

Morgridge Center for Public Service

2013-14 ANNUAL REPORT



Letter from Morgridge Center staff

Dear Campus and Community Partners,

The Morgridge Center for Public Service had an incredible year of growth, transformation and engagement in 2013-14. New staff members and renewed programs have set the Morgridge Center on a strong track for further growth in the coming years. The year also marked new relationships throughout the community, strengthening our commitment to collaboration and connection with Madison and communities around the world.

Highlights include:

Four new professional staff members joined the Morgridge Center in 2013-14. A new part-time Director's Assistant was hired in September. The Badger Volunteers Coordinator role transitioned from an AmeriCorps appointment into a permanent position in July, while a Badger Volunteers Assistant Coordinator was hired in May. In April, a permanent Communications Specialist position was created.

The Badger Volunteers and WE Badger Volunteers programs were merged in fall 2013, under the single "Badger Volunteers™" banner. Three focus areas were created within the program: Education, Sustainability and Public Health. In fall 2013, Badger Volunteers included 500 students, with the program growing to an additional 650 participants in spring 2014.

The Volunteer Transportation Program was re-branded as Transportation Options, providing additional multi-modal options and encouraging students to make their own informed transportation decisions. In addition to our free cab ride program, students can now also take advantage of free bike-sharing and car-sharing services.

The inaugural International Student Services (ISS) Day of Service was held, with 24 students participating. The program was launched with the goal of bringing together international and domestic students through service.

The Morgridge Match Grant program came to a successful close. In spring 2014, eight grants were awarded totaling more than \$192,000. Between 2010-14, the grant program provided \$1.8 million to 54 community-based learning and engaged scholarship programs on campus.

A five-year Community-Based Learning (CBL) Action Plan was developed, laying the framework and setting goals for the expansion of CBL across campus. We have set a goal of attaining 20% student participation in CBL by 2020.

The CUE Baldwin Grant Program completed its first year, supporting literacy, tutoring and neighborhood programming initiatives. CUE South Madison, a collaboration with the Chancellor's Office, was also launched to support one of the city's most at-risk areas.

We look forward to staying in touch to share news of the dedicated efforts of the campus and community as we strive to prepare students for lifelong civic engagement and work with our community partners to address important issues locally and globally.

Sincerely,
Morgridge Center Staff

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Outgoing Director
Nancy E. Mathews

Incoming Director
Katherine J. Cramer

Campus Administrative Affiliation
School of Education

Location
Red Gym, Room 154
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Morgridge Center Staff

New Director

The Morgridge Center for Public Service named an interim faculty director in April 2014, with Department of Political Science Professor Kathy Cramer assuming the role in June 2014. Outgoing director Nancy Mathew, who served as Director for four years, has accepted the position of Dean at the University of Vermont's Rubenstein School of Environmental and Natural Resources.

Staff Moves

Karen Crossley has changed roles within the Morgridge Center for Public Service. Previously serving as WE Badger Volunteers Coordinator, Karen will now serve as Associate Director for Operations.

New Hires

Nancie Luther was hired in September 2013 as the new Assistant to the Director. Nancie previously served as an assistant to former Chancellor Biddy Martin.

Stephanie Harrill was hired in summer 2013 as the new Badger Volunteers Coordinator. A UW-Madison graduate, Steph earned a Masters of Social Work at Columbia University in New York. Before joining the Morgridge Center staff, Steph worked in New York City, developing an employment training and placement program for Catholic Charities Guild for the Blind.

Mark Bennett was hired in spring 2014 as the Communications Specialist, a new position for the Morgridge Center. Mark is a graduate of UW-Madison and previously worked for a variety of UW entities, including Campus and Visitor Relations, the Department of Intercollegiate Athletics and the Wisconsin Union.

Kari Temkin was hired in spring 2014 as the Badger Volunteers Assistant Coordinator, a new position for the Morgridge Center. Kari is a UW-Madison graduate and earned a Masters of Public Service from Marquette University. Kari previously worked for AmeriCorps National Civilian Community Corps in Iowa and for Public Allies in Colorado.

Staff Community Tours

Each semester, Morgridge Center staff spend one day visiting non-profits and community organizations who are in partnership or have a close relationship with our programs. The purpose is to learn more about their work and determine how the Morgridge Center might better support the missions of these organizations.

On December 9, 2013, the Morgridge Center visited Jewish Social Services, the Bicycle Federation of Wisconsin and the Clean Lakes Alliance.

On June 9, the Morgridge Center met with two authors of the Race to Equity report, Erica Nelson and Tory Winn, published in 2013 by the Wisconsin Council on Children and Families. The report documents the racial disparities in Madison and Dane County and calls for community-wide discussion and action to address issues related to the disparities. Staff also accepted an invitation to have lunch at the Hillel Jewish Student Center and was joined by the current chair of the University Religious Workers (URW). A discussion of the work of the faith-based communities, their relationships with University departments, faculty, staff and students was the center of the agenda.

Morgridge Center Staff

Outgoing Director

Nancy E. Mathews

Incoming Director

Katherine J. Cramer

Associate Director for Engaged Scholarship

Randy Wallar

Associate Director for Operations

Karen Crossley

Assistant Director for

Community-Based Learning

Elizabeth Tryon

Assistant Director for

Civic Engagement

Megan Miller

Badger Volunteers Coordinator

Stephanie Harrill

Badger Volunteers Assistant Coordinator

Kari Temkin

Communications Specialist

Mark Bennett

Financial Specialist

Dean Ladwig

Community Outreach Liaison

Mary Rouse

Director's Assistant

Nancie Luther

Morgridge Center Student Staff

Student Interns

The Morgridge Center for Public Service employed 10 student interns in 2013-14, including one new position.

Badger Volunteers Interns

The Badger Volunteers Interns (2) assisted in the administration of the Badger Volunteers program, including program management, promotion, recruitment and coordination of Badger Volunteers and Leaders. Other responsibilities included tracking program data, planning education sessions, assisting with orientations, serving on the Senior Leader Committee and general administrative support.

Campus Outreach Intern

The Campus Outreach Intern served an integral role in the promotion and advancement of the Morgridge Center's mission by conducting outreach presentations to students, faculty, student organizations, University Housing and Greeks. The student also participated in relevant campus events throughout the academic year that promoted the center's programs and services offered to the UW community. In 2013-14 the Campus Outreach Intern gave 44 presentations on campus.

Community Outreach Intern

The Community Outreach Intern served as the Morgridge Center's link between the community and the campus. This position supported and strengthened current partnerships with community organizations and developed new partnerships related to Morgridge Center for Public Service programs and initiatives including Badger Volunteers, service-learning courses, and community-based research. The Community Outreach Intern also assisted in the writing and submission of the Presidential Honor Roll application through the Corporation for National and Community Service.

Events Intern

The Special Projects Intern supported the work of the Civic Engagement Coordinator by assisting in the planning and implementation of Morgridge Center events. This student helped coordinate the Public Service Fairs, the Morgridge Center Awards program, Walk the Walk, the Red and White Hunger Fight, MLK Day of Service, Morgridge Center Open Houses and served on the Sickle Cell Blood Drive planning committee.

Marketing Intern

The Marketing Intern helped coordinate the Morgridge Center's branding, promotion and communications. The intern marketed our services to three audiences: students, faculty/staff and community partner organizations. This student sent out weekly the Morgridge Mail newsletter to over 3,000 students.

Peer Advisors

The Peer Advisors (2) provided one-on-one advising and outreach to individual students and campus groups interested in service. The Peer Advisors served as the main point of contact for students interested in volunteering and built relationships with other campus units. In addition to their peer advising roles these interns updated the "Volunteer by Major" information sheets, organized the photos folder on the shared drive, cataloged student advisee data and supported the Morgridge Center's Transportation Options initiative. In 2013-14, Peer Advisors held 104 advising appointments.

Student Interns

Badger Volunteers Intern
Annie Paul

Badger Volunteers Intern
Adam Beer

Campus Outreach Intern
Elizabeth Hamel

Community Outreach Intern
Lillian Rotter

Events Intern
Brienne Schaefer

Marketing Intern
Shelby Lewis

Peer Advisor
Lucky Liu

Peer Advisor
Michael Tecca

Poverty Analysis Intern
Dan Simon

Social Media Intern
Jenna Bushnell

Poverty Analysis Intern

The Institute for Research on Poverty (IRP) and the Morgridge Center for Public Service are collaborating to raise awareness of poverty-related issues and encourage community involvement among UW-Madison students. A component of the partnership includes working each academic year to mentor a student intern with public service or poverty-related career aspirations.

The Poverty Analysis Intern helped prepare Morgridge Center volunteers for their service which, for many, involves working with disadvantaged elementary and middle school students in local schools. The intern also created a series of information sheets detailing poverty facts and statistics supplied by IRP. Topics in 2013-14 included *Poor and in Poor Health, Young Dads and Disadvantage, Income Inequality, and Food Assistance and Insecurity*.

Social Media Intern (new in 2013-14)

The Social Media Intern played an important role at the Morgridge Center for Public Service by facilitating our social media accounts. The intern worked to market our services to three audiences: students, faculty/staff and community agencies.

Student Program Assistants

The Morgridge Center for Public Service employed five student Program Assistants in 2013-14. These students greeted visitors at the office front desk, assisted professional staff members with projects and provided general administrative support.

Student Fellows

Community-based Learning Fellows

The undergraduate Community-based Learning Fellows (4) were assigned to work with faculty and instructional staff developing and implementing community-based learning courses by creating and presenting service-learning orientations, helping to track and verify students' service hours, troubleshooting and facilitating on-going communication with community partners.

Engaged Scholarship Graduate Fellows

Fellows (6) provided assistance in developing community-engaged scholarship within local, national and global communities. Roles included assisting with development and implementation of community-engaged learning/research courses, supervision of undergraduate students on project teams, assisting faculty with literature review and selection, and preparing students to engage in community projects.

Wisconsin Without Borders Graduate Fellow

This graduate student was responsible for directing and maintaining the work flow of Wisconsin Without Borders (WWB) program. This included oversight and support for the Wisconsin Idea Undergraduate Fellowships, coordination of the WWB Advisory Board and administration of the WWB Recognition Awards for Engaged Scholarship.

Program Assistants & Fellows

Program Assistants

Kristen Cassarini
Fisnik Lumani
Anthony Palladino
Stephanie Sauer
Ismail Umer

Community Based Learning Fellows

Alaura Seidl (Lead)
Jasmine Badreddine
Tessa Silwa
Bobbi Skenadore

Engaged Scholarship Graduate Fellows

Claire Boyce
Kegan Carter
Dadit Hidayat
Ashleigh Ross
Marian Slaughter
Susan Stanton

Wisconsin Without Borders Graduate Fellow

Malika Taalbi-Verhein

Morgridge Center Financials and Operations

Budget and Endowment

Financial Specialist

A full-time Financial Specialist provided financial oversight for the Morgridge Center, while new processes and procedures were implemented, greatly increasing the efficiency and accuracy of budgetary oversight. Close ties with the School of Education Business Office ensured that the Center was compliant with School of Education and University administrative guidelines. The Financial Specialist also oversaw the work of the Morgridge Center's student Program Assistants.

Budget Status

The Morgridge Center's income and expenditures are on target, with budgeted expenditures for 2013-2014 at \$2,377,900. Actual expenditures were significantly less than estimated, at \$1,924,700. Cost savings were accrued through lower expenditures in most programs and delayed hiring of a new Communications Specialist. The Center encumbered the carryover for new personnel (Badger Volunteers Assistant Coordinator, Associate Director for Operations and Programs, Assessment Specialist, and a new Communications Specialist) during FY14 for a two-year period and retained the remainder as a buffer in the event of an endowment downturn.

Endowment

At the end of FY14, the Morgridge Center endowment stood at \$13.2 million. The five-year Morgridge Match Grant Program, which concluded spring 2014, resulted in a \$5 million donation from John and Tashia Morgridge — \$1.8 million of which went to support community-based learning projects and engaged scholarship by faculty and instructional staff on campus and \$3.2 million of which went towards the Morgridge Center's endowment.

Office Administration

Operations

The Financial Specialist oversaw a reorganization of the front desk student staff to improve coordination and alignment with permanent staff. Student Program Assistants are now each assigned to 2-3 staff members to assist with both short term and long term program and operational needs.

Strategic Planning

The Morgridge Center undertook an intensive strategic planning process in the spring of 2011. In June 2012, the Center held a mini-retreat to revisit the mission, vision, and values while also updating our indicators of success. The Morgridge Center staff will continue this process annually until the next strategic planning session, targeted for 2015. This process has now become institutionalized and linked with year-end reporting, performance evaluations for the current year and staff work plans for the upcoming year.

Summary of 2013-14 Gifts and Grants

AWARD DATE	NAME OF PROJECT	SPONSOR	AMOUNT
CORPORATE & COMMUNITY SPONSORSHIPS			
Oct. 2013	Volunteer Transportation Program	Findorff	\$2,500.00
Jan. 2014	Volunteer Transportation Program	Findorff	\$500.00
FY 2014	WE BV - B-cycle Program	Dane County Bicycle Association	\$2,500.00
FY 2014	Wisconsin Idea Fellowship	American Family Insurance	\$2,500.00
FY 2014	Volunteer Transportation Program	Three Gaits	\$4,000.00
FY 2014	Volunteer Transportation Program	UW Credit Union	\$2,500.00
April 2014	Individual Donation	Consolidated Edison	\$100.00
May 2014	Volunteer Transportation Program	First Business Bank	\$3,000.00
May 2014	Volunteer Transportation Program	Evjue Foundation	\$7,440.00
CAMPUS SUPPORT			
FY 2014	Morgridge Center Office Remodel	Provost and Vice Chancellor's Offices	\$9,826.00
FY 2014	Tryon Professional Development Grant	School of Education	\$770.00
FY 2014	VTP, PEOPLE and Service-Learning	Vice Chancellor's Office	\$43,683.00
FY 2014	Wisconsin Idea Fellowship	Vice Chancellor's Office	\$35,000.00
FY 2014	Wisconsin Without Borders	Division of International Studies	\$10,000.00
FY 2014	Educational Innovation Grant	Vice Provost's Office	\$33,000.00
FY 2014	Volunteer Transportation Program	Kemper Knapp	\$25,000.00
FY 2014	Institute for Research on Poverty Intern	Institute for Research on Poverty	\$1,000.00
FY 2014	Volunteer Transportation Program	School of Education	\$4,000.00
FY 2014	Badger Volunteers	Office of Sustainability	\$3,000.00
FY 2014	Badger Volunteers	School of Education/ Wisconsin Athletics	\$4,000.00
INDIVIDUAL DONATIONS			
Oct. 2013	Individual Donation	Casey Klofstad	\$100.00
Nov. 2013	Individual Donation	Kyle Ryan	\$50.00
Nov. 2013	Individual Donation	Michael Thornton	\$10,000.00
Dec. 2013	Individual Donation	Roxanne Berra	\$25.00
Dec. 2013	Individual Donation	John and Karen Bickers	\$135.00
Dec. 2013	Individual Donation	Martha Casey	\$200.00
Dec. 2014	Individual Donation	Mary and Kendall Rouse	\$135.00
Jan. 2014	Individual Donation	Claudia Hartley	\$35.00
Jan. 2014	Individual Donation	Susan Risering -- UW Police Dpt.	\$100.00
Jan. 2014	Individual Donation - VTP, AVID/TOPS	Karen and Thomas Falk	\$24,000.00
March 2014	Individual Donation	Michael Thornton	\$2,100.00
April 2014	Individual Donation	Karen Crossley	\$100.00
TOTAL			\$231,299.00

Co-Curricular Programs

Badger Volunteers

Overview

As the Morgridge Center's largest co-curricular program, Badger Volunteers™ is designed to provide meaningful and consistent service to the communities surrounding UW-Madison and to support students providing that service. Badger Volunteers is a semester-long program offering UW-Madison students, both undergraduate and graduate, the training and logistical support needed to engage within the Madison community.



Teams of students, led by a student leader, partner with community organizations (schools, nonprofits, government agencies, municipalities) and volunteer on a weekly basis for an entire semester. In addition, volunteers participate in education sessions, reflections and an end-of-semester celebration.

Badger Volunteers experienced a number of changes during the 2013-2014 academic year; perhaps the most notable being the merger between Badger Volunteers and a parallel Morgridge Center program, WE Badger Volunteers. Though both shared a similar program model, WE Badger Volunteers supported sites specifically related to sustainability and environmental stewardship. The official merger of the programs took place during the spring 2014 semester with three identified focus areas for the new "Badger Volunteers" program: sustainability, public health, and education. The year-end numbers below are representative of this change:

PROGRAM	VOLUNTEERS	LEADERS	COMMUNITY PARTNER SITES	HOURS SERVED
SUMMER 2013				
Badger Volunteers	44	9	8	1,000
WE Badger Volunteers	75	26	20	1,839
TOTAL	154	35	28	2,839
FALL 2013				
Badger Volunteers	436	84	54	10,134
WE Badger Volunteers	78	24	23	2,712
TOTAL	514	108	77	12,846
SPRING 2014				
BV Sustainability	110	29	23	2,662
BV Public Health	180	29	19	3,949
BV Education	351	66	40	6,831
TOTAL	641	124	82	13,442
2013-14 TOTALS	1,319	267	187	29,172

Badger Volunteers Year-End Highlights

Successfully merged with WE Badger Volunteers to create one succinct “Badger Volunteers” program with three main focus areas: sustainability, public health, and education.

Restructured the Badger Volunteers staffing model to include an Assistant Program Coordinator and three student interns (Operations, Educational Programming, and External Relations).

Engaged a record high number of students over the course of the year — over 1,300. Spring 2014 featured 650 students — the largest single-semester enrollment in program history.

Developed a robust assessment plan to move from a primarily satisfaction-based assessment to more deeply analyzing program impact. In addition to developing concrete program outcomes and indicators, the Spring 2014 survey was distributed with content designed to collect information related to community impact and student learning impact of Badger Volunteers.

Developed the Badger Volunteers Ambassador Corps (BVAC) as a new means to deepen student engagement and leadership development. BVAC members serve to boost public relations and marketing reach, as well as work to promote a unique spirit and culture of Badger Volunteers.

Enhanced the reflection component of Badger Volunteers by providing supplemental training and planning with team leaders, and general Badger Volunteers.

Deepened campus relationships including but not limited to: WE Conserve, Office of Sustainability, School of Education, School of Pharmacy, Pre-Health Advising, School of Medicine and Public Health Advising, Global Health Institute and College of Engineering.

Expanded the Badger Volunteers program to include new partner agencies.

Community Partners and Sites

Please see APPENDIX A for full listing of Badger Volunteer community partners and volunteer sites.

Transportation Options (Formerly Volunteer Transportation Program)

Transportation Options

In order to serve the city of Madison and meet community needs, students often travel beyond the boundaries of campus. For many students who wish to volunteer and engage with our local community, securing reliable transportation is an obstacle.

Our past approach to providing transportation options to students had been prescriptive and limited. The choices students make regarding transportation matter. Moving forward, we will provide comprehensive resources about walking, biking, busing, carpooling and taxiing to emphasize alternatives, options and intentional choice.

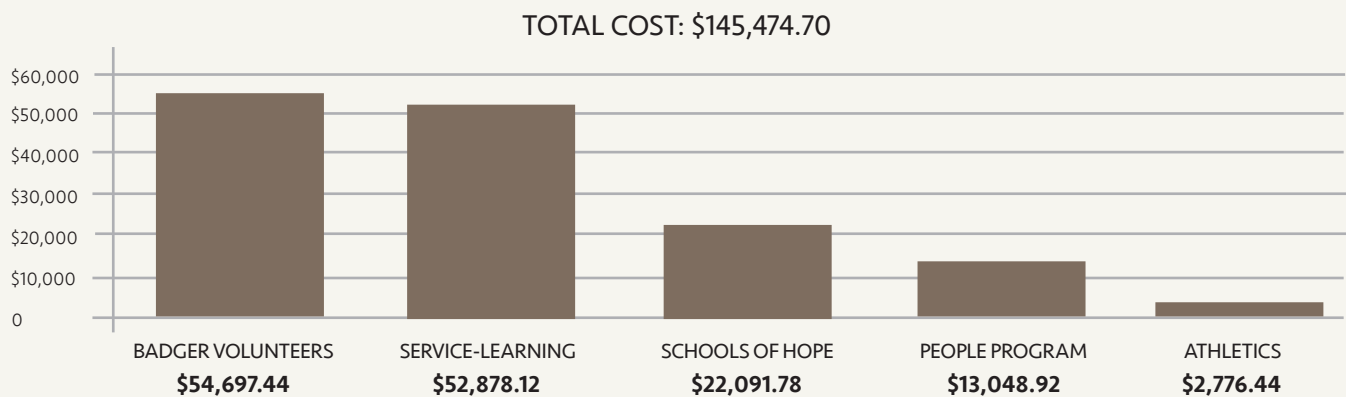
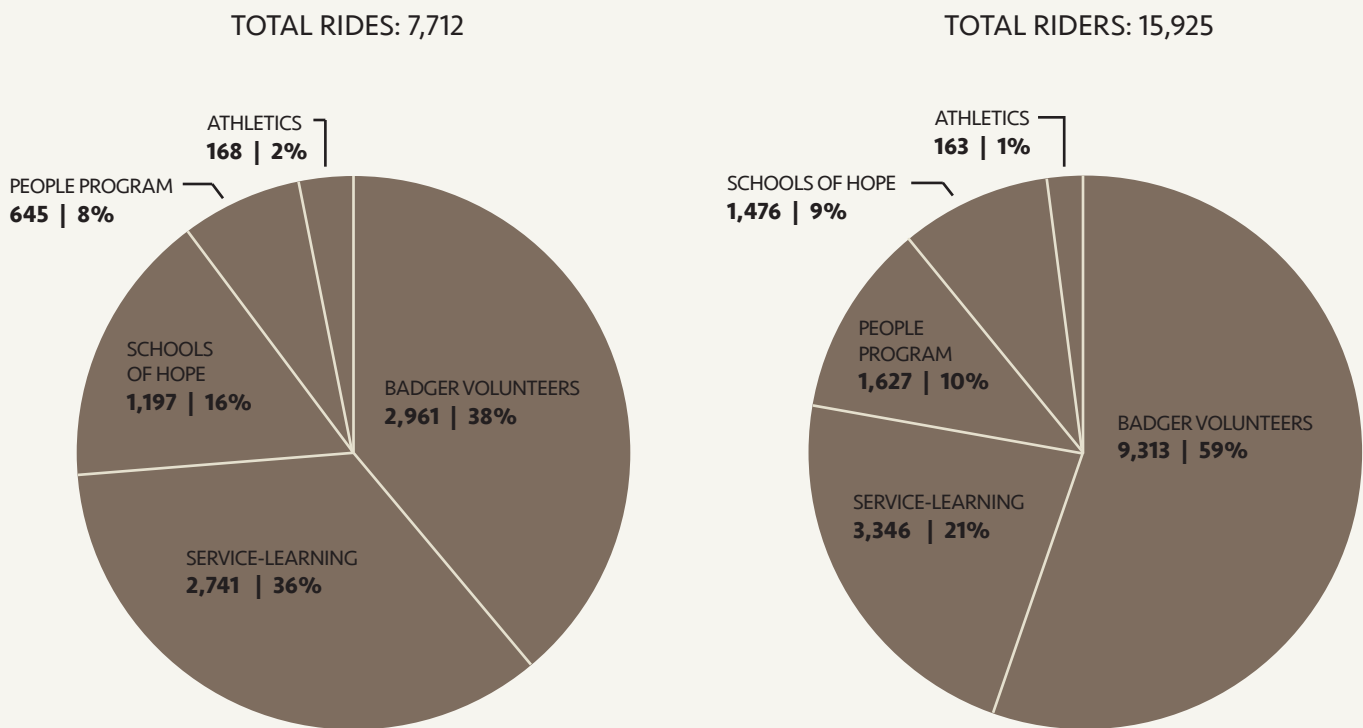
We are redesigning our website to include resources on each mode of transportation. Using Google Maps, students will have two search methods available from the new webpage: Location and Mode, providing search and selection criteria to help them make transportation choices based upon individual volunteers and team preferences.

The Morgridge Center presented the Transportation Options initiative at the UW Showcase and the Nelson Institute Earth Day Conference. The reception of the initiative at those events was incredibly positive and brought about new ideas to move the multi-modal approach forward.

Transportation Options Goals

1. Serve all students, not just those in Morgridge Center programs
2. Increase flexibility, recognizing students might use different modes at different times
3. Shift culture and mindset so a car is not the default "go-to" mode of transportation
4. Grow partnerships with UW Transportation Services, Madison B-cycle, Union Cab Co-op, Community Car and others
5. Empower students to think about their carbon footprint and make intentional choices
6. Distribute financial investment across multiple transportation modes and decrease primary expenditure on taxis
7. Align Morgridge Center's efforts with campus' sustainability values and aspirations
8. Provide the tools students need to discover what transportation modes are best for them

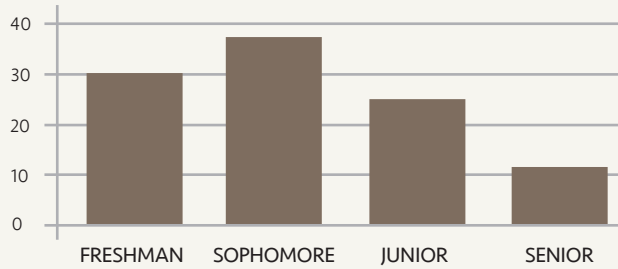
2013-14 Volunteer Transportation Figures



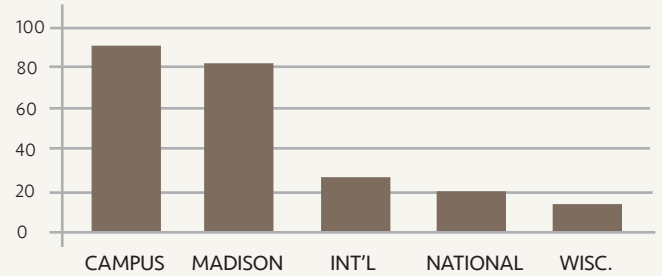
Peer Advising

Two Peer Advisors provided one-on-one advising and outreach to individual students and campus groups interested in service. In 2013-14, Peer Advisors held 104 advising appointments. The following graphs show a breakdown of data from advising appointments:

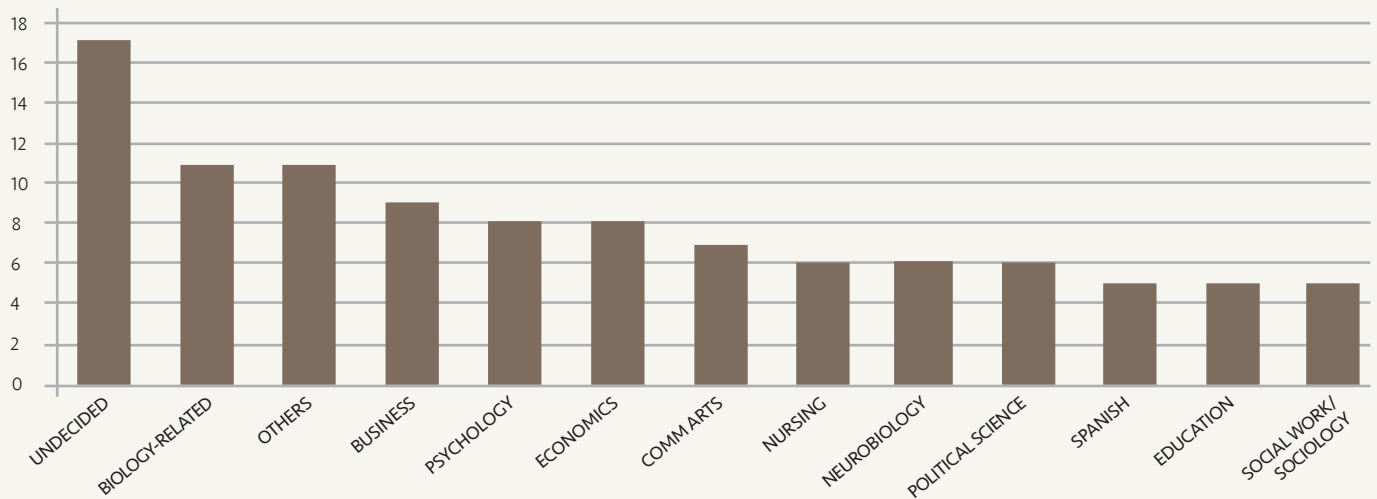
YEAR IN SCHOOL



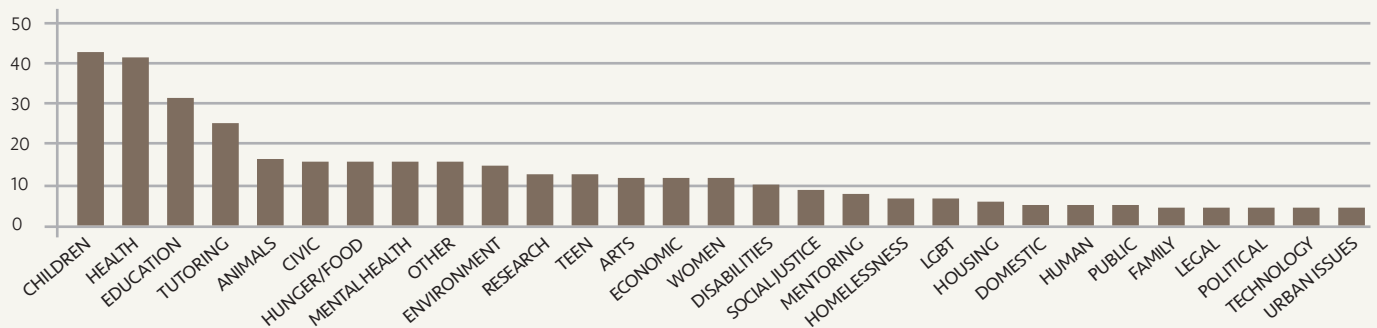
WHERE STUDENTS WANT TO SERVE



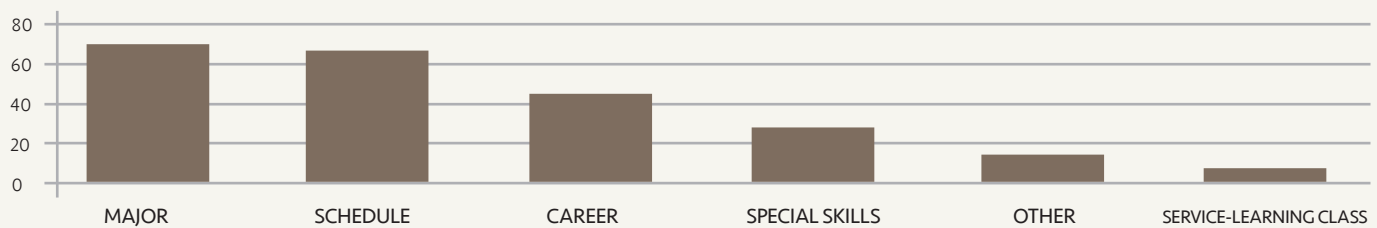
MAJORS



INTERESTS



WHAT IS MOTIVATING THEIR CHOICES



Co-Curricular Events and Projects

Morgridge Center Board Social

Over 50 guests (students, faculty, staff, and community partners) attended an evening event to build excitement among community, campus, and business leaders about the work students are doing through the Morgridge Center. Badger Volunteer Leaders, Morgridge Center Interns and CUE Fellows gave short presentations on why they are committed to civic engagement and why they love being a part of the Morgridge Center.

Morgridge Center Open House

This event was geared toward boosting student involvement in Morgridge Center programs, initiatives, and events. Over 30 students stopped in to learn more about Badger Volunteers, service-learning, Wisconsin Idea Undergraduate Fellowships and other volunteer opportunities in Madison. This event provided students the necessary resources to begin volunteering, raised awareness about the wealth of service opportunities in Madison, and brought students into the Morgridge Center so they would feel comfortable returning and seeking further assistance in the future or referring friends to our resources.

Walk the Walk

Forty students, faculty, and staff toured eight social justice organizations. This event was organized in partnership with Community of Shares Wisconsin and University Health Services. Participants visited sites related to children and families, social justice and environmental justice. Tours concluded with a free networking reception with nonprofit leaders at the Community Shares office in the Center for Change.

Fall Public Service Fair

Over 400 students had the opportunity to meet with 76 community partners and organizations. For the first time, this event was organized in conjunction with College of Letters & Science Career Services.

International Students Open House

Based on a recommendation from Morgridge Center student interns, the Center hosted its first "International Students Open House." The goal of this event was to bring international students to the Morgridge Center and familiarize them with our services while connecting them with specific volunteer opportunities. Morgridge Center interns talked about their volunteer experiences and helped ease some of the concerns expressed by the international students about volunteering.

ISS Day of Service

In a pilot effort, the Morgridge Center partnered with the International Student Services (ISS) office to host a "Community Service Extravaganza." The day focused on three different areas of the United Nations Millennium Development Goals: Sustainability, HIV/AIDS, and Economic Development. Groups of international and domestic students spent the day volunteering at Growing Power, WEI International, and the AIDS Network. The goals of this partnership were to bring together international and domestic students through service, educate students on the Millennium Development Goals and provide students the opportunity for a one-time service project before making a deeper commitment. At the end of the day, students spent time as a group reflecting on their experience. Twenty-four students participated in the program.

Executive Directors Panel

In partnership with City Year and L&S Career Services, the Morgridge Center hosted a panel discussion featuring executive directors of post-graduate year-of-service programs. Student attendees learned about opportunities to work for City Year, College Possible, Playworks and Public Allies.

MC 101

The Morgridge Center hosted three "Morgridge Center 101" breakfasts intended to make Badger Volunteer community partners more aware of Morgridge Center related programs, events, initiatives and services.

MLK Day of Service

Hosted at the Wisconsin Institutes for Discovery in partnership with the Urban League of Greater Madison, 350 Madison youth participated in a day of science and service in honor of Martin Luther King, Jr. The Morgridge Center helped recruit 56 volunteers and 70 science leaders. In the morning, the youth spent time in labs and workshops learning about science, technology, engineering and math. In the afternoon they participated in service projects or learned about how they might get involved with volunteering in the future. Youth, adults and presenters donated over 900 hours of their time at this event. [See photos here.](#)

Spring Public Service Fair

400 students had the opportunity to learn about volunteer, internship and employment opportunities with 84 non-profit organizations. This event was organized in partnership with College of Letters & Science Career Services and College of Agricultural and Life Sciences Career Services.

Sickle Cell Blood Drives

Two blood drives focusing on Sickle Cell Anemia were held in 2013-14. Both were organized in partnership with the American Red Cross of the Badger and South Central Regions of Wisconsin and the Urban League of Greater Madison. "Team Sickle Cell" was coordinated by Mary Rouse, Morgridge Center Community Outreach Liaison, and included two Morgridge Center student staff as well as representatives from the two community partners and UW-Madison faculty and staff. These sickle cell blood drives were initiated in 2011-12 and proved so popular with the African-American community that they have become an important aspect of Morgridge Center programming. The spring semester Sickle Cell Blood Drive collected 30 pints of blood, exceeding its goal by 20%. The Center's Marketing Intern also created a video about Isiah, the young boy who first inspired the development of these blood drives.

Bucky's Campus Cleanup

Twenty-five students volunteered 50 hours and collected 92+ lbs of trash/recycling. This event was organized in partnership with WE Conserve and the Wisconsin Alumni Student Board's All Campus Party.

Wayne Meisel Visit

The Morgridge Center co-sponsored an event featuring civic leader Wayne Meisel, founding president of the Bonner Foundation. As a Presidential appointee to the Corporation for National and Community Service, Meisel served as one of the architects of the AmeriCorps programs and also as a charter board member of Teach for America. He currently serves as the Director of the Center for Faith and Service at McCormick Theological Seminary in Chicago, Ill. His visit and lecture focused on the challenges students face related to having to separate their service from their faith background.

Other Co-Curricular Projects

Carnegie Project

In 2008, UW-Madison achieved classification as a Carnegie Community Engaged campus. To maintain that distinction, the University was required to submit new documentation to the Carnegie Foundation showing strengthened interactive relationships with the communities that UW-Madison serves. Successful reclassification is vital not only as a visible renewal of our commitment to the Wisconsin Idea, but also to enhance our reputation as a forward-thinking institution of higher education, with a clear vision of our land grant mission.

The Morgridge Center played a significant role in the reapplication process as Megan Miller, Assistant Director for Civic Engagement, served on the three-person writing team that gathered information and drafted documentation with the help of a team of engagement-oriented faculty and staff from all schools and colleges as well as other relevant campus units. The renewal process entailed responding to the Carnegie request by documenting the broad range of engagement initiatives and community partnerships that comprise UW-Madison's extensive outreach enterprise. The review included consideration of a wide range of engaged activities that represent the rapidly changing landscape of distance education, engaged scholarship and community engagement. The Carnegie Foundation will notify UW-Madison of the status of its application in December 2014.

Website Redesign Project

The Morgridge Center began a large website overhaul project early in 2014 and is expected to launch the new site in August 2014.

Curricular Programs

Community-based Learning (CBL)

Introduction

The high-impact practice of Community-based Learning (CBL), which includes academically-based service learning (SL) and community-based research (CBR), is deeply embedded within the Morgridge Center for Public Service's mission and work. The Center has led campus towards the institutionalization of CBL since 1996, and has set a goal of advancing CBL as a high-impact practice over the coming five years. In 2011, the Center worked with the University Academic Planning Council (UAPC) to approve a campus-wide definition of service learning and guidelines for best practices.

In 2012, the university's institutional research data indicated that only 3% (adjusted to 7%) of the undergraduates enrolled in service-learning courses. Although this low enrollment was partially due to the higher standards set for service-learning course designation, it also revealed that the university as a whole offers a surprisingly low number of CBL courses at the undergraduate level. With the recent endorsement of the new Campus Advisory Council, the Center has identified the advancement of CBL, across campus, as a high priority and one that supports Chancellor Rebecca Blank's goal of enhancing academic excellence through increased focus on high-impact learning practices.

CBL courses, at present, are scattered across a wide range of majors and a wide diversity of departments. In 2013-14, 81 distinct CBL courses were offered, with 3,288 students (65% undergraduates and 35% graduate students) enrolled. These courses reside in 40 departments among eight schools and colleges. The College of Letters and Science offers the highest number of CBL courses, followed by the School of Education, the Nelson Institute for Environmental Studies, College of Agricultural and Life Sciences, School of Human Ecology, School of Medicine and Public Health, School of Nursing and School of Pharmacy, respectively. While CBL is not required by most undergraduate programs, it is required by several majors: Rehabilitation Psychology and Special Education (RPSE 300), Community and Nonprofit Leadership (HE 350), and the Community and Environmental Scholars program in Environmental Studies (ENVST 600). CBL courses are also offered as electives and special topics courses and include both direct service and project-based experiences (See Appendix B for a full list of CBL courses for 2013-14.)

The UAPC approved guidelines for CBL courses establish minimum criteria in order for courses to be listed in the Course Guide. The overarching rationale for establishing these standards was to ensure a high quality experience for both the student and the community partner. Key elements include guided reflection, course development collaboration with community partners, well articulated learning outcomes that align with the campus-wide Essential Learning Outcomes and Wisconsin Experience and a minimum of 25 hours of community engagement per student. [See here for full guidelines.](#)

Staff Membership on Key Campus Advisory and Teaching Initiatives:

Madison Teaching and Learning (MTLE)
Community of Practice

Delta Steering Committee

School of Education Academic Planning
Council

The Office of Service Learning and
Community -Based Research in Letters &
Sciences Advisory Board

Global Education Committee

Undergraduate Symposium Committee

Staff Course Instruction:

MHR 765/ ENVRI ST 900:
Non-Profit Board Leadership Development
(Fall 2013/ Spring 2014)

**Nancy Mathews with President of Forward
Community Investments**

HE350/ CP620:
Community Issues and Service Learning
(Spring 2014)

**Randy Wallar with Crystal Anders, Executive
Director of Community Shares of Wisconsin**

CP 620:
Principles and Practices of Community-Based
Learning and Research (Fall 2013)

Beth Tryon with CUE Staff

New Service-learning Courses for 2013-14

Service learning and community-based research were well supported through the establishment of new faculty-initiated courses, Morgridge Center staff-initiated courses and instructional round tables. Twenty new service-learning courses were approved by the Morgridge Center Service-learning Course Approval Committee, including 12 in Summer 2013/Fall 2013 and eight in Spring 2014. These courses spanned 12 different departments on campus. For a full listing of new 2013-14 courses, see [APPENDIX B1](#).

Current Resources for CBL through the Morgridge Center

1. Consultative support for instructors and campus teaching and learning initiatives

Two full-time Morgridge Center professional staff positions (Associate Director for Engaged Scholarship and Assistant Director for CBL), in addition to the faculty director, are devoted in part to providing consultation for faculty and instructional staff as they develop CBL courses. These Morgridge Center staff also contribute to campus-wide high-impact teaching and learning initiatives by organizing workshops at the annual Teaching and Learning symposium and the Teaching Academy's Summer Institute. They also serve on the Madison Teaching and Learning Excellence advisory board, Study Abroad Advisory Board, the University Council on Academic Affairs and Assessment, the Undergraduate Symposium, Council for Outreach Deans and the Institute for Biology Education Advisory Board.

[See here for more information](#)

2. Funding to support engaged scholarship and CBL

As part of a \$5 million, 5-year challenge grant, the Morgridge Center supports faculty and staff through a matching grant program administered by the Associate Director. Morgridge Match provides up to \$50,000 per project to fund the development or expansion of academically-based service learning and/or community-based research projects. The final call for this grant program occurred spring 2014, with funding available for FY15 only.

[See here for more information](#)

3. Funding to support the development of new CBL courses that include students from under-represented backgrounds on campus

Administered by the Associate Director, the CBL Course Development Grant was implemented in the fall 2013 semester and provides up to \$5,000 for faculty to design and implement a new CBL course or to add a CBL component to an existing course. Courses must also intentionally bring together a diverse group of UW-Madison students, especially underrepresented students, to engage in community-based learning with non-profit organizations. The program is currently funded at a level of \$20,000 annually and typically awards four to five grants per year.

[See here for more information](#)

4. Service-learning Course Designation

The Assistant Director for CBL oversees the course review and approval process for CBL designation and works in partnership with the Registrar to ensure that approved courses are listed in the Course Catalogue. (NOTE: Academic Programs and Institution Research approves initial course but not the section-level approval as a service-learning course).

[See here for more information](#)

5. CBL Fellows and the Community-University Exchange (CUE) Graduate Fellow programs

The programs are overseen by the Assistant Director for CBL. Three or four undergraduate students are hired each year to support CBL instructors with logistics and community partner contacts, provide CBL orientations and trainings to students, lead class reflections and provide other assistance as requested. Seven CUE Graduate Fellows facilitate relationship building with community partners, bring community-identified priorities to the attention of faculty and collaborate with faculty to develop new CBL courses or CBR projects. CUE staff have also created a professional development curriculum for junior faculty and graduate students interested in CBR or teaching CBL courses.

[See here for more information](#)

Community-Based Learning Action Plan

While CBL resources provided by the Morgridge Center are considerable and have contributed to the successful implementation of CBL on campus following the adoption of the UAPC Guidelines, much more work needs to be done. During 2013-14, the Morgridge Center's Faculty Director, Associate Director for Engaged Scholarship and Assistant Director for Community-based Learning developed the Community-based Learning Action Plan to establish new goals, objectives and enhanced strategies to further institutionalize CBL pedagogy at UW-Madison by 2020.

This report was developed in an iterative process, beginning with the Morgridge Center inaugural joint board meeting in July 2013, continued in Advisory Council sessions in November 2013 and March 2014 and refined by Morgridge Center staff for an additional three months.

[Find the full CBL Action Plan here.](#)

Proposed Institutional Goal for CBL:

"Advance community-based learning as a high-impact practice on campus with a goal of attaining 20% undergraduate participation by 2020."

Five-Year CBL Goals:

- 1 Institutionalize the culture and practice of CBL across campus.
- 2 Increase the number and availability of community-based learning courses and ensure their quality and sustainability.
- 3 Increase the focus on preparing students to work in a culturally diverse world.
- 4 Assess the impacts of CBL on students, campus and the community.
- 5 Ensure alignment with campus-level priorities and ensure that outcomes and impacts of community-based learning are widely known and valued.

Additional Curricular Programs

Community University Exchange (CUE)

CUE-Baldwin Grant Program

The CUE-Baldwin grant program completed its first year, including programs at three centers:

- Vera Court Literacy seminar and reading intervention program (serving 10 second graders)
- The Family Voices tutor-training development program (serving seven undergraduate mentor-tutors and 15-20 kids each week)
- Development of program resources with the Meadowood Neighborhood Center in preparation for its expansion, including two presentations from speakers engaged by CUE.
- Cross-site family engagement group held two summits, to deepen its mission of promoting family engagement in the broader context of after-school program quality indicators.

CUE South Madison

A partnership with the Chancellor's Office Director of Community Relations, CUE South Madison completed its first year in 2013-14. Key highlights of the year include:

- Participated in five community events and over 20 community meetings to show a UW presence in the area and discuss community needs for access to UW resources:
Examples: The Urban League's "One Madison" and "Eat, Play, Bike," events and the South Metropolitan Planning Council's "Celebrate South Madison" Festival. Residents were provided with resource guides, created by CUE Fellows, that detailed free services available from campus.
- Presentations to students in three community-based learning (CBL) courses with activities in South Madison: Journalism, Human Ecology and Education. A tour of South Madison was provided to students in Journalism 670: Community Service Learning- Technology for Social Change.
- Initiated and organized a new alumni group for Odyssey Project graduates:
Planned and hosted three community dinners that brought together Odyssey alums, Growing Power staff and Slow Food UW students. Events included music, presentations on fitness and healthy eating, access to health education, market basket giveaways and recipes.
- Developed a CUE South Madison toy drive. Over 200 gifts were received and donated to children of Odyssey alums.
- Worked with the Director of Community Relations to develop and draft a proposal to present to upper-level administration with evidence supporting the need for a physical presence in South Madison. This evidence included a needs assessment from campus partners and models of outreach centers at several other Big Ten schools.
- DELTA course was instructed for grad students/Jr Faculty in CBR pedagogy (institutionalized as CP 620, Principles of Community-Based Learning and Research, Fall 2012). Fall 2013 was taught as a workshop series to seven graduate students.
DELTA course planned for Fall 2014 in "High-Impact Practices" in partnership with International Academic Programs and the Center for the First-Year Experience.

CUE/ Engaged Scholarship Mixer

The mixer brought together 22 faculty, staff, graduate students and community partners to discuss potential projects and practices for CBL and CBR.

CBL Course Development Grant Program

In the fall 2013, four Community-based Learning Course Development Grants, totaling \$19,225, were awarded to faculty and instructional staff in the School of Education (3) and the College of Letters & Science (1) to develop courses to be taught in the spring 2014 semester:

CP 620/ CLS 530: Espiritualidad y lenguaje: Dimensions of Latin@ Mental Health Services

Steve Quintana, Professor, Department of Counseling Psychology, School of Education, spring 2014, Community Partner: Catholic Multicultural Center

EPS 500: Rethinking After School Education

Bianca J. Baldrige, Assistant Professor, Educational Policy Studies, School of Education, spring 2014, Community Partners: Lussier Community Center, Scholars Academy (Urban League of Greater Madison), Simpson Street Free Press and Goodman Community Center

CI 375: Youth Community-based Learning

Mariana Pacheco, Associate Professor, Department of Curriculum & Instruction, School of Education, spring 2014, Community Partner: Simpson Street Free Press

CLS 510: Advanced Cultural Studies and Analysis

Tess Arenas, Faculty Associate, Department of Chican@/Latin@ Studies, College of Letters and Science, spring 2014

Morgridge Match Grant Program

In spring 2014, the Morgridge Center for Public Service awarded eight matching grants totaling more than \$192,000 to support engaged scholarship and community-based learning by UW-Madison faculty and instructional staff in the areas of education, environment and health. The funding comes through a special matching grant program, established by Tashia and John Morgridge, to support the institutionalization of engaged scholarship at UW-Madison. The spring 2014 cycle was the last of this very successful grant program. With the addition of the spring 2014 grant projects, the Morgridge Match Grant program has supported 54 engaged scholarship projects with \$1.8 million over the course of five years.

Three of the spring 2014 Morgridge Match grants were awarded to projects also funded by Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment grants: Danielle Benden's Service Learning in Archaeology, Nancy Buenger's The Bubbler, and Patti Loew's Visualizing Health in a Cultural Context.

A full listing and descriptions of Morgridge Match grants awarded in 2013-14 can be found in **APPENDIX C**.

Wisconsin Idea Undergraduate Fellowships

The Wisconsin Idea Undergraduate Fellowships (WIF) program is overseen by the Assistant Director for Community-based Learning. The Wisconsin Without Borders Fellow was also instrumental in guiding the program throughout the year. WIFs are awarded annually to projects designed by UW-Madison undergraduates in collaboration with a community organization (whether local, national or international) under the supervision of a faculty or academic staff mentor. The program is funded by the Chancellor's office at a rate of \$35,000 per year and typically awards five to seven grants each year.

In 2013-14, six WIF projects were carried out, and a full listing of those projects can be found in **APPENDIX D**. Nine new projects for 2014-15 were announced in spring 2014. A full listing of those projects can also be found in **APPENDIX D**.

American Family Insurance partnered with the WIF program in 2013-14, awarding two additional \$5,000 grants to two projects that demonstrated a plan for long-term sustainability after the students graduated.

Wisconsin Without Borders

The Wisconsin Without Borders Alliance is co-chaired by the Assistant Director for CBL in a partnership with the Global Health Institute and the Division of International Studies. The Alliance is designed to encourage best practices in global CBL or CBR engagement by hosting Joint Learning Community sessions and awarding faculty/staff or graduate student projects for exemplary work focused on globally-engaged learning and research. Up to \$5,000 is given out in awards to outstanding examples of globally-engaged scholarship by members of the UW-Madison community.

WWB also created new achievement awards in Globally-Engaged Scholarship. Gifts from the Global Health Institute and the Division of International Studies were received, totaling \$7,500, for four faculty and ten graduate student awards. [See a full listing of these awards on page 22.](#)

Engaged Scholarship Roundtable Series

The Engaged Scholarship Roundtables series (co-sponsored by the Office of Service Learning and Community-based Research in the College of Letters & Science and the Department of Educational Policy Studies) featured national speakers addressing community-based learning initiatives and best practices. Three roundtables were hosted with approximately 40 attendees at each. Topics included: *Adding Chairs to the Table: Student and Faculty Roles in Community-University Collaborations*, presented by Phil Nyden, Faculty Director of the Center for Urban Research and Learning (CURL), Loyola University-Chicago, and Catherine Gillis, CURL Graduate Research Fellow; *Politics of Youth and Diversity*, presented by Soo Ah Kwon, Associate Professor of Asian-American Studies and Community Development, University of Illinois at Champagne-Urbana; and *The Third Space: The Role of CBOs as Educational Spaces*, presented by Tanya Wiggins, Senior Director of Middle School Programming and Expansion at the Harlem Educational Activities Fund.

Bagels and Research

The Bagels and Research series, new this year, featured UW-Madison faculty, staff and graduate students discussing their community-based research projects. Four programs were hosted with approximately 30 attendees at each. Topics included: *Thrive to Improve Public Health*, presented by Paula Tranz Inezo, Assistant Director, Center for Nonprofits, Amy Hilgendorf, Research Associate, Center for Nonprofits, Victoria Faust, PhD candidate, Civil Society and Community Research, SoHE, and Brian Christians, Associate Director for Research, Center for Nonprofits; *Listening to Snake Stories: A CBR Tale from the Wilds of Warner Park*, presented by Trish O’Kane, PhD candidate, Nelson Institute for Environmental Studies; *Placemaking and Community Water Stewardship: Education, Mapping and Cross-Cultural Science with Bad River Ojibwe*, presented by Jessie Conaway, PhD candidate, Environment and Resources Program, Nelson Institute for Environmental Studies; and *Tales from the Amazon: What have Participatory Rural Development and Community-based Conservation Done for Me Lately?*, presented by April San-son, graduate student, Department of Zoology.

Staff Publications

Tryon, E. and Steinhaus, N. (In Press), “Rewards and Challenges in Globally- Engaged Research” chapter in *Teaching and Guiding CBR with Community Outcomes in Mind*; M. Beckman & J. Long, Eds., Stylus Publications.

Tryon, E., M. Slaughter, J.A. Ross, (In Press), “Paradigm Shifts in Community-Based Learning for better Community Outcomes,” chapter in: *Service Learning and Civic Engagement: A Sourcebook*, Delano-Oriaran, O., Sage Publications.

Awards

Meyerhoff Undergraduate Excellence Award

Lilly Rotter

Junior, Lilly Rotter's leadership in the realm of public service is extensive and varied. During this academic year Lilly served as the Morgridge Center for Public Service's Community Outreach Intern. In this role, she was responsible for supporting and strengthening current partnerships with community organizations in order to meet critical community needs. She also strived to cultivate and develop new mutually-beneficial partnerships to advance the Wisconsin Idea locally, nationally, and internationally. What makes Lilly especially equipped to carry out these tasks is the wide range of experiences she has had personally serving the Madison community. Lilly has taken two service-learning courses where she volunteered as a tutor at Sennett Middle School and worked with the homeless through the Road Home's emergency shelter. She has also spent five semesters volunteering with Badger Volunteers at St. Vincent de Paul, Red Caboose Day Care, Second Harvest Foodbank and Mendota Elementary School. In order to enhance the learning experience of her fellow Badger Volunteers, Lilly planned and facilitated education sessions, giving students the opportunity to learn about the issues they were volunteering to address. Lily was one of 30 students recently admitted to the Bachelor of Social Work program at UW-Madison.

Outstanding Community Partner

Second Harvest Foodbank of Southern Wisconsin

This award is given annually to a community partner who has demonstrated excellence in partnering with a university entity to provide opportunities for students to engage in and learn from the community. This year's award went to the Second Harvest Foodbank of Southern Wisconsin because of the hands-on opportunities they provide to students to be part of their daily mission to end hunger and give back to local Wisconsin communities. Second Harvest, one of Wisconsin's largest hunger relief organizations, is committed to providing food to 16 Wisconsin counties. They have more than 225 partner agencies and programs all with one goal – to combat hunger. Badger Volunteers actively participate in this fight against hunger by repackaging food into family-size portions that are later distributed.

Outstanding Badger Volunteer Award

Aaron Vogt

This award is designed to recognize a student who has made an exemplary impact on the community while participating in Badger Volunteers. This award honors student involvement above and beyond the general expectations of program participation. This year's winner has served as a Badger Volunteer and Badger Volunteers Leader at Blackhawk Middle School – Schools of Hope for six semesters. His nominator said that he has "helped many students gain confidence in their academics that they did not have previous to [his] tutoring" and that he is an honorary member of the school staff. In addition to his work at Blackhawk Middle School, Aaron served on the Senior Leader Committee this past academic year. He worked to develop and facilitate orientations for all 600+ Badger Volunteers so that they felt prepared to engage with the community. His ability to serve both directly, as well as through empowering others to serve, is admirable to say the least. The impact he has had on Blackhawk students, as well as Badger Volunteers, is lasting.

Honorable Mention: Emily McKinney

Emily was the leader for a five-student crew of Badger Volunteers bike mechanics who rebuilt and refurbished children's bikes that were then donated to Centro Hispano and other community groups.

Excellence in Civic Engagement (Undergraduate Student)

Caitlin DeVos

This award honors a student who has made public service and community engagement an integral part of her/his college experience. For the past two years Caitlin has served as the president of Colleges Against Cancer at UW-Madison. Under her leadership, the annual Relay for Life event brought together over 1,400 members of the campus community to fight back against cancer. Caitlin is also involved with the American Cancer Society Cancer Action Network, which advocates for public policy to support both cancer patients and their families. In the fall of 2013, Caitlin served as a Youth Counselor for the East Madison Community Center through the Badger Volunteers program. She has also participated in two alternative breaks completing service in Oklahoma and New Orleans. During her time at UW-Madison, Caitlin has donated over 500 hours of her time to these non-profit, advocacy and community organizations. Her commitment to civic engagement is such that she is a declared Community and Nonprofit Leadership and Sociology major.

Honorable Mention: Kelsey Melah

Kelsey has collaborated with Madison Metropolitan School District teachers, after-school staff, scientists and retired teachers to improve science education inside and outside of the classroom. She uses her skills and passion to make a meaningful contribution to the community.

Excellence in Engaged Scholarship (Graduate Student)

Lihlani Skipper

The Excellence in Engaged Scholarship Graduate Award recognizes an individual who devotes his or her time to community-based learning, teaching or research with the goal of social action or change. This year's award recipient "has helped lead a state-wide farm to-school project that has developed locally-grown root vegetable blends to provide Wisconsin students with healthy and nutritious food, while also increasing access for small and mid-sized farmers to larger institutional markets." While working on this project, Lihlani built strong, positive relationships with supply chain partners as well as with school food service directors, distributors, processors and farmers. These partnerships across the school food supply chain promoted "transparency, trust, and equitable relationships, creating social change within the conventional food system."

Honorable Mention: Kristen Andersen

Kristen has been involved in science education outreach efforts since her first year of graduate school. Now in her fourth year, she has devoted significant time to many different programs including the Chemistry Department's SCIENCountErs program at the Boys & Girls Club.

Wisconsin Without Borders

Achievement of Excellence in Global Engaged Scholarship

A Film Never Made

Greg Mitman / Emmanuel Urey

What can the past offer the future of a nation seeking reconciliation when a new generation faces cultural loss and land insecurity after a brutal civil war? Through the return of motion picture footage and photographs taken on a 1926 Harvard scientific expedition to Liberia, this project re-purposed the historical scientific record in the service of the present. The motion picture record they left behind is the earliest film footage of Liberia's past to survive a 14-year brutal civil war. The resulting products—a documentary film and public history website—offer opportunities to engage with Liberia's indigenous past in an effort to envision a new, inclusive future. The documentary film connects a younger generation of Liberians with older generations to ask what can the past offer a nation seeking reconciliation when a new generation faces cultural loss and land insecurity?

Kibale EcoHealth Project

Sarah Paige

The Kibale EcoHealth Project is an on-going community-based disease ecology research project focused on western Uganda. The research team is highly interdisciplinary, comprised of over 30 scholars from around the world. Their primary focus is on investigating the complex and intertwined ecological and social drivers of cross-species disease exchange.

Wisconsin Without Borders-Marketplace

Stephanie Veazie

The Wisconsin Without Borders-Marketplace (WWB-M) is a registered student organization at the University of Wisconsin-Madison that creates meaningful opportunities for economically disadvantaged artisans in developing countries, e. g. Ecuador, Mexico and Kenya. UW students, faculty and staff work with these artisan partners to design, create and sell products that are based in indigenous traditions and techniques. Stephanie Veazie has worked as a volunteer with WWB-M for the past two years and recently completed an independent study designed to promote the work of WWB-M in Madison, strengthen the depth of the evidence base related to micro-enterprise and build an infrastructure for the work of WWB-M in the future.

Wisconsin Without Borders

Recognition for Global Engaged Scholarship

Wisconsin Without Borders-Marketplace

Janet Niewold

The Wisconsin without Borders-Marketplace was founded in 2011 by Janet Niewold and several UW-Madison students after returning from a service-learning field course in Ecuador where they helped an indigenous women's group develop a small business making and selling natural jewelry. The Marketplace sold their products at special sales on campus and at events throughout Madison. Since then, the Marketplace has expanded to sites in Mexico and Kenya and is currently piloting a project that involves expertise from School of Human Ecology design and marketing students to create and sell more fashion forward, higher-end products. The project is specifically designed to empower artisans and support family and community health, education and wellbeing in their native countries.

Infant CaRe Monitor

Caleb Durante

The infant CaRe monitor is a rugged, low-cost vitals monitoring solution for healthcare facilities in the developing world. Designed as an early warning device to issue alarms in the event of cardiac or respiratory abnormalities, this project was motivated by the United Nations' Millennium Development Goals concerned with infant mortality.

Support for Older People with Intellectual Disability in Australia and the United States

Barbara Bowers

This project is a collaboration between the UW-Madison School of Nursing and the Australian Catholic University. Based on six years of research conducted in Victoria, Australia, the two collaborators developed a comprehensive training program for staff working in group homes and assisted living environments for people with intellectual disabilities. The training program was launched in Victoria, Australia, through the Department of Health and has now been adopted by the Wisconsin Department of Health.

Empowering Women through Dairy Training in India

Connie Cordoba

This project provided trainings in dairy and livestock best-management practices to women subsistence farmers in Uttar Pradesh, India. Funded by USAID and implemented in collaboration with in-country partner Rajiv Gandhi Mahila Vikas Pariyojana (RGMVP), the project promoted sustainable agricultural practices by training women who belong to self-help groups in animal husbandry, which facilitate poor communities to take up supplementary income-generating activities such as dairy and goat rearing. Although women are the backbone of the agricultural workforce, they are often constrained by limited access to formal knowledge sources, markets, technologies and social networks. The knowledge gained through these trainings enabled women and their families to move beyond subsistence and contributed towards improving the levels of trust and engagement among the community.

Service-Learning in Belize

Joel Hill / Kevin Wyn

For the past three years, students from the UW-Madison Physician Assistant (PA) program have traveled to Belize to provide medical care in the impoverished areas around Independence, a small town in the southeastern part of that country. The range of patient encounters includes management of both acute and chronic medical problems, administering prophylactic de-worming medication and assisting with immunizations. In 2013, UW PA students treated 266 patients in clinics and administered de-licing and de-worming medications to nearly 1,600 students at primary schools near Independence. The experience in Belize left a lasting impression on many students and furthered the PA program mission of developing strong primary care providers who can work effectively in rural or under-served areas.

Tharaka Women's Welfare Program: Youth Engagement

Allison Sambo

Tharaka Women's Welfare Program began with the mission to eradicate Female Genital Mutilation through an Alternative Rite of Passage (ARP) and subsequently improve the health, education and economic outcomes of young women in Kenya. UW-Madison graduate student, Allison Sambo, worked with TWWP, the young girls and community leaders to reimagine the ARP space, focusing on ways to continue the culturally significant practices that signal a transition to womanhood, while incorporating new activities aimed at fostering critical consciousness and civic empowerment through leadership and communication skill trainings and capacity-building activities. The project continues to bring young women to the table as co-leaders and important stakeholders in development initiatives aimed at improving the well-being of young women.

Exploring Medication Safety Hazards in an Ethiopian Academic Emergency Department

Ephrem Aboneh

This project focused on the issue of medication safety hazards in the emergency department (ED) of an Ethiopian academic hospital. Specifically, the project applied human factors engineering concepts to understand current barriers and facilitators to safe medication-use practices. Knowledge of the barriers will help inform recommendations to better design/redesign the existing work system in the ED, with a possibility of scale-up to other EDs in that country. This project was supported by generous funding from the Global Health Institute at the University of Wisconsin-Madison.

Wisconsin Without Borders

Honorable Mention for Global Engaged Scholarship

University of Wisconsin-Madison — Addis Ababa University Neurology Program

Doug Dulli

In October 2013, UW-Madison Neurology professor, Doug Dulli, facilitated a three-week resident rotation at the Addis Ababa University (AAU) in Ethiopia that included lectures and participation in grand rounds and journal club activities. He also enlisted in a clinical research project with AAU Neurology to study barriers to the care of epilepsy in Ethiopia. The project is now developing a program that will bring one or two AAU neurology residents to UW-Madison for six weeks each year, beginning in September of 2014.

International Partners for Education 2013 Program Evaluation

Karen Solheim / Whitney Lingenfelter

International Partners for Education (IPE), a non-profit organization governed by citizens from Malawi and the US, was incorporated in 2006 to provide funding for orphaned students to complete secondary education in Malawi. This project, completed in 2013, evaluated IPE to determine the context within which that organization works, as well as its organizational function and program outcomes.

Physical Therapy Students Partnership to Enhance Family Medicine Physician Education in Rural Ecuador

Jesse Majxner / Guillermo Contreras

In March 2014 two physical therapy students and a UW-Madison Department of Physical Therapy adjunct faculty member, in partnership with Andean Health and Development, traveled to the rural area of Santo Domingo, Ecuador, to complete the following objectives: 1) educate Ecuadorian family practice physicians on differential diagnosis and basic management of low back pain and common shoulder pathology seen in rural Ecuador; 2) educate Ecuadorian family practice physicians on the role of physical therapy with these conditions; 3) increase the awareness of physical therapists' role in hospitals and clinics with regards to referral and consultation.

Research and Intervention for Survivors of Suicide

Eunjin Lee

The initial stage of this project undertook a qualitative study of survivors of suicide in Korea, which has enormous implications for psychotherapists and their clients. Based on information gleaned from this qualitative study, interventions will be developed to help survivors of suicide learn to forgive.

UW-Madison Physical Therapy Promotes Disability Awareness and Inclusion in Toledo District, Belize Amanda Cleary / Kelsey Figg / Paul Larson / Christa Wille / Doubara Wis-Wolo / Ashley Woest

Six physical therapy students and two UW-Madison faculty members traveled to rural villages in the Toledo District of Belize to complete the following sustainable projects: 1) increase the accessibility of Hillside Healthcare International's facilities, 2) talk with primary school students about creating an inclusive community, and 3) create culturally relevant home exercise handouts for common conditions.

Risk Assessment of Total and Bioavailable PTEs in Urban Soils of Baghdad Samera Hamad

This study produced new information regarding the risk of potentially toxic elements estimates based on total concentration and the bio-availability in contaminated soils. The sensitivity of risk estimation was calculated considering variables that might impact the certainty of the risk of soil-PTEs induced by inhalation and ingestion.

NYC PrintSmart Brian Leung

As an intern at the New York Department of Citywide Administrative Services, UW-Madison student, Brian Leung, assisted in the roll out NYC PrintSmart, an initiative that aggregates New York City's printing needs and is projected to save the city \$20 million annually. Brian wrote a weekly newsletter, called "What's Printeresting?" to ensure that initiative's smooth implementation. After his internship concluded, Brian produced an academic paper providing recommendations on how New York City can use the metrics gathered by PrintSmart to establish an innovative performance management system.

Catalyzing Self-Sustaining Sanitation Chains in Informal Settlements Michaela Meckel

In the summer of 2013, UW-Madison student, Michaela Meckel, completed an internship with the Institute of Policy Analysis and Research – Rwanda (IPAR-Rwanda) in Kigali, Rwanda. She spent the majority of her time assisting with research for the Catalyzing Self-Sustaining Sanitation Chains in Informal Settlements (3K-SAN) project sponsored by the European Water Initiative. The 3K-SAN project focuses on developing strategies to catalyze self-sustaining sanitation (i.e. toilets) chains in low-income informal settlements in Kisumu (Kenya), Kampala (Uganda), and Kigali (Rwanda). Research phases include: 1) Rapid Participatory Appraisals (RPA) with communities in informal settlements to identify the needs and ideas about potential sanitation solutions; 2) interviews with civil society and government stakeholders; 3) deliberative forums with community members, sanitation technology providers and financiers to discuss potential sanitation solutions; and 4) work as a multi-disciplinary research group to consolidate and share findings with communities to catalyze self-sustaining sanitation solutions.

URPL 912: Freeport Revitalization Initiative

Professor: Alfonso Morales / Class: Khalid Aljuhani, Michael Beale, Rebecca Binz, Anna Brown, Kristofer Canto, Zhu Cheng, Tzu-Hsuan Chung, Matthew Geanacopoulos, Jeremy Hall, Phineas Hanson, Geoffrey Hartnell, Tingting Hu, Amanda Jacobson, Benjamin Kollenbroich, Ramona Lowery, Benjamin Matters, Cory Schenn, Lihlani Skipper, Janice Soriano, Cynthia Sweet, Shan Xiao

For over 40 years, the UW-Madison Department of Urban and Regional Planning (URPL) has offered a planning workshop course to provide graduate students with training in real-world planning practice. This workshop also serves an outreach function by connecting communities across the upper Midwest with the resources of the University of Wisconsin system in addressing applied planning problems, thus advancing the Wisconsin Idea. In effect, this planning workshop course combines service learning practices with community-based research. During 2013, a team of URPL graduate students collaborated with the City of Freeport, Illinois and Vandewalle & Associates to further develop and implement the Freeport Riverfront Enterprise Initiative.

Appendices

APPENDIX A:

Badger Volunteers Community Partners

Summer 2013 Badger Volunteers

- International Outreach – Christ Presbyterian Church
- MSCR- Emerson Elementary School
- MSCR – Lapham Elementary school
- Neighborhood House Community Center
- Options in Community Living
- South Madison Coalition of the Elderly
- St. Vincent de Paul
- Wisconsin Institutes for Discovery

Summer 2013 WE Badger Volunteers

- Blackhawk Food Pantry Garden
- Center for Resilient Cities (2)
- Clean Lakes Alliance (2)
- Clean Wisconsin (2)
- Community Action Coalition for SC Wisconsin
- Community GroundWorks/ Troy Community Gardens
- Dane County TimeBank
- DreamBikes
- Farley Center for Peace, Justice & Sustainability
- Goodman Community Center TEENworks (2)
- Growing Food and Sustainability
- Leonardo Academy
- Madison Metropolitan Sewerage District (2)
- Porchlight
- Redamte
- Sherman Middle School Garden (2)
- UW Arboretum
- Village of Shorewood Hills
- Wheels for Winners
- Wisconsin Environmental Initiative

Fall 2013 Badger Volunteers

- Institutes for Biology Education (ARMS)
- Boys & Girls Club of Dane County
- Catholic Charities Adult Day Center
- Central Wisconsin Center
- Centro Hispano of Dane County (2)
- East Madison Community Center
- Goodman Community Center

- Hamilton Middle School
- Institute for Biology Education
- International Outreach - Christ Presbyterian Church
- Jefferson Middle School
- MSCR - Allis Elementary School
- MSCR - Emerson Elementary School
- MSCR - Falk Elementary School
- MSCR - Glendale Elementary School
- MSCR - Hawthorne Elementary School
- MSCR - Lake View Elementary School
- MSCR - Lincoln Elementary School
- MSCR - Lindbergh Elementary School
- MSCR - Lowell Elementary School
- MSCR - Mendota Elementary School
- MSCR - Midvale Elementary School
- MSCR - Spring Harbor Middle School
- Mentoring Positives, Inc.
- Omega School Inc.
- Options in Community Living
- Red Caboose
- River Food Pantry
- SOH - Black Hawk Middle School
- SOH - Cherokee Middle School
- SOH - Jefferson Middle School
- SOH - O’Keeffe Middle School
- SOH - Sennett Middle School
- SOH - Sherman Middle School
- SOH - Toki Middle School
- SOH - Whitehorse Middle School
- SOH - Wright Middle School
- Salvation Army Community Center
- Second Harvest Foodbank of Southern Wisconsin
- South Madison Coalition of the Elderly
- St. Vincent de Paul
- Three Gaits, Inc.
- West High School Literacy Center
- West High School Tutoring Center
- Wisconsin Institutes for Discovery

Fall 2013 WE Badger Volunteers

- Clean Lakes Alliance
- Clean Wisconsin
- Community GroundWorks/Troy Community Farm
- Dane County TimeBank

Fall 2013 WE Badger Volunteers Continued...

- DreamBikes
- Farley Center for Peace, Justice & Sustainability
- Goodman Community Center TEENworks
- Habitat ReStore East
- Habitat ReStore West
- Habitat for Humanity of Dane County
- Holy Wisdom Monastery
- Lake View Elementary School Outdoor Classroom
- Leonardo Academy
- MMSD Safe Routes to School
- Porchlight, Inc.
- Redamte
- Salvation Army Food Pantry
- Sherman Middle School Garden
- The Prairie Enthusiasts
- Village of Shorewood Hills
- WEI - Wisconsin Environmental Initiative
- Wheels for Winners
- Wisconsin Bike Fed

Spring 2014 Badger Volunteers

Sustainability:

- 1000 Friends of Wisconsin
- Aldo Leopold Nature Center
- Center for Resilient Cities
- City of Madison Parks
- Clean Lakes Alliance
- Clean Wisconsin
- Community Action Coalition
- Community GroundWorks/Troy Community Farm
- Growing Food and Sustainability
- Habitat for Humanity ReStore West
- Habitat for Humanity of Dane County
- Holy Wisdom Monastery
- Lake View Elementary School
- Madison Children's Museum
- Muir Elementary School
- Porchlight, Inc.
- RENEW Wisconsin
- Sustain Dane
- The Prairie Enthusiasts
- The Salvation Army of Dane County
- UW-Madison Arboretum

Public Health:

- AIDS Resource Center of Wisconsin
- Catholic Charities Adult Day Center

- Central Wisconsin Center
- Jefferson Middle School
- Madison Senior Center
- Options in Community Living
- River Food Pantry
- Second Harvest Foodbank
- South Madison Coalition of the Elderly
- St. Vincent de Paul Free Pharmacy
- St. Vincent de Paul
- Three Gaits
- YMCA of Dane County - West
- YMCA of Dane County -East

Education:

- Institutes of Biology Education (ARMS)
- Boys & Girls Club of Dane County
- Centro Hispano of Dane County - Cherokee
- Centro Hispano of Dane County - Toki
- East Madison Community Center
- Goodman Community Center
- Hamilton Middle School
- International Outreach/ Christ Presbyterian Church
- Mentoring Positives, Inc.
- MSCR- Allis Elementary
- MSCR- Emerson Elementary
- MSCR- Falk Elementary
- MSCR- Glendale Elementary
- MSCR- Hawthorne Elementary
- MSCR- Lake View Elementary
- MSCR- Leopold Elementary
- MSCR- Lincoln Elementary
- MSCR- Lindbergh Elementary
- MSCR- Lowell Elementary
- MSCR- Mendota Elementary
- MSCR- Midvale Elementary
- MSCR- Sandburg Elementary
- Omega School
- Red Caboose - Preschool
- Red Caboose After School - Lapham
- Red Caboose After School - Marquette
- Salvation Army Community Center
- Scholars Academy- Wright Middle School
- SOH - Black Hawk Middle School
- SOH - Cherokee Middle School
- SOH - Jefferson Middle School
- SOH - O'Keeffe Middle School
- SOH - Sherman Middle School
- SOH - Whitehorse Middle School
- SOH - Wright Middle School
- West High School Literacy Center
- West High School Tutoring Center
- Wisconsin Institutes for Discovery

APPENDIX B1: New Service-learning Courses for 2013-14

Summer 2013/ Fall 2013

COMMUNICATIVE DISORDERS 375:
Guatemala

CURRICULUM & INSTRUCTION 375:
New section of Engaged Children in Science

CURRICULUM & INSTRUCTION 699:
Literacy at Vera Court

ENVIRONMENTAL STUDIES 600:
Environmental Justice

ENVIRONMENTAL STUDIES 600:
CBR with South Madison Farmers Market

ENVIRONMENTAL STUDIES 600:
Dimensions of Renewable Energy Technology and Sustainable Development

ENVIRONMENTAL STUDIES 900:
Non-Profit Board Leadership Development

GENDER AND WOMEN'S STUDIES
Summer Service-Learning Internship

HUMAN RESOURCES & MANAGEMENT 401:
School of Business

INTEGRATED LIBERAL STUDIES 400:
Capstone Integration Seminar: Community, Society, Economy

MANAGEMENT & HUMAN RESOURCES 765:
Non-Profit Board Leadership Development

NURSING, MEDICAL SCIENCES- MEDICAL SCHOOL & LAW 768:
Consumer Health Advocacy and Patient-Centered Care

URBAN & REGIONAL PLANNING 912:
Planning Workshop

Spring 2014

CHICAN@ AND LATIN@ STUDIES 539:
Espiritualidad y Lenguaje: Latin@ Mental Health

CURRICULUM & INSTRUCTION 375:
Youth Community-Based Learning

EDUCATIONAL POLICY STUDIES 500:
Rethinking After-School Education

ENVIRONMENTAL STUDIES 600:
Water Stewardship and Sovereignty with Bad River Ojbwe

ENVIRONMENTAL STUDIES 740:
Health Impact Assessment of Global Environmental Change

ENVIRONMENTAL STUDIES 900:
Non-Profit Board Leadership Development

LEGAL STUDIES 694:
Criminal Justice Field Operation

MANAGEMENT & HUMAN RESOURCES 765:
Non-Profit Board Leadership Development

REHABILITATION PSYCHOLOGY & SPECIAL EDUCATION 506:
Strategies for Inclusive Schooling

APPENDIX B2:

Complete List of Service-learning Courses for 2013-14

Fall 2013

AFRO-AMERICAN STUDIES 151:
Introduction to Contemporary Afro-American Society
Michael Thornton

ART 448:
Service Learning in Art
Gail Simpson

BIOLOGY 375:
Engaged Children in Science - After School Clubs
Dorothea Ledin

BOTANY 670:
Adaptive Restoration Lab
Joy Zedler

COMMUNICATIVE DISORDERS 790:
Practicum in Communicative Disorders
Margaret Rosin

COMPUTER SCIENCES: 402:
Introducing Computer Science to K-12 Students
Andrea Dusseau-Arpaci

CURRICULUM & INSTRUCTION 362:
Drama in Education
M. Van DeWater

CURRICULUM & INSTRUCTION 375:
Engaged Children in Science
M. Freitag

CURRICULUM & INSTRUCTION 506:
Strategies for Inclusive Schooling
Alice Udvari-Solner

CURRICULUM & INSTRUCTION 699:
Vera Court Tutoring Program
Catherine Compton-Lilly

ENVIRONMENTAL STUDIES 402:
Business, Development and the Environment
Thomas Eggert

ENVIRONMENTAL STUDIES 600:
Envisioning the Badger Army Ammunition Plant Interp. Trail
Paul Zedler

ENVIRONMENTAL STUDIES 600:
Community Gardening
Samuel Dennis, Jennifer Ross

ENVIRONMENTAL STUDIES 600:
Birding to Change the World
Jack Kloppenburg, Patricia O'Kane

ENVIRONMENTAL STUDIES 600:
CBR with South Madison Farmer's Market
Alfonso Morales, Dadit Hidayat

ENVIRONMENTAL STUDIES 600:
Domestic & Int'l Dimensions of Renewable Energy Techn...
Robert Beattie, A. McCord, Sarah Stefanos

HUMAN DEVELOPMENT AND FAMILY STUDIES 663:
Developmental and Family Assessment

HORTICULTURE 120:
Survey of Horticulture
Sara Patterson

INTEGRATED LIBERAL STUDIES 357:
Peer Mentor Seminar
Susan Brantly

INTEGRATED LIBERAL STUDIES 400:
Capstone Integration Seminar: Community, Society, Economy
Catherine Middlecamp

INTERDISCIPLINARY HUMAN ECOLOGY 350:
Community Issues and Service Learning
Michael Maguire

JOURNALISM 670:
Community Service-learning: Technology for Social Change
Young Mie Kim

Fall 2013 Service-learning Courses Continued...

KINESIOLOGY 316:

Adapted Physical Activity

Johanne Haynes-Manogue, Tim Gattenby

LANDSCAPE ARCHITECTURE 610:

Landscape Architecture Seminar

Varies

LANDSCAPE ARCHITECTURE 670:

Adaptive Restoration Lab

Joy Zedler

LAW 768:

Consumer Health Advoc. and Patient Centered Clinical Care

Kathleen O'Connell

PHARMACY PRACTICE 425:

Pharmacy Practice Experience I

Beth Martin, Andrea Porter

PHYSICAL THERAPY 541:

Issues of Culture and Diversity in Health Care

Jill Boissonnault

POLITICAL SCIENCE 425:

Citizenship, Democracy and Difference

Katherine Walsh

PSYCHOLOGY 399:

Service Learning in Psychology

Patricia Coffey, Caton Roberts

REHABILITATION PSYCHOLOGY & SPECIAL EDU. 300:

Individuals with Disabilities

Aydin Bal, Andrea Ruppap

REHABILITATION PSYCHOLOGY & SPECIAL EDU. 330:

Behavior Analysis: Applications to Persons w/ Disabilities

Andrea Ruppap

REHABILITATION PSYCHOLOGY & SPECIAL EDU. 506:

Strategies for Inclusive Schooling

Alice Udvari-Solner

REHABILITATION PSYCHOLOGY & SPECIAL EDU. 630:

Internship in Rehabilitation or Special Education

Kristine Eiring, Kimber Wilkerson

SOCIAL WORK 400:

Field Practice and Integrative Seminar I

Staff

SOCIAL WORK 401:

Field Practice and Integrative Seminar II

Staff

SOCIAL WORK 578:

Homelessness: A Service Learning Course

Maurice Gattis

SOCIAL WORK 672:

PAVE Peer Education

Tracy Schroepfer

SOCIAL WORK 800:

Field Practice and Integrative Seminar III

Staff

SOCIAL WORK 801:

Field Practice and Integrative Seminar IV

Staff

SOCIAL WORK 835:

Advanced Social Work Practice in Mental Health

Nick Yackovich

SOCIAL WORK 836:

Mental Health Policies and Services

Staff

SPANISH 319

Topics in Spanish Language: Medical Spanish

Anna Gemrich

URBAN AND REGIONAL PLANNING 912:

Planning Workshop

Alfonso Morales

Spring 2014

AFRO-AMERICAN STUDIES 151:

Introduction to Contemporary Afro-American Society
Michael Thornton

ART 448:

Service Learning in Art
Gail Simpson

BIOLOGY 375:

Engaged Children in Science - After School Clubs
Dorothea Ledin

BIOLOGY 699:

Engaged Children in Science - Continuing Work
Dorothea Ledin

BOTANY 651:

Conservation Biology
Adrian Treves

CHICAN@ and LATIN@ STUDIES 510:

Integrative Seminar in Chican@ Studies: Adv. Cultural Studies
T. Arenas

CHICAN@ and LATIN@ STUDIES 530:

Espiritualidad y Lenguaje: Latin@ Mental Health
Stephen Quintana

COMPUTER SCIENCES: 402:

Introducing Computer Science to K-12 Students
Andrea Dusseau-Arpaci

COMMUNICATIVE DISORDERS 790:

Practicum in Communicative Disorders
Varies

COUNSELING PSYCHOLOGY 620:

Espiritualidad y Lenguaje: Latin@ Mental Health
Stephen Quintana

CURRICULUM & INSTRUCTION 362:

Drama in Education
Varies

CURRICULUM & INSTRUCTION 375:

Youth Community-based Learning
Mariana Pacheco

ENVIRONMENTAL STUDIES 402:

Social Perspectives in Environmental Studies
Catherine Middlecamp, Robert Beattie

ENVIRONMENTAL STUDIES 600:

CBR with South Madison Farmer's Market
Alfonso Morales

ENVIRONMENTAL STUDIES 600:

Community Gardens in South West Madison
Samuel Dennis

ENVIRONMENTAL STUDIES 600:

Water Stewardship and Sovereignty with Bad River Ojibwe
Paul Zedler

ENVIRONMENTAL STUDIES 600:

Birding to Change the World
Jack Kloppenburg

ENVIRONMENTAL STUDIES 601:

Systems Thinking and Sustainable Business
Thomas Eggert

ENVIRONMENTAL STUDIES 651:

Conservation Biology
Adrian Treves

ENVIRONMENTAL STUDIES 740:

Health Impact Assessment of Global Environmental Change
Jonathan Patz

EDUCATIONAL POLICY STUDIES 500:

Rethinking After School Education
Bianca Baldrige

FOREST & WILDLIFE ECOLOGY 651:

Conservation Biology
Adrian Treves

GENERAL BUSINESS 601:

Systems Thinking and Sustainable Business
Thomas Eggert

INTERDISCIPLINARY HUMAN ECOLOGY 350:

Community Issues and Service Learning
*Connie Flanagan, Randy Wallar**

INTERDISCIPLINARY HUMAN ECOLOGY 501:

Community University Connections
Marian Slaughter

INTEGRATED LIBERAL STUDIES 357:

Peer Mentor Seminar
Varies

Spring 2014 Service-learning Courses Continued...

KINESIOLOGY 316:
Adapted Physical Activity
Tim Gattenby

LANDSCAPE ARCHITECTURE 551:
Senior Project in Landscape Architecture
Varies

LAW 768:
Consumer Health Advoc. and Patient Centered Clinical Care
Kathleen O'Connell

LEGAL STUDIES 694:
Criminal Justice Field Observation
Nancy Buenger

MANAGEMENT AND HUMAN RESOURCES 401:
The Management of Teams
Rick Merlot

MEDICAL SCIENCES - MEDICAL SCHOOL 768:
Consumer Health Advoc. and Patient Centered Clinical Care
Kathleen O'Connell

NURSING 768:
Consumer Health Advoc. and Patient Centered Clinical Care
Kathleen O'Connell

PHARMACY PRACTICE 436:
Pharmacy Practice Experience II
Beth Martin, Andrea Porter

POLITICAL SCIENCE 699:
Service Learning at Lussier
Kathy Cramer

POPULATION HEALTH 740:
Health Impact Assessment of Global Environmental Change
Jonathan Patz

PSYCHOLOGY 399:
Service Learning in Psychology
Varies

REHABILITATION PSYCHOLOGY & SPECIAL EDU. 300:
Individuals with Disabilities
Cheryl Hanley-Maxwell, Glenis Benson

REHABILITATION PSYCHOLOGY & SPECIAL EDU. 506:
Strategies for Inclusive Schooling
Alice Udvari-Solner

REHABILITATION PSYCHOLOGY & SPECIAL EDU. 630:
Internship in Rehabilitation or Special Education
Kristine Eiring, Katherine Ahlgren

SOCIOLOGY 694:
Criminal Justice Field Observation
Nancy Buenger

SOCIAL WORK 400:
Field Practice and Integrative Seminar I
Staff

SOCIAL WORK 401:
Field Practice and Integrative Seminar II
Staff

SOCIAL WORK 662
Lesbian/Gay/Bisexual/Transgender Personal & Social Welfare
Maurice Gattis

SOCIAL WORK 672:
PAVE Peer Education
Tracy Schroepfer

SOCIAL WORK 694:
Criminal Justice Field Observation
Nancy Buenger

SOCIAL WORK 800:
Field Practice and Integrative Seminar III
Staff

SOCIAL WORK 801:
Field Practice and Integrative Seminar IV
Staff

THEATER 362
Drama in Education
Varies

ZOOLOGY 651:
Conservation Biology
Adrian Treves

APPENDIX C:

Morgridge Match Grant Program

Spring 2014 Funded Projects

In spring 2014, the Morgridge Center awarded eight matching grants totaling \$192,548 to support engaged scholarship and community-based learning by UW-Madison faculty and instructional staff in the areas of education, environment and health. The funding comes through a special matching grant program established by UW alumni Tashia and John Morgridge to support the institutionalization of engaged scholarship at UW-Madison. The spring 2014 cycle was the last of this very successful grant program. With the addition of the spring 2014 grant projects, the Morgridge Match Grant Program has supported 54 engaged scholarship projects with \$1.8 million over the course of five years.

Latino Earth Partnership. Cheryl Bauer-Armstrong, Outreach Program Manager, UW Arboretum, Graduate School
Funded at \$22,832 for one year.

Designed to strengthen communities and grow the next generation of environmental stewards, this program will work with the UW Nelson Institute for Environmental Studies, Centro Hispano and Latino-serving schools to integrate Latino cultural perspectives and experiences with Earth Partnership ecological restoration education to develop bilingual, STEM-based curricular resources. The program will also facilitate community-based restoration projects involving Latino youth and educators and disseminate models to other Latino-serving organizations and schools both locally and globally. Throughout this process, UW-Madison students will work with K-12 teachers and students as well as community partners as part of a service-learning capstone course taught through the Nelson Institute.

Service Learning in Archaeology: Connecting Campus with Community. Danielle Benden, Senior Academic Curator, Department of Anthropology, College of Letters and Science
Funded at \$19,066 for one year

Anthropology 696: Archaeological Curation Methods, will be developed into a year-long service-learning experience to expand upon the existing Trempealeau Archaeology Project investigating the 1,000-year-old Mississippian religious mission site located in the Village of Trempealeau, Wis. Working alongside community members, undergraduate students will develop exhibits for two local venues. The service-learning opportunity affords students with the means to explore Wisconsin history and archaeology more deeply and provides local residents the ability to become stewards of the local archaeology.

The Bubbler: Making Justice with Court-Involved Teens. Nancy Buenger, Associate Lecturer, Center for Law Society and Social Justice, College of Letters and Science
Funded at \$34,631 for one year

Developed in collaboration with the Madison Public Library, the Dane County Juvenile Court Program, the Neighborhood Intervention Program and Community Partnerships, Inc., this initiative will enhance and expand a Bubbler out-of school media arts program for court-involved teens while providing UW-Madison students a service learning experience through Legal Studies 694: Criminal Justice Field Observation. The Bubbler, named for Wisconsin's iconic drinking fountain, is a mobile Madison Public Library makerspace program designed to facilitate hands-on, peer-supported learning and digital literacy.

Service Learning in Uganda: Connecting Health with Agriculture, Phase 2. John Ferrick, Director International Agriculture Programs, College of Agricultural and Life Sciences
Funded at \$24,400 for one year

This initiative will expand upon the service-learning program for undergraduate students in CALS' Uganda Program and strengthen the working relationship with partner institutions in Mukono, Uganda. Phase 2 will develop a community research and education garden that will be used to teach farmers, local community members and students/staff at the Lweza School about new and better techniques for raising traditional crops as well as new, more nutritionally sound crops well-suited to local growing conditions.

Citizen Science: Assessing Students' Development of Public Identities through Engaged Science Projects. Connie Flanagan, Professor, Department of Inter-disciplinary Studies, School of Human Ecology

Funded at \$20,087 for one year

This project will assess the potential of service-learning and place-based science for developing the civic identities and skills of undergraduate students enrolled in the service-learning course, BIO 375: Engaged Children in Science-Lead After-school Science Clubs. It builds on the citizen-science theme currently being explored via a partnership between UW-Madison's School of Human Ecology and the Southeast Michigan Stewardship Coalition (SEMIS), through which UW-Madison researchers collaborate with public schools on eco-justice projects and assess what K-12 students are learning in regard to responsibility for the environmental commons.

Visualizing Health in a Cultural Context. Patti Loew, Professor, Life Sciences Communications, College of Agricultural and Life Sciences
Funded at \$8,280 for one year

Visualizing Health in a Cultural Context is an academically-based service-learning knowledge transfer by which UW-Madison undergraduates learn about Native American environmental health issues from Bad River elders and culture-keepers and share technology skills with Bad River youth in the production of media designed to address health disparities. As part of the project, a media center will be established on the reservation in which Bad River youth work with UW-Madison students to generate and produce content regarding nutrition, healthy lifestyles and traditional food systems.

Community Environmental Scholars Program: Service Learning Capstone Proposal. Cathy Middlecamp, Professor, Nelson Institute for Environmental Studies.

Funded at \$43,130 for one year.

Morgridge Match Grant funding will be used to hire Teaching Assistants to develop and deliver five environmental studies service learning capstone courses working with community partners in Madison, Detroit and other areas. These courses will be available to all Environmental Studies majors, but will be particularly useful to students enrolled in the Nelson Institute for Environmental Studies' Community Environmental Scholars Program (CESP), a competitive academic program and diversity scholarship initiative for students who want to connect their passion for the environment with a strong commitment to community.

Global Health, Human Flourishing and Environmental Care: Engaged Learning in Interdisciplinary Global Health. Sherry Tanumihardjo, Professor, Department of Nutritional Sciences, College of Agricultural and Life Sciences

Funded at \$20,000 for one year

Morgridge Match Grant funding will be used in combination with Madison Initiative for Undergraduates (MIU) funding to support 20 interdisciplinary global health field courses during the 2014-15 academic year. These courses serve as the cornerstone of the experiential learning requirement of the Undergraduate Certificate in Global Health. Students on each trip will be involved in one or more community-led service-learning projects. Courses are designed to provide tangible benefits to communities in areas such as food and nutrition, health education, water and sanitation and environmental sustainability and stewardship. The courses will also teach UW-Madison students how to use a global lens to look at issues affecting health and wellness both internationally and locally. Funding will be used additionally to provide scholarships to students from low-income families, first generation college students and international students, to ensure their participation.

APPENDIX D:

Wisconsin Idea Undergraduate Fellowships

2013-14 Completed Projects:

- **Afya Ukumbi Health Theatre**

Students: Brianna Backes, Tracy Bennett

Faculty Advisor: Dr. Araceli Alonso

Community Partner: Nikumbuke Health Post – Project Africa-Lunga Lunga

In conjunction with the Health by Motorbike program established by Dr. Araceli Alonso, eleven Kenyan women in five villages have already implemented a street theatre health program. The aim of Afya Ukumbi is to expand this model to 35 women and seven villages, including two isolated Maasai communities. Thus, Afya Ukumbi will continue to embolden and invest in the women of rural Kenya by establishing creative ways of promoting their own health and the health of their communities.

- **Prevention of Overdose and Promotion of Positive Incremental Efforts to Change (POPPIE)**

Student: Jessica Schwartz

Faculty Advisor: Randall Brown, M.D., Director for Addictive Disorders at UW Hospital

Community Partner: UW Hospital

Programs have been developed across the country that provide education to opioid users and allow for the distribution of naloxone, an antidote that reverses the effects of opioids and can be given by drug users and their acquaintances after only a few minutes of training. POPPIE planned for the distribution of 45 naloxone-containing kits in inpatient clinics and emergency rooms of UW-Hospital.

- **Slow Food UW Community Partnerships: Strengthening Community Through Healthy Eating in South Madison**

Students: Oona Mackesey-Green, Rebecca Wasserman-Olin

Faculty Advisor: Dr. Margaret Nellis

Community Partner: Centro Hispano of Dane County

The Slow Food UW Community Partnerships was expanded from existing programs with the Boys & Girls Club of Dane County to additional partnerships with Centro Hispano and the Odyssey Project. Pilot programs provided nutritional snacks for tutoring programs using existing Centro Hispano funding. The program also organized youth cooking workshops and supplied nutritious meals for students of the Odyssey Project. Interns recorded program impacts and explored sustainable funding options such as catering and selling SFCP merchandise to ensure the program's continuation.

- **The Waterways Project: Providing Arts Integration in Public Education**

Student: Allison Levin

Faculty Advisor: Karen McShane-Hellenbrand

Community Partner: Kennedy Elementary School, Janesville, WI

The project developed and implemented an original, water-themed curriculum that can be shared in conjunction with the National Waterways Dance Project in April 2014. Following development and implementation of the initial water curriculum in Year One, students participated in a dance residency, provided by the faculty mentor, which will culminate in a site-specific performance for the National Waterways Dance Project.

- **Wisconsin Youth Active Student Emergency Response Teams**

Students: Rachel Brodhead, Jason Dietz, Sean Fleming, Katja Kane-Foempe, Samuel Grow, Abby Schenian, Zoe Storck

Faculty Advisor: Joshua C. Ross, M.D.

Community Partner: Center for School, Youth, and Citizen Preparedness

The project worked conjointly with the Wisconsin Center for School, Youth and Citizen Preparedness to provide continued mentorship for the middle and high school students participating in their Responding to Emergencies and Disasters Youth Camp. The project worked to create opportunities for interaction with public service professionals, offering mentoring from UW-Madison students passionate in emergency management. A symposium was also created to highlight the accomplishments of the participating school.

- **Increasing Basic Sanitation: A Project to Construct Improved Sanitation Facilities at Lweza Primary School**

Students: Nikki Smith, Natalie Atchison, Stefan Elde

Faculty Advisor: James Ntambi

Community Partner: Lweza Primary School, Uganda

The Lweza Primary School in Mukono, Uganda provides education to 750 students in the area and serves as an important locus in the community. The goal was to begin taking a holistic approach to improving the health of Lweza by addressing general sanitation for students. This work was planned through the construction of improved latrines and a hand-washing station. The project also included an educational component, through which UW-Madison students will partner with Lweza teachers to conduct a workshop on sanitation.

2014-2015 Projects Approved for Funding:

- **Community-based Water Quality Monitoring and Water-borne Disease Prevention in Rural Villages in Coastal Ecuador**

Student: Erin Crain

Faculty Advisor: Catherine Woodward

Community Partner: Fundacion Ceiba (The Ceiba Foundation for Tropical Conservation)

The Ceiba Foundation for Tropical Conservation initiated a "citizen-science" water quality monitoring project in Jama County, Manabi Province, Ecuador, with the help of other WIF recipients in 2011. During the fellowship, the students will help train local research teams in the field monitoring fecal coliform bacteria and other biophysical indicators of water quality. The project also will gather information from local health professionals and conduct internet and library research to create educational pamphlets in Spanish on health risks from water. Ceiba will distribute the pamphlet throughout Jama County (pop. 23,253).

- **Housing First for Families: Impact of Health Issues on Family Success**

Student: Matt Holtz

Faculty Advisor: Peter Miller

Community Partner: United Way of Dane County

The goal of this project will be to research other communities that have implemented Housing First models and analyze the current state of Housing First in Dane County. Housing First programs help families achieve long-term housing stability by providing subsidized housing along with intensive case management. Housing First is a new concept that differs from traditional housing models by minimizing time spent in homeless shelters through housing placement of homeless families and individuals as quickly as possible. This project will provide research for the United Way to optimize the effectiveness of their own housing programs.

- **Social Entrepreneurship and Microenterprise in La Calera, Ecuador with Sumak Mayo**

Students: Lily Grant, Alexandria Cull, and Jennifer Knoeppel

Faculty Advisor: Lori DiPrete Brown

Community Partner: Sumak Mayo

The goal of this project is to give Sumak Mayo, a small indigenous women's group located in rural Ecuador, the skills to make their artisanal jewelry business, and thus their communities, more profitable and empowered, as well as to create partnerships around Wisconsin and Ecuador for expansion opportunities. This project plans to help the women develop the skills necessary to effectively sell their products in a competitive market, as well as create lasting business connections. It will also include expanding the group's social media presence, elevating marketing strategies, implementing business workshops and connecting the group to relevant organizations at UW-Madison. This project will foster additional opportunities to expand Sumak Mayo's business and improve the lives of those in their community. This is a sustainable project that could be expanded in the future and could also be used as a model for other public health and microenterprise initiatives.

- **BEATS School to Employment Compass: Foster Students Career Pioneers and Link Unemployed Young Adults in West Madison to Employment**

Student: Silun Li

Faculty Advisor: Anna Haley-Lock

Community Partner: Lussier Community Education Center

Lussier Community Education Center (LCEC) will implement BEATS, a program that delivers services related to the job search. This includes resume development and mock interviewing for low-income and unemployed individuals. This project will help LCEC expand the career services and develop additional career education program for students, youth and unemployed young adults in West Madison. These increased services will allow job-seekers to better enhance their career skills and prepare them for matched employment opportunities. This project will also include a preliminary evaluation of the program's impact.

- **Community Compost Collection**

Students: Anna Marsicek, Tyler Anderson, Elizabeth Sequin, Jack Froiland, and Jayne-Norah Ntambi

Faculty Advisor: James Ntambi

Community Partner: Lweza Primary School

Sanitation remains a major health concern in Uganda. This project seeks to improve sanitation in Lweza, Uganda through the creation and implementation of a community-led compost collection program to manage the biogas system, which was recently installed by the Madison-based company Waste2Energy, at Lweza Primary School. The facilitation of an educational video exchange program between Lweza Primary School and Wisconsin elementary schools will promote the awareness and discussion of global issues related to health and sanitation among school-aged children.

- **Nutrition and Hygiene Promotion in Rural Santa Ana, Honduras**

Students: Hasan Nadeem

Faculty Advisor: Lori DiPrete Brown

Community Partner: Baylor Shoulder to Shoulder

The goal of this project is to promote nutrition awareness and education in targeted schools of Santa Ana, Honduras. The program leaders will facilitate educational sessions about safe and healthy nutritional intake and hygiene. These sessions will also promote the use of latrines to minimize contamination of public water supplies. The project will work with the community to maximize nutritional habits that can specifically impact the health of children in the area.

- **The Soap Project: Identifying materials and methods of soap making in Kenya**

Student: Kayla Sippl

Faculty Advisor: Dr. Susan Paskewitz

Community Partner: Indigenous People in Action

The aim of The Soap Project is to identify potential materials and methods of soap making in Kenya. With this knowledge, experiments will be conducted in order to find a recipe for basic hand soap that can be made from simple, readily available ingredients at a low cost. With the help of the organization Indigenous People in Action, soap-making workshops will be held for women in the community, demonstrating the methods found to be most successful. The project will also research markets and unique ingredients in Kenya that could give the soap a competitive edge in the market. The workshops and research will ultimately allow the women to create a product that has the potential for many positive health and potential economic implications.

**This project received the WIF Special Competition Award in Social Entrepreneurship. This award was granted with the support of American Family Insurance.*

- **Write to Learn: Combining Creative Writing and Nutrition Lessons for Youth in Ethiopia**

Students: Hanna Vadeboncoeur, Jessica Lyga

Faculty Advisor: Heidi Busse

Community Partner: International Potato Center

Write to Learn is an interactive workshop using storytelling and creative writing to increase the nutritional understanding and literacy rates of the children at the youth development organization, Eгна le Eгна, in Shashemene, Ethiopia. The project will use the culturally-embedded tool of oral storytelling to build educational materials from the ground up that can be shared with a wider audience. The International Potato Center (CIP) is working to incorporate the orange-fleshed sweet potato into Ethiopian diets in an effort to combat vitamin A deficiency. In collaboration with CIP, the project will adapt existing lessons and design new strategies to educate the youth about this sweet potato variety.

- **The Moringa Tree Sustainability Project: Laying the Foundation for Community Members in Southeastern Kenya to Improve Nutrition, Food Security, and Economic Prosperity**

Students: Aubrey Winkie, Ali Miller, and Sophia Halgren

Faculty Advisor: Araceli Alonso

Community Partner: Kwale District Chief, Lunga Lunga, Kenya

The Moringa Tree Sustainability Project will attempt to provide a sustainable solution to poverty, malnutrition and food insecurity by introducing Moringa trees in the Kwale district of rural southeastern Kenya. Students have already given talks to community members about how to plant the seeds and nurture the growth of the tree. This summer, students will travel to villages and hold large hands-on demonstrations to build support and interest in the community. Students will also train peer educators on the benefits of the Moringa tree, its uses, how it can be cooked and the general upkeep of the plant. They will additionally help raise community awareness of the project through the use of posters, t-shirts and dramas that will be created and implemented by the community members.