutual trust relationships that create sustained community impact. CUE envisions strengthening existing ties and expanding to new partners and disciplines. Currently, the UW has nearly 2000 students a year working with the community through service learning courses. However, there is no mechanism to ensure continuity and quality. In the wake of the recession, this efficient and innovative structure is integral to UW-Madison maximizing resources to maintain its level of community commitment. Working with a network of staff, faculty and students to build and sustain relationships with myriad community partners, we can increase that amount to \$1 million worth of time with an investment of only \$150K/yr.

Tight financial resources and the increasing popularity of Center programs for UW students will require the Center to focus on a funding campaign for two priority programs in the next six months: **Badger Volunteers™** and the **Volunteer Transportation Program**.

1. **Badger Volunteers™**

The Badger Volunteers™ program increased student participation from about 156 students in 2008-09 to 900 students in 2011-12. Center leaders say it has reached capacity, but estimates indicate that with new funding the number of Badger Volunteers™ would double and require more funds for expanded transportation. In addition, the AmeriCorps VISTA in-kind position sunsets in 2012, and funding of an additional \$60,000 for the salary of a

Badger Volunteer coordinator and supplies needs to be sought from donors and grants, or possibly sharing costs with service sites.

2. Volunteer Transportation Program

The transportation program is not the direct beneficiary of the Morgridge Match funding and relies on operational dollars. This reduces the capacity of the endowment to support core operations. New donors are urgently needed to support a \$60,000 commitment by the Center to retain transportation services starting July 2012, three months from now.

The bulk of the transportation program, which will cost a minimum of \$120,000 in 2011-12, pays for transportation for volunteers who cannot walk or use the bus to reach a volunteer site. Given that the students will provide an estimated \$250,000 worth of tutoring and program support at more than 40-area nonprofits, the Center will ensure the future of these priority programs through a fund-raising effort to raise new donations every year for the next 10 years.

Adding together the cost of a coordinator (\$60,000 for salary, vacation pay, health insurance and other benefits) and the current cost of the transportation service (at least \$66,000 per year), a minimum of \$126,000 needs to be raised very soon to keep Badger Volunteers™ at its current service level.

An additional goal of \$350,000 in grants and new donor gifts will be needed to maintain other programming that will either lose funding or need increased resources due to growing demand, bringing the total amount the Center staff needs to raise from individual donations and grants from outside the university in 2012-13 to \$500,000.

As stated previously, that target fundraising amount will grow to \$1 million in 2013-14 due to the changing funding streams for the Center, including the end to the Morgridge Match program in 2014.

In summary, it is imperative that the Center meet annual fundraising goals to maximize the Morgridge Match program, intended to build the Center's endowment. In addition, as programs grow and demand increases, the Center must increase its fundraising activities to support those new levels of service.

Resolve

The University of Wisconsin-Madison and the Morgridge Center for Public Service share a vision for the future of our democracy through scholarship and training for our next generation of leaders. The stellar achievements of the Morgridge Center in the past 15 years are reflected in its growing rate of student participation and alumni base. UW students working as Badger Volunteers™ combined with those who volunteer at Schools of Hope now are expected to serve more than 150

community partners in Madison/Dane County and visit at least nine other countries with the Center's support. More than 70 professors and instructors offer service-learning courses. The Morgridge Match program since 2009 has exceeded \$1.2 million in grants to the university for dozens of faculty and instructional staff who embrace engaged scholarship.

Any loss of the Center's capacity because of financial constraints would be hard felt particularly in our campus community and our local nonprofit community. Other sites, including international projects, could be in jeopardy. The Center's dedication to the Wisconsin Idea, the concept that the boundaries of the campus extend globally, could be compromised.

Most crucial is the continued support for the transportation program that allows students to reach outlying but needy locations. As previously stated, approximately 1,800 disadvantaged students and adults in Madison alone could lose their tutors or aides if transportation funds are eliminated. More than 241 UW tutors could no longer be able to take volunteer assignments without the transportation program.

The Morgridge Center must continue its momentum and grow. Its unique contributions that help build civic engagement through service learning distinguish a UW-Madison education, and it will contribute to a vibrant civil society. Service learning and student volunteer activities build leadership ability and capacity, Center research indicates. These high-impact practices contribute to higher retention of underserved UW students, according to research. The volunteer activities support better academic performance.

Invest in Madison. Invest in the university's many communities. Invest in our future leaders through the Morgridge Center for Public Service. With your help, the Center will not only build good will for the university, but usher in a new day in higher education in which universities not only groom top scholars, but also graduate civically engaged citizens ready to take the reins of one of the greatest nations in the world.

Testimonial Prospects

Alumni: Mary Rouse can do this with Randy

Current Students: Megan, Beth, Kala

Service sites: Beth, Kala, Megan

Grad students: Beth

Professor mentors: Beth

Madison School Spokespeople: Megan, Kala

Administrators: Nancy

Community Leaders: Nancy/Beth/Mary