

Morgridge Center for Public Service

2014-15 ANNUAL REPORT



Letter from the Director

Dear Friends and Supporters of the Morgridge Center for Public Service,

The Wisconsin Idea is alive and well at the Morgridge Center for Public Service (MCPS). The 2014-15 academic year gave us many reasons to reflect on our purpose and goals. The very public debate around the mission of the University of Wisconsin- Madison reinforced for us that we have the privilege of serving as the hub of campus-community partnerships that strive to improve the human condition.

We take this mission seriously. And yet, one of the joys of working at the Morgridge Center for Public Service is the constant upbeat, can-do attitude that pervades the staff, students, staff, faculty and community partners that engage with us.

I joined the center as interim director in the summer of 2014, and was named director in late spring of 2015. It has been my privilege to help foster programs that were already in full swing due to the efforts of MCPS staff and previous directors. We've been implementing our Community-Based Learning Action Plan which is helping to foster community-engagement through coursework for 3000+ UW-Madison students each year. The Badger Volunteers program annually places 1500+ students in weekly volunteer experiences throughout the Madison area. The Wisconsin Idea Fellowship and the new Wisconsin Open Education Community Fellowship program (funded through the Division of Continuing Studies) are engaging undergraduates in community-based research and projects throughout Wisconsin and throughout the world.

Underlying these course-based initiatives and experiences beyond coursework are ongoing partnerships with local nonprofits, government agencies, and municipalities and an ethic of striving to benefit the community and enhance the students' experiences.

In the coming year, we will nourish our existing programs, while continually finding ways to engage more campus and community members in the work of partnering to pursue a better life for all of us. We are invested in striving for equity in our center, on our campus, and in our community. We are devoted to continuing to foster community among people on campus doing community-engaged work. We are seeking ways to involve our students in the public service of working with local governments. And throughout the calendar year 2016, we will proudly engage the campus and broader community in a celebration of the Morgridge Center for Public Service's 20th anniversary. We hope you will join in.

Thank you for your interest in the Morgridge Center for Public Service. Next time you are on campus and in the neighborhood of the Red Gym, please stop by and allow us to welcome you. We look forward to seeing you soon.

Sincerely,



Kathy Cramer
Faculty Director

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Director

Katherine J. Cramer

Campus Administrative Affiliation

School of Education

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Morgridge Center Staff

New Permanent Director

In April 2015, Political Science professor and Interim Director Kathy Cramer was named the next permanent director of the Morgridge Center for Public Service. Her term will last five years from the April 2015 date. Kathy Cramer had held the position of interim director at the Morgridge Center since June 2014, after former director Nancy Mathews accepted a deanship at the University of Vermont.

In a full year directing the Morgridge Center, Kathy Cramer has made it a priority to connect with and listen to community leaders across Madison and Wisconsin, while building a strong UW-Madison community of faculty, staff and students engaged in academic teaching and research off campus. She has also placed an emphasis on racial equity and racial justice work.

Since 2001, Kathy Cramer has taught a popular Service-learning course titled Citizenship, Democracy and Difference. Starting in 2008, she also spent three years working as a faculty research scholar with the Morgridge Center. Kathy is the recipient of a UW-Madison Chancellor's Distinguished Teaching Award, a Vilas Associates Award and a 2015-18 Leon Epstein Faculty Fellowship.

Staff Moves

Mary Rouse fully retired in June 2015 after over 20 years of service to the Morgridge Center and 48 years at UW-Madison. Mary came to UW-Madison in 1967 as an admissions counselor and in 1987 became the Dean of Students. In 1994, she served on the committee that first created the proposal for the Morgridge Center. In 2000, Mary became director of the Morgridge Center before retiring in 2005. Mary later returned to the Morgridge Center as a part-time Community Liaison.

Karen Crossley shifted her role in early 2015. Formerly Associate Director for Operations, Karen now serves as the Special Projects Director. In this role, Karen will focus on a wide range of projects for the Morgridge Center, including community relations, development and racial equity.

Jason Burke joined the Morgridge Center staff as Achievement Connections Campus Coordinator in August 2014 and completed his AmeriCorps year of service in July 2015. Starting a volunteer recruitment effort from scratch, Jason recruited an incredible 170 students for the Achievement Connections program.

Steph Harrill received the new title of Badger Volunteers Director in spring 2015. Kari Temkin simultaneously received the new title of Badger Volunteers Coordinator.

Staff Community Tours

Twice per year, 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 and UW-Madison might better support the missions of these organizations.

In December, staff visited the YWCA Empowerment and Training Center, the Catholic Multicultural Center and Centro Hispano. In June, staff visited Fountain of Life Church/ Nehemiah Center for Urban Leadership Development, Madison-Area Urban Ministry and the Meadowood Neighborhood Center.

Morgridge Center Staff

Faculty Director

Katherine J. Cramer

Associate Director for Engaged Scholarship

Randy Wallar

Assistant Director for Community-Based Learning

Elizabeth Tryon

Assistant Director for Civic Engagement

Megan Miller

Special Projects Director

Karen Crossley

Badger Volunteers Director

Stephanie Harrill

Badger Volunteers Coordinator

Kari Temkin

Communications Specialist

Mark Bennett

Financial Specialist

Dean Ladwig

Assessment Coordinator

Alaura Seidl

Outgoing Achievement Connections Campus Coordinator

Jason Burke

Outgoing Community Outreach Liaison

Mary Rouse

Director's Assistant

Nancie Luther

Morgridge Center Student Staff

Student Interns

The Morgridge Center for Public Service employed 15 student interns in 2014-15 over 12 different positions, with four spots turning over mid-year.

Badger Volunteers Interns

The Badger Volunteers Interns (3) assisted in the administration of the Badger Volunteers program, including program management, promotion, recruitment and coordination of Badger Volunteers and Leaders. Other responsibilities included promotion, 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 Interns served an integral role in the promotion and advancement of the Morgridge Center's mission. The students conducted outreach presentations to students, faculty, student organizations, University Housing and Greeks, and attended relevant campus events throughout the academic year that promote the center's programs and services offered to the UW community. In 2014-15 the Campus Outreach Interns gave 47 presentations on campus.

Community Outreach Intern

The Community Outreach Intern served as the Morgridge Center's link between the community and the campus. The community outreach intern supported and strengthened current partnerships with community organizations. This student developed new partnerships related to Morgridge Center for Public Service programs and initiatives including as Badger Volunteers, service learning courses, and community based research. This intern created new advising materials related to volunteering by cause. She also hosted four nonprofit info sessions on campus to get students and community partners connected.

Events Intern

The Special Projects Intern supported the work of the Civic Engagement Coordinator by assisting in the planning and implementing of Morgridge Center events and programs. This student helped coordinate the Public Service Fairs, the Morgridge Center Awards program, Walk the Walk, MLK Day of Service, Morgridge Center Open Houses, and served on the Sickle Cell Blood Drive planning committee. She also represented the Morgridge Center on the Bucky Award Committee.

Marketing Intern

The Marketing Intern supported the Communications Specialist in coordinating branding, promotion and communications. The intern marketed our services to three audiences: students, faculty/staff, and community partner organizations. This student sent out weekly Morgridge Mail newsletters to over 3,600 students. This intern executed a Morgridge Mail design refresh and also created a newsletter for community partners.

Peer Advisors

The Peer Advisors (2 each semester) provided one-on-one advising and outreach to individual students and campus groups interested in service. The Peer Advisors served as a main point of contact for students interested in volunteering and building relationships with other campus units. In addition to their peer advising roles these interns updated volunteer-by-major information sheets, organized the entire photos folder on the shared drive, cataloged student advisee data and supported the Transportation Options initiative. In 2014-15 Peer Advisors held 141 advising appointments. See page 15 for a breakdown of data from advising appointments.

2014-15 Student Interns

Badger Volunteers Interns

Adam Beer (fall)
Annie Paul
Rae Monte
Haley Spranger (spring)

Campus Outreach Intern

Elizabeth Hamel (fall)
Reuben Sanon (spring)

Community Outreach Intern

Mariel White

Events Intern

Brienne Schaefer

Marketing Intern

Rachael Mogck

Peer Advisors

Allison Johnson (spring)
Lucky Liu
Lillian Rotter (fall)

Poverty Analysis Intern

Neil Damron

Social Media Intern

Victoria Fok

Transportation Intern

Brianne Leibham

Poverty Analysis Intern

The Institute for Research on Poverty and the Morgridge Center for Public Service are collaborating to raise awareness of social issues and encourage community involvement among UW-Madison undergraduate students. Another goal of the partnership is to prepare Morgridge Center volunteers for their service, which for many will involve working with disadvantaged local elementary school and middle school students.

As part of the partnership, IRP and Morgridge Center staff are working together each academic year to mentor a student intern with public service or poverty-related career aspirations. The Poverty Analysis Intern worked to educate students who participate in Morgridge Center programs on poverty. The Poverty Analysis Intern created a series of information sheets detailing poverty facts and statistics supplied by the Institute for Poverty and Research. Topics in 2014-15 included *Life Beyond Bars: Children with an Incarcerated Parent*, *Brain Drain: A Child's Brain on Poverty* and *No Place to Call Home: Child & Youth Homelessness in the United States*.

Social Media Intern

The Social Media Intern assisted the Communications Specialist in running our social media accounts. The intern worked to market our services to three audiences: students, faculty/staff, and community agencies. There was a specific focus on having this student enhance our Instagram account and take control of the Badger Volunteers accounts.

Transportation Intern (New in 2014-15)

This position was new in 2014-15 and supported an effort to think more multi-modally about transportation through the Transportation Options program. Giving students the information they need to make an informed choice about how they get to their community partner site was a primary goal of this intern's role. Specifically she supported Badger Volunteers in showing them their transportation options. She also maintained resources related to transportation, approved cab and community car users, tracked usage data and provided administrative support to the Transportation Options program.

Student Program Assistants

The Morgridge Center for Public Service employed seven student Program Assistants in 2014-15. These students greeted visitors at the office front desk, assisted professional staff members with projects and provided general administrative support.

Undergraduate 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. The CBL fellows were led by graduate fellow, Haley Madden.

Program Assistants & Fellows

Program Assistants

Kristen Cassarini (fall)
Chris Hagen
Fisnik Lumani
Gilly McBride
Ling Teng
Ismail Umer
Ryan Zeller

Community-based Learning Fellows

Haley Madden (Lead, Graduate Fellow)
Nadia Carlson
Chris Petersen
Tessa Silva
Bobbi Skenadore

Graduate Student Fellows

UW South Madison Partnership Graduate Fellow

This position is responsible for coordination of campus-community groups using the S. Madison Partnership space, convening the Partnership's Community Advisory Board, and supporting community events and initiatives in South Madison.

Community-based Learning Graduate Fellow

This graduate assistantship supports the Assistant Director of Community-based Learning in a variety of ways, including mentoring the community-based learning undergraduate fellows, re-developing the Wisconsin Idea Exchange Database, and promoting Community-based Learning/ Research and engaged scholarship through event organization, trainings, creating communication pieces and consultations.

Engaged Scholarship Graduate Fellows

Fellows (3) 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 Idea Fellowships Graduate Fellow

The WIF Graduate Student Assistant provides comprehensive support for the program, mentoring current students, tracking project progress and recruiting new applicants. This graduate student also helps track funding as well as community partner/ faculty mentor relationships.

Wisconsin Open Education Community Fellowships Graduate Fellow

The WOECF Graduate Assistant provides key support to the newly created Wisconsin Open Education Community Fellowship program by promoting the initiative to undergraduate students, faculty and prospective community partners; provides orientation sessions to interested students; and assists with all aspects of the selection process. The graduate assistant also provides support in the coordination and mentorship of the fellows; maintains on-going contact with them and their community partners throughout the duration of the fellowship; and assists with program evaluation and planning.

Wisconsin Without Borders Graduate Fellow

This graduate student was responsible for directing and maintaining the work flow of the 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.

Part-time AmeriCorps Member

Through a grant from Wisconsin Campus Compact, the Morgridge Center teamed up with United Way's 2-1-1 service to host a part-time AmeriCorps member to recruit volunteers. This person served 450 hours with United Way's 2-1-1 service both by building capacity to support more volunteers and in a direct service role.

Graduate Student Fellows

UW South Madison Partnership Graduate Fellow

Julissa Ventura

Community-based Learning Graduate Fellow

Haley Madden

Engaged Scholarship Graduate Fellows

Dadit Hidayat

Marian Slaughter

Sue Stanton

Wisconsin Idea Fellowships Graduate Fellow

David Metler

Wisconsin Open Education Community

Fellowships Graduate Fellow

Dave Lassen

Wisconsin Without Borders Graduate Fellow

Cassie Rademaekers

Morgridge Center Operations and Financials

Office Administration

Operations

The Department Administrator continues to fine-tune the reorganization of the Student Program Assistants. The Student Program Assistants are not only responsible for staffing the front desk of the Morgridge Center, but also managing many of the day-to-day operational tasks at the Center. They are also taking on both short and long-term projects to assist with many of the Center's program and operational needs.

Strategic Planning

The Morgridge Center undertook an intensive strategic planning process in the spring of 2011. In June 2014, the Center held a mini-retreat to revisit the mission and values while also updating our indicators of success. The next strategic planning session is targeted for spring/summer of 2016 when the Center's five-year strategic plan comes to an end.

Budget and Endowment

Department Administrator

A full-time Department Administrator provided financial oversight for the Morgridge Center. With the assistance of one of the Morgridge Center's Student Program Assistants, 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 Department Administrator also oversaw the work of the Morgridge Center's six Student Program Assistants.

Budget Status

The Morgridge Center's income is on target with projections, and expenditures are projected under budget. Total budgeted 2014-15 expenditures amounted to \$1,644,100. Final expenditure numbers will be available in late summer 2015.

Endowment

At the end of FY15, the Morgridge Center endowment stood at \$14.8 million. In 2014-15, interest from the endowment provided \$623,946 toward expenses— covering 38% of anticipated expenditures.

Gifts and Grants

2014-15 gifts and grants totaled \$360,265, up nearly \$129,000 over 2013-14. The Morgridge Center is deeply appreciative of the support we receive from corporate and community sponsors, campus sponsors and individual donors. While our endowment covers around 2/3 of current operating costs, these additional gifts and grants are crucial for our operation. See the next page for the full breakdown of 2014-15 gifts and grants.

Development

Morgridge Center staff established a renewed development effort in 2014-15. Led by the Special Projects Director, a Development Team was formed to better document efforts and outreach, brainstorm new development opportunities, build a more robust and regular development communications strategy and develop better opportunities for donor appreciation. Formal appeals were sent via email in December and again in late May. Additionally, staff members pursued new donor sources and grants -- both local and national. The Morgridge Center also made significant progress in coordinating our donor database with the Wisconsin Foundation and Alumni Association's system, ABE. We expect to be fully coordinated by the end of FY 2015-16.

A Vision for Future Growth

The Morgridge Center for Public Service has seen sizable growth in staff, engagement and scope of work over the last few years. But we have even grander visions for the future. Below are specific areas of development and growth potential identified in 2014-15:

1. Offer faculty incentives for engaged scholarship work

We want to encourage faculty members to communicate the public benefits of their research, conduct research in partnership with relevant community entities and incorporate community-based learning in their teaching. We envision a campus culture that sends a strong signal that the university values engaged scholarship.

We envision four annual grants for rigorous research that meet a well-defined community need in Wisconsin and are developed in close collaboration with a community partner. These grants would be similar to the existing Baldwin Wisconsin Idea Endowment Grants, but more clearly targeted to rigorous research as opposed to outreach.

2. Establish one or more annual teaching awards for community-based learning

We envision this award to stand at the same level as the Chancellor's Distinguished Teaching awards. The goal here is to have a highly visible, highly coveted award that incentivizes this type of undergraduate instruction.

3. Launch a faculty fellows program

Junior faculty are more likely to try community-based learning, but they also face the strongest disincentive: the demands of the tenure clock. We envision a faculty fellows program in which eight (8) junior faculty are selected each year to engage in regular seminars on community-based learning and are given a small grant to help implement a community-based learning course.

4. Create an annual graduate student project-assistantship

The Morgridge Center for Public Service is the main source of support for community-based learning on campus. We desire to boost our work substantially with an annual graduate student project-assistantship. We have funded such a position for 2014-15 and 2015-16 with the help of Educational Innovation but envision a sustainably-supported position for future years.

Summary of 2014-15 Gifts and Grants

DONOR	DESIGNATION	AMOUNT
CORPORATIONS, BUSINESSES & COMMUNITY ORGANIZATIONS		
Evjue Foundation	Badger Volunteers	\$11,000.00
First Business Bank	Badger Volunteers	\$3,000.00
UW Credit Union	Badger Volunteers	\$5,000.00
WPS Charitable Foundation Inc.	Badger Volunteers	\$2,000.00
CAMPUS		
Division of Continuing Studies	Wisconsin Open Education Community Fellowships	\$34,826.00
Division of International Studies	Wisconsin Without Borders	\$12,500.00
Facilities, Planning & Management	Badger Volunteers Coordinator	\$36,790.00
Global Health Institute	Wisconsin Without Borders	\$3,000.00
Institute for Research on Poverty	Institute for Research on Poverty Intern	\$1,000.00
Ira and Ineva Reilly Baldwin Wis. Idea Endowment	Engaging to Close the Achievement Gap	\$41,205.00
Ira and Ineva Reilly Baldwin Wis. Idea Endowment	Wisconsin Idea Exchange Upgrades	\$2,550.00
Kemper K. Knapp Bequest Committee	Transportation Options	\$25,000.00
Office of the Vice Chancellor, Administration	Course Development Grants	\$20,000.00
Office of the Vice Chancellor, Administration	PEOPLE & Service Learning, Transportation Options	\$92,110.00
Office of the Vice Chancellor, Administration	Wisconsin Idea Fellowships	\$43,000.00
Office of the Vice Chancellor, University Relations	UW South Madison Partnership Fellow	\$15,265.00
INDIVIDUALS		
Darrell Bazzell	Individual Donation	\$1000.00
Friends and Family of Louis Korenman	Louis Korenman Badger Volunteers Award	\$10,000.00
Martha Casey	Individual Donation	\$100.00
Katherine Cramer	Individual Donation	\$100.00
Karen Crossley	Individual Donation	\$100.00
Casey Klofstad	Individual Donation	\$150.00
Alan Paberzs	Individual Donation	\$25.00
Mary & Kendall Rouse	Individual Donation	\$150.00
Jeanan Yasiri-Moe	Individual Donation	\$294.00
TOTAL		\$360,165.00

Communications and Marketing

Overview

Getting our word out, getting people excited and getting people involved: All Morgridge Center communications and marketing efforts center on those three points. Focusing on our three main audiences-- students, faculty/staff and community members-- the Morgridge Center executed a comprehensive digital, print and social strategy in 2014-2015. Below are some of the highlights.

Twitter

The @MorgridgeCenter Twitter presence exploded in 2014-15, with nearly 300% growth in impressions. A focus on analytics resulted in smarter postings, with an emphasis on photos and links. 11 out of 12 months saw growth in 2014-15 over the same month in 2013-14. Feb. 2015 was the top month in the history of @MorgridgeCenter, gaining 78,800 impressions and a 2.9% engagement rate. 2014-15 also saw a renewed focus and effort in @BadgerVolunteers, with more growth expected in 2015-16.

@MorgridgeCenter	2014-15 TOTAL	% CHANGE OVER 2013-14
Impressions	625,500	+297%
Engagement Rate (%)	2.31%	+248%
Link Clicks	3,003	+386%
Retweets	853	+331%
Favorites	1,556	+512%
Impressions Per Day	1,725	+297%

Facebook

The Morgridge Center Facebook page saw huge growth in 2014-15, claiming record numbers in nearly every category. A new strategy was developed that limited the number of posts, but aimed to increase engagement with more photos, videos and news stories. Facebook continues to be a testing ground, with research showing our target demographic moving away from the platform. The Badger Volunteers Facebook page also continued to be an important resource for that program.

/MorgridgeCenter	2014-15 TOTAL	% CHANGE OVER 2013-14
Organic Impressions	298,855	+19%
Organic Reach	119,898	+52%
Engaged Users	10,561	+56%
Consumers	8,544	+9.7%
Org. Impressions Per Day	818.8	+18.8%
Page Likes	1337	+9.7%

Website

Morgridge.wisc.edu underwent a complete overhaul in 2014-15, launching in fall 2014. The new website drew increased visitors, while dramatically increasing efficiency. Fewer page views shows us that we met our goal of increasing ease-of-use. A new Badger Volunteers registration site also cut down on the number of steps needed to sign up. Additionally, a prominent news section on the new website resulted in new opportunities to drive increased traffic.

morgridge.wisc.edu	2014-15 TOTAL	% CHANGE OVER 2013-14
Sessions	76,306	+1.8%
Users	45,690	+4.2%
Pageviews	221,411	-2.9%
Pages/Session	2.90	-4.6%
Average Duration	2:09	-10.4%
New/ Returning Visitors	58/42%	n/a

Morgridge Mail Newsletter

The Morgridge Mail digital newsletter underwent a complete redesign in the summer of 2014. The newsletter, sent every Monday during the school year to over 3,600 recipients, is now designed with and sent using MailChimp. This service not only has allowed for a more visually appealing newsletter, but it also tracks a complete range of analytics for the first time. We continue to recruit student sign up aggressively, growing our audience by nearly 15% in 2014-15.

Morgridge Mail	2014-15 TOTAL	% CHANGE OVER 2013-14
Users	3,685	+14.7%
Avg Open Rate	20.5%	insufficient data
Avg Click Rate	2.1%	insufficient data

Additional Social Media

In addition to using Twitter and Facebook, the Morgridge Center is also active on Instagram, with occasional activity on YouTube and LinkedIn. The @MorgridgeCenter Instagram account saw robust growth, with over 240 followers at the end of 2014-15. The continued barrier to more activity on accounts such as Instagram is staff time to dedicate to well-executed posts.

Media Mentions

The Morgridge Center garnered 23 unique media mentions in 2014-15, including the Cap Times, the Wisconsin State Journal, Isthmus, WISC Channel 3, Wisconsin Public Radio, WKOW Channel 27, the Daily Cardinal and the Badger Herald. Additionally, the Morgridge Center received dozens-- if not hundred-- of statewide, national and international mentions in stories on John and Tashia's landmark \$100 million donation to the University.

Most significantly, Director Kathy Cramer was featured as the June 18 cover story in Isthmus. This feature was undoubtedly seen by tens of thousands of print and online readers, garnering a significant amount of attention for the Morgridge Center. Community Liaison Mary Rouse was also prominently featured in a June 14 Q&A with the Cap Times.

Original Content

The Morgridge Center communications strategy made a significant push in 2014-15 to increase original content. Fifty-two stories were published to morgridge.wisc.edu, including news, announcements, updates and profiles. These stories drove a large amount of traffic to the website and were shared widely with any relevant campus departments or community partners for republication.

Printed Materials

Despite a large digital presence in 2014-15, the Morgridge Center communications strategy still relied on printed materials, most notably informational handouts for students, faculty and community partners. A number of these handouts were completely redesigned in 2014-15. The Morgridge Center also focused specifically on creating more user-friendly handouts for potential community partners, including a handout translated into Spanish.

2014-15 also included a number of campus-wide poster campaigns. Badger Volunteers and the Wisconsin Idea Fellowships both featured large, printed posters, as did a campaign to educate students on Voter ID laws.

Community Partner and Engaged Scholars Newsletters

The Morgridge Center Marketing Intern and Community Outreach Intern led the development of a new Community Partner e-newsletter in spring 2015. An additional "Engaged Scholars" e-newsletter was also developed to keep our community-engaged campus partners up to date on news, events and opportunities.

Branding

Creation of a comprehensive Brand Guide began in 2014-15 and will continue into 2015-16. This Brand Guide will help tie together marketing and communications guidelines across the entire Center.

Several programs also received fresh branding in 2014-15 including: Wisconsin Idea Fellowships, Public Service Fairs, Be the Change Banquet and Wisconsin Without Borders.



Service Outside the Classroom

Badger Volunteers

Overview

As the Morgridge Center's largest co-curricular (non credit) program, Badger Volunteers™ is designed to create mutually beneficial partnerships that engage UW – Madison students in ongoing volunteer opportunities that provide meaningful and consistent service within the communities surrounding campus.

Badger Volunteers is a semester-long program offering UW-Madison students, both undergraduate and graduate, training and logistical support 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 Year-End Highlights

Badger Volunteers experienced a number of changes during the 2014-2015 academic year directly related to the expanded capacity with the new staffing structure of two full time staff and three interns. In addition to an increase in the numbers of students engaged and community partners engaged, many program components were enhanced to increase overall program quality. Some of the most notable accomplishments include:

- Engaged an increased number of students – over 1,500 this academic year with a record high summer program of over 150 students. During the spring semester, registration nearly hit capacity by day two of the ten-day registration period; at the end of spring registration the program had nearly 700 students enrolled with a waitlist of over 300 students.
- Restructured the orientation process from 8 to 10 large general orientations in the evenings to smaller orientations in the day around the time students volunteer. The new structure not only allowed teams to meet as a group before volunteering, but also allowed for more small group activities to prepare students to respectfully engage with their community.
- Increased communication with increased number of staff members including one-on-one with over 50 first-time BV Leaders each semester and more than twice as many site visits as past semesters.
- Launched the first full year of the Badger Volunteer Ambassador Corps (BVAC), with over 25 consistent members. The BVACs, who are charged with creating more of a community and spirit amongst BVs, hosted two successful BV social events. Over 100 Badger Volunteers attended the fall social, BV-Giving, which included community building and making cards for a nearby hospital while dining on donated Chipotle burritos and a mash potato bar. During the spring semester, nearly 40 students participated in a “BV Amazing Race” scavenger hunt and enjoyed an ice cream social. The BVAC also created and implemented initiatives to increase BV recognition such as a semesterly BV team award, and appreciation events like BV Bagels and Coffee.
- Featured in “Forward Motion” on the Big Ten Network with a story about a veteran Badger Volunteer and community partner, Three Gaits.
- Expanded the BV program to include over 10 new community partner sites, and also initiated new campus partnerships including but not limited to: WISCIENCE, Compass Program with the School of Business, and the Sustainability Certificate with the Nelson Institute.

The following page details final 2014-15 numbers that reflect the many changes listed above.

Badger Volunteers Community Partners and Sites

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

Badger Volunteers 2014-2015 Numbers

PROGRAM	TOTAL VOLUNTEERS	LEADERS	COMMUNITY PARTNER SITES	HOURS SERVED
SUMMER 2014				
BV Sustainability	73	24	23	2,050
BV Public Health	18	4	3	510
BV Education	26	6	4	1,000
TOTAL	151	34	30	3,560
FALL 2014				
BV Sustainability	76	24	18	4,100
BV Public Health	166	31	18	5,500
BV Education	300	66	36	9,500
TOTAL	663	121	72	19,100
SPRING 2015				
BV Sustainability	65	22	18	1,900
BV Public Health	155	27	16	3,800
BV Education	341	76	37	9,300
TOTAL	686	125	71	15,000
2014-15 TOTALS	1,500	280	93*	37,660

**unique sites*

Transportation Options

Overview

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. Over the past year, we provided comprehensive resources about walking, biking, busing, carpooling, and taxiing to emphasize alternatives, options and intentional choice. We redesigned our website to include resources on each mode.

Cab Service

In 2014-15 we provided students with 3,694 round-trip rides to their volunteer sites via Union Cab. See next page for taxi figures and costs.

Community Car

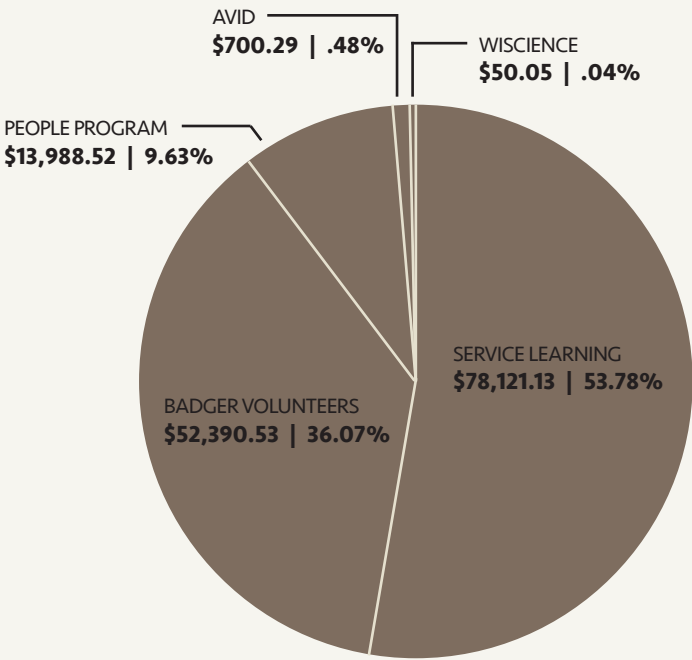
Last year's Badger Volunteers pilot with Community Car was hugely successful. Fifteen teams used Community Car not only saving the center money but reducing their ecological footprint. One-hundred and sixty-five round trip rides were saved by these students not taking taxis.

Madison B-cycle

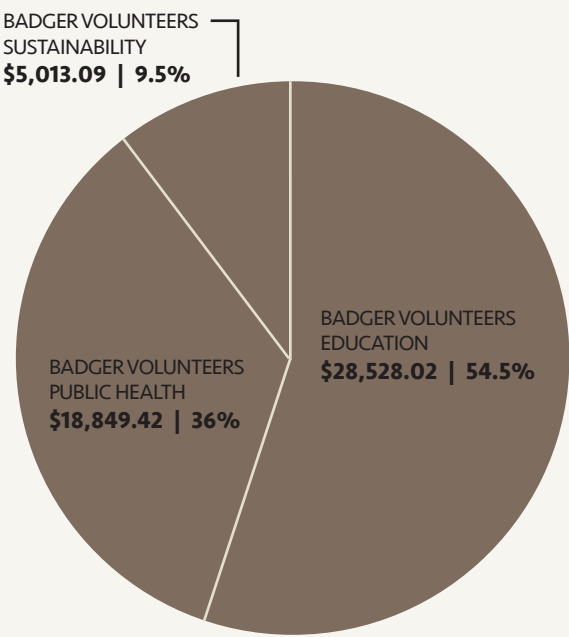
Many Badger Volunteers had the opportunity to obtain Madison B-cycle passes at no cost to get to their volunteer sites in 2014-15. Many students also bike using their own bikes, especially during the summer months.

2014-15 Cab Service Figures

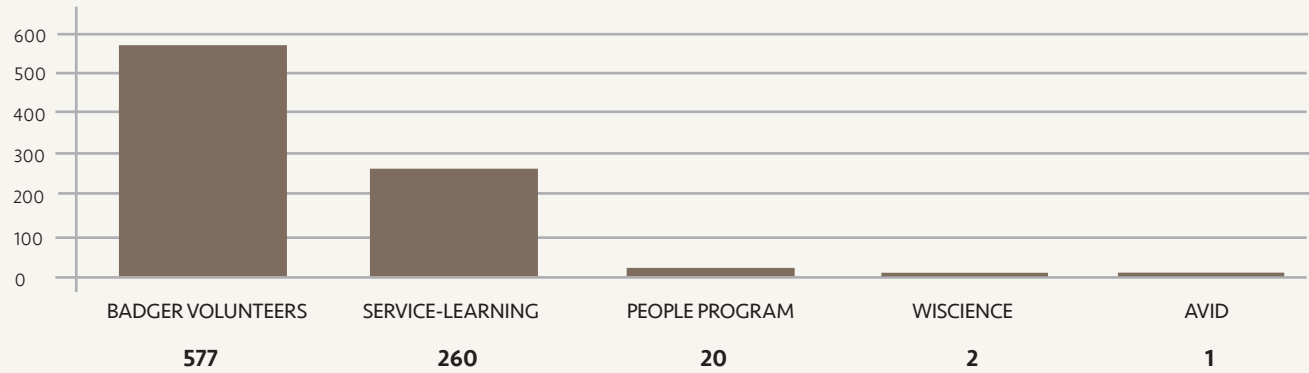
TOTAL COST: \$145,250.52



BADGER VOLUNTEERS COST: \$52,390.53



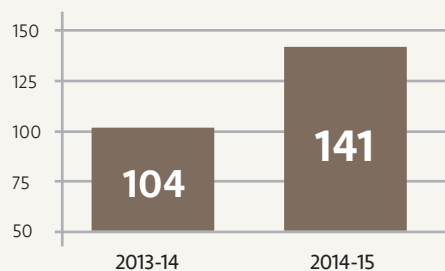
TOTAL CAB USERS: 860



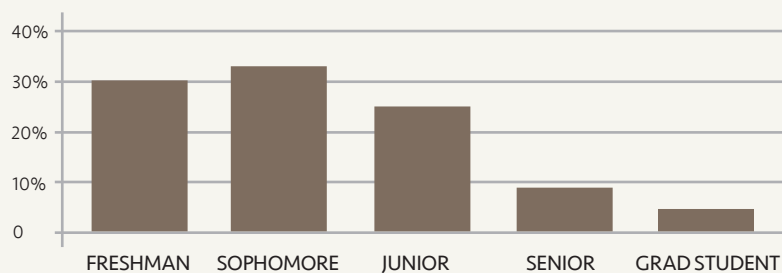
Peer Advising

Two Peer Advisors provided one-on-one advising and outreach to individual students and campus groups interested in service. In 2014-15, Peer Advisors held 141 advising appointments. The following graphs show a breakdown of data from advising appointments:

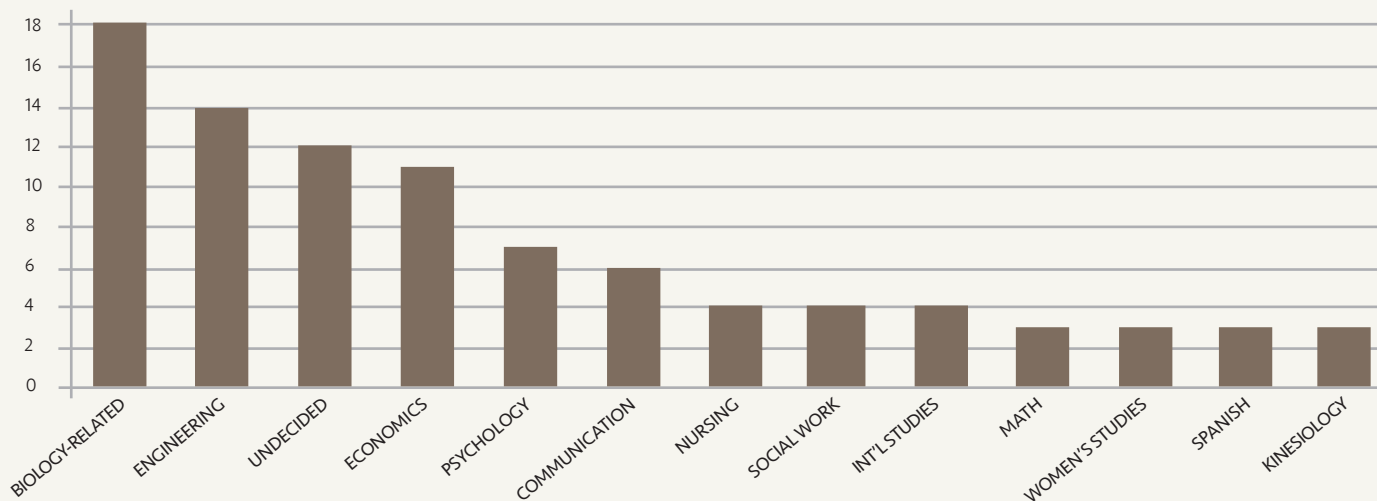
NUMBER OF APPOINTMENTS



YEAR IN SCHOOL



MAJORS



Achievement Connections

The Achievement Connections program aims to reduce the racial achievement gap in the Madison area by providing high school students with high-quality math tutoring. The program is a partnership between the United Way of Dane County, the Morgridge Center for Public Service, AmeriCorps, the Madison Metropolitan School District and the Middleton Cross Plains Area School District. The Race to Equity Report, published in 2013, revealed that the city of Madison has some of the worst racial disparities in the country. In the 2010-11 school year 50% of African American students in the Madison Metropolitan School District did not graduate from high school in four years, while only 16% of white students did not graduate on time. That is a gap of 34%, the highest in the nation.

Research has shown that Algebra I is the most difficult course for high school students to pass and the primary predictor for graduation. If a student does not pass Algebra I their freshman year, they are half as likely to graduate on time. Achievement Connections aims to provide all students with the tools they need to succeed in Algebra I in order to raise graduation rates and therefore reduce the racial achievement gap. Program success is measured by analyzing how students improve over the course of the school year and by how graduation rates are impacted.

When Achievement Connections was first established in 2013 it was only present in two local schools. This year, through strong collaboration between local organizations and with the support of a large AmeriCorps grant, Achievement Connections has grown to be in four local schools and to have two full time AmeriCorps Volunteer Recruiters. The Campus Recruiter, located at the Morgridge Center for Public Service at UW-Madison, is focused on recruiting college students and faculty to participate in the program. AmeriCorps also supports the program with full time tutors at each school, contributing over 20 full time AmeriCorps members. Without these AmeriCorps members as support the program could not exist at the scale that it does today.

The University of Wisconsin - Madison and the Morgridge Center for Public Service have played an integral role in the success of the first year of the expanded program. Over 170 UW-Madison students have committed their time to volunteering as math tutors in the first year of the program. Student volunteers for this program are dedicated; they are expected to come in every week for two hours of tutoring with the same student for the entire semester. This ensures that the volunteers are able to adapt to the learning style of their individual student and that they will also be able to be a role model for their student. Over 400 students have received tutoring this year alone.

Achievement Connections' success is largely due to support from a range of entities here at UW-Madison. Faculty have helped support the program and raise its visibility on campus by using Achievement Connections as an option for service in community-based learning courses. Two strong partnerships with university entities have provided the bulk of the program's volunteers. One partnership with the UW-Madison School of Business allows students to use Achievement Connections to fulfill their Compass Program requirements, which is intended to give students experience serving the community. Another partnership with the UW-Madison Greek community has provided a large number of passionate volunteers to the program. These collaborations helped guarantee that UW-Madison made a meaningful impact on Achievement Connections.

The Morgridge Center for Public Service has provided support from the University to the volunteers in the program. Every volunteer from the University has been thoroughly screened by the campus recruiter to ensure that they have the knowledge and commitment to be an effective tutor. An orientation is held each week for new incoming volunteers to give them a sense of cultural context and ensure they feel comfortable and confident in their abilities. These support structures and strong ties to the UW-Madison set Achievement Connections apart from other volunteer programs.

150

The Achievement Connections program originally set a goal for UW-Madison to recruit 150 volunteer tutors in its first year.

170

By the end of the spring 2015 semester, over 170 UW-Madison students were recruited to serve as Achievement Connections volunteer tutors.

400

Achievement Connections helped connect volunteer tutors with over 400 area high school students in need of extra algebra help.

Co-Curricular Events and Projects

Walk the Walk

Forty students, faculty, and staff toured 8 social justice organizations. This event is organized in partnership with Community 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 on West Main Street.

Fall Public Service Fair

Over 350 students had the opportunity to meet with 84 community partners organizations. These groups shared volunteer, internship, and employment opportunities with interested students. This event is organized in partnership with L&S Career Services and CALS Career Services.

Parent's Weekend Open House

Along with the rest of the Red Gym, the Morgridge Center for Public Service hosted students and families participating in Parent's Weekend. Twenty participants stopped by to learn about the Morgridge Center, meet the students who work with us, and see our space.

International Students Open House

The Morgridge Center hosted its second "International Students Open House." The goal of this event was to bring in international students to get them acquainted with the Morgridge Center and our services while connecting them with volunteer opportunities. Morgridge Center interns talked about their volunteer experiences and helped ease some of the fears and concerns expressed by the international students about volunteering.

ISS Day of Service

Following up on last year's inaugural day of service partnership with International Student Services, we hosted another service day for international and domestic students. The goals of this partnership were to bring together international and domestic students through service, educate students on the Madison community and give students the opportunity to do a one-time service project before diving in more deeply. At the end of the day students spent time as a group reflecting on their experience. Twenty-four students participated in the day visiting the Lakeshore Nature Preserve and Magazines for Literacy.

Morgridge Center for Public Service 101 (3 Events Hosted)

The Morgridge Center hosted three "Morgridge Center for Public Service 101" breakfasts intended to enable Badger Volunteer partners to become more aware of the wide-ranging Morgridge Center related programs, events, initiatives, and services.

MLK Day of Service

Hosted at the Institutes of Discovery in partnership with the Urban League of Greater Madison, 275 youth participated in a day of science and service in honor of Martin Luther King Jr. The Morgridge Center helped recruit 27 volunteers and 40 science leaders. In the morning the youth spent time in labs and workshops learning about science, technology, engineering and math. In the afternoon they had time to participate in service projects or learn about how they could get involved in service in the future. Youth, adult, and presenters donated over 700 hours of their time at this event.

Spring Public Service Fair

450 students had the opportunity to learn about volunteer, internship, and employment opportunities with 84 organizations. In order to facilitate connecting nonprofits not only with students, but also with each other, we hosted a networking event prior to the fair for nonprofit representatives. This gave them a chance to meet each other as well as get to know Morgridge Center staff. This event is organized in partnership with L&S Career Services and CALS Career Services.

"Backpacks for Madison" Partner

The Morgridge Center served as a drop-off location for and promotional co-sponsor of the "Backpacks for Madison" initiative. Graduating students donated backpacks that were distributed through Briarpatch Runaway and Homeless Youth Services, Madison Transition Education Program, and Bethel Lutheran Church Homeless Ministry to individuals in need.

Be the Change Banquet

More than 200 students, faculty, staff and community partners came together to celebrate a year of campus and community partnerships in the first-ever “Be the Change Banquet.” Chancellor Rebecca Blank and School of Education Dean Julie Underwood spoke to a room full of guests. Morgridge Center award winners were recognized.

Sickle Cell Blood Drives

The Morgridge Center for Public Service organized three blood drives focusing on Sickle Cell Anemia in 2014-15. All three were organized in partnership with the American Red Cross of the Badger and South Central Regions of Wisconsin, the Urban League of Greater Madison, Pasqual’s Cantina and Fountain of Life Church in 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. A Sept. 12 drive at Memorial Union collected 26 units. On Feb. 28, Fountain of Life Church in South Madison hosted an off-campus Sickle Cell Blood Drive, collecting 30 units. A March 20 drive at the Red Gym collected 27 units. In total, 83 units of blood were collected.

Other Co-Curricular Projects

Assessment Project

During 2014-15 Badger Volunteers-focused assessment continued to move forward and underwent the UW-Madison IRB approval process. This IRB approval makes it possible to use the data we collect to publish research related to the Badger Volunteers program.

Website Redesign Project

The Morgridge Center launched its new website in October 2014 in development cooperation with University Marketing and the Division of Information Technology. The new website, designed using WiscWeb CMS, is one of the first mobile-responsive websites on campus. The new site was designed to provide an easier experience for users to navigate the site and gain important information related to public service at UW-Madison. Analytics since the launch show the new site has increased navigation efficiency while boosting the number of overall visitors.

Go Big Read

A member of the Morgridge Center staff served on the GBR selection committee. The book, *I Am Malala*, was given to all Badger Volunteers in the fall and attending a GBR event counted toward an education session for BVs.

20th Anniversary Planning

In the fall of 2014 the Morgridge Center formed a committee to begin planning a celebration of the center’s 20th anniversary in 2016.

Presidential Honor Roll

For the eighth time ever, UW-Madison received the Presidential Honor Roll designation in 2015. Morgridge Center for Public Service staff played a central role in applying for this designation.

Carnegie Classification for Engaged Scholarship

In partnership with the Division of Continuing Studies and the Wisconsin Alumni Association, the Morgridge Center staff helped write and submit the Carnegie Community Engagement Classification. In December 2014 UW-Madison was awarded the designation. For the full report, please visit: go.wisc.edu/carnegie.

Service via the Classroom

Community-based Learning (CBL)

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 is continually striving to advance CBL as a high-impact practice. 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.

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.

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. 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.

2014-15 Community-based Learning Highlights

CBL courses, at present, are scattered across a wide range of majors and a wide diversity of departments. In 2014-15, 103 distinct CBL courses were offered, an increase of 22 over last year. A total of 3,202 students (65% undergraduates and 35% graduate students) enrolled in a CBL course in 2014-15. These courses reside in 42 departments among eight schools and colleges. The College of Letters & 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 Nursing, School of Pharmacy and School of Medicine and Public Health, 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 2014-15)

Staff Membership on Key Campus Advisory and Teaching Initiatives:

Achievement Connections Lead Staff Committee

Delta Steering Committee

Discovery Building Town Center Advisory Board

Educational Innovation Advisory Committee

International Academic Programs Advisory Committee

Ira and Ineva Reilly Baldwin Wisconsin Idea Award Selection Committee

Madison Teaching and Learning (MTLE) Community of Practice

Nelson CBL Capstone Review Team

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

School of Education Academic Planning Council

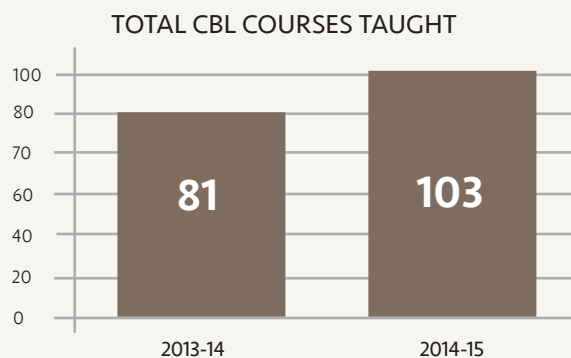
Undergraduate Symposium Committee

University Council on Academic Affairs and Assessment (UCAAA)

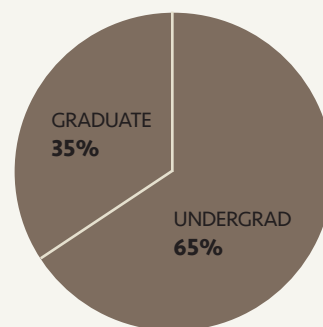
Wisconsin Open Education Community Fellowship Planning Committee

Wisconsin Without Borders Advisory Committee

2014-15 Community-based Learning Facts and Figures



CBL STUDENT BREAKDOWN



SCHOOLS/ COLLEGES WITH MOST CBL COURSES

1. College of Letters & Science
2. School of Education
3. Nelson Institute for Environmental Studies
4. College of Agricultural and Life Sciences
5. School of Human Ecology
6. School of Nursing

PROGRAMS WITH MOST CBL COURSES

1. Social Work
2. Environmental Studies
3. Curriculum & Instruction
4. Inter-Human Ecology
4. Rehab Psychology and Special Education

New Service-learning Courses for 2014-15

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. Twelve new service-learning courses were approved by the Morgridge Center Service-learning Course Approval Committee, including three for Fall 2013 and 9 for spring 2015. These courses spanned 11 different departments on campus. For a full listing of new 2014-15 courses, see **APPENDIX B1**.

2014-15 Staff Course Instruction

Art 338

Service Learning in Art (Spring 2015)

Alaura Seidl

Curriculum & Instruction 699

Vera Court Tutoring Program (Fall 2014 and Spring 2015)

Marian Slaughter

Delta Course

Expeditions in Learning: The Power of High Impact Teaching and Learning Practices in STEM (Fall 2014)

Beth Tryon with Megan Schmid and Masarah Van Eyck

Inter-HE 350/ CP620:

Community Issues and Service Learning (Spring 2015)

Randy Wallar with Crystel Anders: Executive Director, Community Shares of Wisconsin

Political Science 425

Citizenship, Democracy and Difference (Fall 2014)

Kathy Cramer

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. Staff members also serve on a number of key campus advisory boards, committees and teaching initiatives (see page 19).

2. 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 program, funded by the Vice Chancellor for Finance and Administration, 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 page 20 for a listing of courses receiving funding in 2014-15.

3. 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 the initial course but is not responsible for the the section-level approval as a service-learning course).

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

Four undergraduate CBL fellows were hired each year for the 2014-15 academic 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. They supported the following courses:

Biology 375, Engage Children in Science (both semesters)

Environmental Studies 600, Nelson Capstones (both semesters)

HDFS 663, Developmental and Family Assessment

English 175, Literature and Medicine (both semesters – one in course development, one in teaching)

InterHE 350, Community Issues and Service Learning (both semesters)

Nursing 590, Community Engagement in Nursing

Spanish 319 Medical Spanish

RPSE 300, Individuals with Disabilities (both semesters)

Art 338, Service Learning in Art

Community and Environmental Sociology 573, Community Organization and Change.

Additionally, three CUE Graduate Fellows facilitated relationship building with community partners, brought community-identified priorities to the attention of faculty and collaborated with faculty to develop new CBL courses or CBR projects. The programs are overseen by the Assistant Director for CBL.

Community-Based Learning Action Plan

The Morgridge Center for Public Service is committed to strengthening and spreading community-based learning on our campus. During the 2013-14 academic year, the Morgridge Center staff and Campus Advisory Council drafted and revised the Community-based Learning Action Plan in an iterative process. It was finalized in the summer of 2014. In the summer of 2015, Morgridge Center staff updated the plan to reflect progress made to date.

Five-Year CBL Goals:

- 1 Institutionalize the culture and practice of CBL across campus.
- 2 Further CBL as a high-impact practice, increasing awareness 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 and inclusive world and enabling students of color to flourish during their college career through CBL.
- 4 Assess the impacts of CBL on students, campus and the community.
- 5 Celebrate and showcase the Morgridge Center for Public Service as a primary campus and community resource for the Wisconsin Idea.

Additional Curricular Programs

CBL Course Development Grant Program

During the 2014-15 academic year, the Morgridge Center for Public Service provided course development grant funding for three classes taught in the Spring Semester 2015 and for one class to be taught in both Fall 2015 and Spring 2016. Grants totaling \$18,042 were awarded to faculty and instructional staff in the College of Letters and Sciences (2), College of Agricultural and Life Sciences (1) and School of Education (1).

LA 375: Colaboracion Ambiental en Granada, Nicaragua

Dr. Maria Moreno, Earth Partnership Multicultural Outreach Specialist, in collaboration with Professor Sam Dennis, Department of Natural Resources-Landscape Architecture; Spring and Summer 2015.

Community Partners: Fundación Nicaraguense Para El Desarrollo Sostenible, FUNDENIC, Dr. Jaime Incer Barquero, Reserva Natura, Gustavo Martinez, Coordinator; Fundación para el Desarrollo, FUPADE, Juan Francisco Rodriguez, General Director, Victor Cedeño Cuevas, Environmental Consultant; Jardín Botánico Ambiental (JBA) National Autonomous University Of Nicaragua (UNAN) – LEON Lic. Dania Paguaga Rivera, Director; Arboretum Nacional Juan Batista Salas, Managua, Ing. Roberto Dominguez, Director; Ministerio de Economía Familiar, Comunitaria, Cooperativa y Asociativa: Ing. Jose Antonio Cruz Olivera, General Director; Erenda Lopez, Coordinator; Colaboración Ambiental Granada: Ministerio de Educación (MINED) Granada, 5 schools: Escuelas Naciones Unidas, Sara Mora, Carlos A. Bravo, Dezandberg, Elsa Head; Municipal Botanic Garden and Environmental Division; Colaboración Ambiental Pio XII: Comité de Lideres, Parents, Ministerio de Educación (MINED), Escuela Pio XII

ENGLISH 175: Literature and Medicine

Colin Gillis, Associate Lecturer, English Department, College of Letters and Sciences; Spring 2015

Community Partner: My VA, My Story

AAS 240: Exploring the Hmong American Experiences Through Service Learning

Ger Xiong, Associate Lecturer, Asian American Studies Program, College of Letters and Sciences, Spring 2015

Community Partners: Freedom Inc.; Schools of Hope-Urban League of Greater Madison; Bay View Community Center; Kajsia House-a program of Journey Mental Health Center, Inc.; Kennedy Heights Community Center; Hmong Language and Culture Summer Enrichment Program; and Victory Hmong Alliance Church

ART 448: Art + Social Justice: Art-making with Queer Youth of Color

Alaura Seidl, Lecturer, Art Department, School of Education; Fall 2015-Spring 2016

Projected Community Partners: Briarpatch; Freedom, Inc; Alianza Latina; Outreach; Street Pulse; GSAFE; The Bubbler @ Central Library; and DAMA

Community University Exchange (CUE)

CUE-Baldwin Grant Program

The CUE-Baldwin grant program completed its second year with academic enrichment or intervention programs at three centers:

- Vera Court Literacy seminar and reading intervention program (serving 10 first and second graders)
- The Family Voices tutor-training development program (serving seven undergraduate mentor-tutors and 15-20 elementary and middle school students) at the Boys & Girls Club on Taft Drive.
- Development of program resources with the Meadowood Neighborhood Center: focuses on middle schoolers and strategic support for Center development. It has included personnel from the Dance Department, the Educational Policy Studies department, the Law School, the Business School, the Athletic Department, the City of Madison, the Urban League, UW Extension, Kipp's Catering, HyVee and the Madison Police Department.

2014-15 also featured new cross-site family engagement group: A collaboration between the Morgridge Center for Public Service, the Meadowood Neighborhood Center, the Vera Court Community Center, the Family Voices program and the Madison Metropolitan School District has focused on developing a learning community around the work that partners do in support of the healthy development of Madison youth and around the topic of family engagement.

UW South Madison Partnership

A partnership begun by CUE in 2013 with the Chancellor's Office of Community Relations evolved into a new space dedicated to bringing together UW and community partnerships called the "UW South Madison Partnership." A lease was secured Fall 2014 at the Villager Mall on South Park Street. While renovations took place, meetings continued with UW faculty and staff with long-time connections to South Madison, as well as community members in South Madison. A Community Advisory Board was formed to provide ongoing advice and feedback on the programs, workshops, courses and events at UW South Madison Partnership. The Board has representatives from across UW and also South Madison non-profit members and residents and meets 4 times per year.

The Partnership officially opened on February 12, 2015. The Grand Opening event was full of energy, bringing together UW faculty, staff, students and South Madison community members. The UW South Madison Partnership began hosting the following programs throughout Spring 2015:

- UW Odyssey Project
- The Economic Justice Institute: Consumer Law Clinic; Consumer Mediation Clinic; Immigrant Justice Clinic; Family Court Clinic; Neighborhood Law Clinic
- UW Carbone Cancer Center's Cancer Health Disparities Initiative
- Wisconsin Alzheimer's Disease Research Center – Outreach Coordinator Office Hours
- Morgridge Center for Public Service – CBL classes (Food Justice in South Madison; Community Engagement in Nursing; Family Voices tutoring professional development, Slow Food independent study); Community Tour (Lunch and conversation with Madison Urban Ministries)

The UW South Madison Partnership has also hosted 45 different one-time events, workshops, meetings, and CBL classes. The Partnership has become a space for UW students to learn more about South Madison and easily meet with community partners, as well as an accessible place to convene for community-university conversations. The UW South Madison Partnership Graduate Fellow oversees this program.

Community-based Research

Wisconsin Idea Undergraduate Fellowships

Wisconsin Idea Fellowships (WIF) are awarded annually to projects designed by UW-Madison undergraduates in collaboration with a community organization (whether local, national or international) 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. The Wisconsin Idea Undergraduate Fellowships program is guided by a Wisconsin Idea Fellowship Graduate Fellow who was supervised by the Assistant Director for Community-based Learning.

In 2014-15, nine WIF projects were carried out, and a full listing of those projects can be found in **APPENDIX C**. Six new projects for 2015-16 were announced in spring 2015. A full listing of those projects can also be found in **APPENDIX C**. American Family Insurance partnered with the WIF program in 2014-15, awarding an additional \$2,500 grant to a project that demonstrated a plan for long-term sustainability after the students graduated.

A strong effort was also made to connect with WIF alumni. The first ever WIF alumni event was held in spring 2015, bringing around a dozen alumni back to campus to connect with each other and current WIF students.

Wisconsin Open Education Community Fellowships (WOECF)

The Wisconsin Open Education Community Fellowship is a collaboration of the Morgridge Center for Public Service and the Division of Continuing Studies and Educational Innovation. This new summer fellowship program awarded four grants for undergraduate student projects aimed at public engagement in the student's own Wisconsin community. Each WOECF project had to align with one of three UW-Madison's Massive Open Online Courses (MOOCs) offered in the Spring 2015: The Land Ethic Reclaimed: Perceptive Hunting, Aldo Leopold and Conservation; Changing Weather and Climate in the Great Lakes Region; or Shakespeare in Community.

The program is funded by the Division of Continuing Studies and Educational Innovation and administered by the Morgridge Center Associate Director and the WOECF graduate project assistant. Each undergraduate fellow received a \$3,000 stipend and up to \$1,000 for project expenses. Throughout the duration of the project, each fellow worked with a local community partner and UW-Madison faculty mentor. Community partners also received \$1,000 for their participation and faculty mentors received \$1,000 as well.

In its inaugural year, WOECF funded four projects to be implemented in summer 2015. Project descriptions can be found in **Appendix D**.

Wisconsin Without Borders

The Wisconsin Without Borders (WWB) Alliance is co-chaired by the Assistant Director for CBL at the Morgridge Center in partnership with the Global Health Institute and International Division. The Alliance was established to encourage and promote local/global best practices in CBL and CBR. Every year Wisconsin Without Borders hosts a Joint Learning Community session and an Award Ceremony designed to recognize faculty/staff or graduate students for their unique initiatives in CBL/CBR work.

In the fall semester the Joint Learning event was dedicated to a panel discussion focused on the global topic of girls' access to education as highlighted in the "Go Big Read" sponsored book, *I am Malala*. Over 50 people attended the event as a result of Wisconsin Without Borders strong partnerships on campus. In the spring semester Wisconsin With Borders awarded \$5,000 in recognition prizes to diverse projects across campus that exemplified putting the community at the center of their work. Wisconsin Without Borders launched a new award this year- the Peter Bosscher Award for Excellence in Service Learning for Undergraduates. With this newly launched award, Wisconsin Without Borders honors the work of Dr. Peter Bosscher, whose work and ethic of social responsibility is at the core of WWB. He was passionate about providing service-learning opportunities to undergraduates and having students reflect on the global impact of their work. Two undergraduates were awarded this prize this year. [See a full listing of these awards on page 28.](#)

Engaged Scholarship Roundtable

The Engaged Scholarship Roundtable series (co-sponsored by the Office of Service Learning and Community-based Research in the College of Letters & Science) featured UW-Madison speakers focusing on a wide variety of issues for those doing community-based research and learning. We hosted four roundtables with up to 40 attendees at each on the following topics:

- “Best practices for preparing students to engage with diverse community partners” with David Metler, Ph.D. student in the School of Human Ecology, and Sasha Wijeyeratne, Social Justice Education Specialist
- “Incorporating engaged scholarship into the tenure dossier: Perspectives from three recently tenured faculty” with Young-Mie Kim, Journalism and Mass Communication, Sam Dennis, Jr., Landscape Architecture, and Brian Christens, Civil Society and Community Studies
- “Field Day Lab meets community-based learning: Games, play, and new media” with David Gagnon, Discovery fellow and Field Day Lab Director, and John Martin, Senior Teaching & Learning Consultant
- “Designing effective and engaging writing assignments for community-based learning courses” with Elisabeth Miller, Ph.D. student in English

Bagels and Research

The Bagels and Research series invites UW-Madison graduate students, faculty, and staff to present their community-based research projects. We hosted six sessions with up to 30 audience members at each on the following topics:

- “Building Familia with a Latin@ youth group: The role of community-ally/researcher” with Julissa Ventura, Ph.D. student in Education Policy Studies.
- “Narrating blindness in Wisconsin: How a community-writing project led to questions about everyday rhetorical acts surrounding disability” with Annika Konrad, Ph.D. candidate in Composition and Rhetoric.
- “Engaged scholarship: Lessons from the Capital Region Sustainability Consortium” with Jim LaGro, Professor of Urban and Regional Planning.
- “Women and the environmental commons” with Allison Sambo, Ph.D. student in the School of Human Ecology.
- “Collaborative community-based school garden evaluation” with Caitlin Henning and Laura Witzling, graduate students in Life Sciences Communication; John Peck, Nelson Institute graduate; Mike Geiger, graduate student in Horticulture; Victoria Faust, graduate student in Public Affairs; Claire Berezowitz, graduate student in Education; and Ashleigh Ross, Garden-based Educator Facilitator with the Madison Metropolitan School District.
- “Approaches for community-based learning in a local to global context: Tools, lesson, and stories” with Lori DiPrete Brown, Associate Director for Education and Engagement, Global Health Institute.

Staff Publications

Tryon, E., M. Slaughter, J.A. Ross, (April, 2015), “Paradigm Shifts in Community-Based Learning for better Community Outcomes,” chapter in: *Service Learning and Civic Engagement: A Sourcebook*, Delano-Oriaran, O., Ed., Sage Publications.

Tryon, Elizabeth A. “Learning and Teaching Community-Based Research: Linking Pedagogy to Practice.” *Journal of Higher Education Outreach and Engagement* 19.2 (2015): 201-206.

Awards

Meyerhoff Undergraduate Excellence Award

Neil Damron

Neil Damron, an Economics and Political Science major, has served as the Poverty Analysis Intern with the Morgridge Center for the past year and has participated in the Badger Volunteers program since fall 2013. "Neil's accomplishments in leadership and academics are incredibly impressive," said Morgridge Center Assistant Director Megan Miller. "But what stands out even more, is his commitment to civic engagement. Serving the Madison community has been at the heart of his college experience and upon graduation he plans to devote his career to eliminating poverty." As Poverty Analysis Intern, Neil produced easily-understandable fact sheets about issues related to poverty, for distribution among undergraduate students. The fact sheets, produced with the UW-Madison Institute for Research on Poverty, covered issues such as infant brain development and the effects on children of incarcerated parents. As a Badger Volunteer, the Syracuse, New York, native has worked with Porchlight Inc. and Leopold Elementary School. At Porchlight, Neil worked alongside low-income citizens producing locally-sourced food products for sale locally with proceeds going to support the program. At Leopold Elementary, he mentors, tutors and encourages fourth grade students in need of academic support.

Outstanding Community Partner

Mentoring Positives

Mentoring Positives is a Madison-based nonprofit committed to providing positive mentoring relationships, helping youth and young adults discover their talents and preparing youth for adulthood. Mentoring Positives received the award for its partnership with the Morgridge Center through the Badger Volunteers Program. Nominators said Mentoring Positives provides a rich volunteer opportunity for UW-Madison students to realize their Wisconsin Experience. Further, Badger Volunteers say staff members, like Assistant Director Becky Green, often take time to explain the issues facing the population UW-Madison volunteers work with and why their volunteer time is so important.

Louis Korenman Badger Volunteer Award

Kaitlyn Shaughnessy

Kaitlyn, a junior studying kinesiology, has been with Badger Volunteers since she set foot on campus as a freshman. She has volunteered with the South Madison Coalition of the Elderly for all six semesters, assisting elderly and disabled residents in their homes. For the past two years, Kaitlyn has served as a team leader specifically with Quaker Housing. Her nominator says Kaitlyn sets a great tone for the other Badger Volunteers by showing enthusiasm and professionalism no matter what the task. Further, Kaitlyn serves as a role model in her strong work ethic, great attitude and wonderful understanding for the elderly disabled residents her team works with.

The Outstanding Badger Volunteer Award was renamed in 2015 in honor of Louis Korenman, a former Badger Volunteer who passed away in 2014. Generous donors established a \$10,000 endowment to support the award for future years in Louis' honor. As a student at UW-Madison, Louis dedicated much of his time to helping others, including his friends. Service and caring for his community was central to his way of life. Even while studying abroad in London, he volunteered to provide support to the homeless and to tutor disadvantaged students. As a Badger Volunteer, Louis spent two years empowering and supporting youth at Madison community centers. Those who worked with him appreciated his patience and dedication to the students. However, perhaps more remarkable, was his sincere commitment to building relationships and demonstrating genuine care for his community. One particular example involved Louis' childhood Lego collection. After several weeks of volunteering, he asked his family to mail his enormous collection to UW all the way from New Jersey. Louis then donated them to the his volunteer site so the kids the could enjoy them as much as he had. He took joy in giving joy to others.

Excellence in Civic Engagement Undergraduate Award

Jacob Riederer

Jacob Riederer, an Education major, has been recognized for his dedication to culturally relevant and responsive curriculum design as well as his work improving teacher health and well-being. Additionally, Jacob volunteers his time as a researcher in the Wright Research Lab at UW-Madison where he studies teachers' attitudes and perceptions of students who are homeless. Jacob is also actively engaged as a political and legal advocate. He has served as an intern in both the Wisconsin State Capitol as well as the White House. Jacob has also conducted legal research for a Milwaukee nonprofit, The Burleigh Street Community Development Corporation. "What truly sets Jacob apart from other students is the diversity of his involvement and his one-of-a-kind delightful personality," said nominator Ilana Nankin.

Excellence in Engaged Scholarship Graduate Student Award

Jose Vergara

Jose Vergara has been selected for the 2015 Award for Excellence in Engaged Scholarship. Jose has volunteered and taught at Oakhill Correctional Institution since May 2011 and has served as the Oakhill Prison Humanities Project Coordinator since September 2014. Jose's nominator says his work is exceptional in stretching the boundaries of the university and bringing writing, analytical thinking, creativity and oral communication skills to a prison population that rarely has access to such an education. Further, Jose has tirelessly worked to recruit new volunteers for the program, believing a diverse pool of volunteers will offer a diverse range of ideas and experiences for classes. Jose has also served as an important mentor for new volunteers and is working towards creating a self-sustaining program.

Wisconsin Without Borders Awards

Wisconsin Without Borders recognizes work that demonstrates outstanding examples of globally engaged scholarship by members of the UW-Madison community. Awards are offered to faculty/academic staff, graduate/professional students and undergraduate students. Each award carries a prize of between \$500- 1,500 per project.

Excellence in Service Learning

Paj Ntaub: Weaving Women's Voices Across Generations

Jacquelyn Teoh, Graduate Student in Department of English

Community Partner: Southern WI Hmong Association

The project involves female Hmong undergraduate students collecting the oral histories of Hmong women elders and creatively rewriting these narratives. The anticipated end product is a multimedia website and anthology of Hmong women writing. The collection and dissemination of these gendered refugee narratives aims open a space for Hmong women's voices to be heard in what has traditionally been a patriarchal community, to bridge the generation gap caused largely by loss of language, and to cultivate a Hmong writing consciousness for a culture that has primarily been oral and whose written language was only developed in the 1950s. 9 students have participated in the project, with a total of 13 narratives collected. Because the project is conducted by Hmong American students, processes of cultural assimilation and negotiation are foregrounded. Finally, the outcome of the project, the narratives, aims to augment existing Hmong American literature and foster the capacity of Hmong Americans to write, and voice, their own narratives.

Recognition in Service Learning

Community Health and Health Disparity: Learning Through Service in Rural Nepal

Sweta Shrestha, Academic Staff, Global Health Institute

Community Partner: Sarvodaya Nepal

2014 marked the fourth year of partnership with Sarvodaya USA/Nepal with GHI for the Undergraduate Certificate in Global Health field experience focusing on community health and health disparity. Service learning and working with community members serves as the crux of the program. Students along with their Nepali cohort work alongside community members on various projects chosen by the community. Over the past 4 years these shramadhana (gift of labor) have 1: Built an additional schoolroom with 'earthbags,' 2: Finished a local community owned school and built a playground for students of the school 3: Constructed a safe and durable walking path to school in the village and 4: Plastered and finished a school complex to make it habitable and usable year round. Over 50 students have gone through the Nepal program since 2011 and have gone on to pursue public health, medicine and other fields dedicated to serving underserved and vulnerable populations. This partnership seeks to break the barriers and dependency created by the traditional aid model and focuses on empowering communities through human connections and collaboration. Seeing development activities thrive locally in communities showcases the value of collaboration and community-driven initiatives.

Excellence in Community Based Research

Oneida Community Food Center and Food System Plan

Riley Balikian, Jessica Buechler, Tony Castagnoli

Community Partner: Oneida Nation Planning Department

This project sought to aid further development of the Oneida Nation Community Integrated Food System (OCIFS). The OCIFS seeks to develop food sovereignty on the Oneida Nation (Wisconsin) by supporting culturally-relevant healthy food options on the reservation. This includes traditional agriculture, beef and bison farms, a cannery, food outlets, farmer's market, etc. This project involved an overview of the history of OCIFS, the enumeration of current food system assets in the Oneida Nation, and the design of a community food center (called the Life Sustenance Community Center) and a food system visioning plan for the reservation. The team members worked with the Oneida Nation Planning Department at all times, as well as members of the OCIFS. The project is tailored specifically to the Oneida Nation, and the deliverables are in their ownership. Main project implementers from UW were from the Nelson Institute for Environmental Studies, Urban and Regional Planning and Landscape Architecture. Funding and support from UW came from the School of Human Ecology and the Nelson Institute. The team also worked closely with representatives from the USDA and the FEED Kitchen (Madison).

Multimedia Award

Caminhando e Cantando (Walking and Singing): The Pilgrimage of the Forest in the Brazilian Amazon

Darien Lamen, Postdoctoral Fellow in Spanish and Portuguese

Community Partner: Comissao Pastoral da Terra-Anapu, Pará Brazil

The 16-minute documentary "Caminhando e cantando (Walking and Singing)" (2014) explores the multifaceted role of song and spoken poetry in the "Pilgrimage of the Forest." The annual pilgrimage is held in honor of Sister Dorothy Stang, outspoken champion of sustainable development in the Brazilian Amazon, assassinated in 2005. In the context of intensifying national debates over social and cultural costs of large-scale development, the video provides evidence that the Amazon, contrary to dominant views, is not a cultural void, and that local visions of development offer meaningful alternatives. The video was developed to serve as a pedagogical tool for local collaborators to use internally and externally in the critical "problem-posing" tradition they adapted from Paulo Freire. The video's reach can be measured by its national circulation among youth congress members on social media; hundreds of views garnered on Youtube in the last several months; and exhibition at the UN last year. Creating a documentary to serve as an internal and external pedagogical tool and distributing it digitally and physically was conceived as a first step in developing a reciprocal relationship with local base communities. Since at least the 1980s, self-reflexivity has been germane to anthropological and ethnomusicological practice. It informs Darien's commitment to leveraging his individual, institutional, and educational capital as a white university-educated North American in ways that benefit the local community while also bringing local knowledge and experience to bear on problems of global importance.

Peter Bosscher Excellence in Service Learning Awards (for undergraduates)

The Soap Project: Materials and Methods for Making Soap in Kenya

Kayla Sipply, Biology undergraduate student

Community Partner: Indigenous People in Action

The Soap Project works to spread the knowledge of soap-making as a conduit to economic and personal empowerment for women and communities. Workshops were facilitated in Kenya with the support of community partners including Indigenous People in Action and Living Positive Kenya. Both organizations are historically involved with teaching women potential income-generating skills. The workshops aimed to encourage the exchange of knowledge with myself assisting groups in soap-making, and the women sharing their knowledge of beadwork. In addition, research was conducted to identify unique ingredients. Potential markets for the soap were identified with the goal of developing unique packaging and selling the finished soap product. These mutually beneficial relations and the balance between workshops, research, and reflection has allowed The Soap Project to become an economic empowerment tool for the women, as well as a way to improve health and personal hygiene.

Community Based Water Quality Monitoring and Water-borne Disease Prevention in Rural Ecuador

Erin Crain, Biology undergraduate student

Community Partner: Ceiba Foundation for Tropical Conservation

The goal of this project was to use biological data analysis to plan a constructive way to communicate environmental disease threats and preventive measures to the local communities, which incorporated biology, global health, language and cultural knowledge. Using statistical analysis to determine the most frequent pathogens and create a histogram of pathogen infection frequency relative to age. Using this data, Erin created an educational presentation and designed a campaign to educate Jama County community members on the environmental risks of pathogen transmission due to contaminated water. Erin conducted biological literature research to assess transmission and risks of the pathogens in Jama and created and gave an educational presentation in Spanish to students in Jama on health implications and prevention of the diseases. This project will benefit the local communities by empowering them to improve water quality and detect and prevent health risks. Erin's work as a global health student has helped maintain and improve the ongoing water quality project and has reinforced the relationship between the community, Ceiba, and UW-Madison, which will facilitate continued educational exchange.

Honorable Mention in Service Learning

"Gobabygo" Early Mobility Project

Karen Patterson, UW School of Medicine and Public Health

Community Partner: American Family Children's Hospital

Honorable Mention in Community Based Research

Oregon Child Absenteeism due to Respiratory Disease Study

Maureen Landsverk, UW School of Medicine and Public Health (group)

Community Partner: Oregon School District (OSD), WI

Peter Bosscher Award Honorable Mentions

Developing Microenterprise Opportunities in Rural Ecuador for Better Health and Well-being

Alexandria Cull

Community Partner: Wisconsin Without Borders Marketplace

Micro-Enterprise and Health

Fernanda De La Torre

Community Partner: Wisconsin Without Borders Marketplace

Appendices

APPENDIX A: Badger Volunteers 2014-15 Community Partners

Partner	Focus Area
AIDS Resource Center of Wisconsin	Public Health
Aldo Leopold Nature Center	Sustainability
BlackHawk Church Food Pantry Garden	Sustainability
Boys & Girls Club of Dane County	Education
Capital Area Regional Planning Commission (CARPC)	Sustainability
Catholic Charities Adult Day Center	Public Health
Catholic Multicultural Center	Education & Sustainability
Center for Resilient Cities	Sustainability
Central Wisconsin Center	Public Health
Centro Hispano - Sennett Middle School	Education
City of Fitchburg, Public Works	Sustainability
City of Fitchburg Senior Center	Sustainability
City of Madison Engineering Division	Sustainability
City of Madison Streets Division	Sustainability
Clean Lakes Alliance	Sustainability
Community Action Coalition For South Central Wisconsin, Inc.	Sustainability
Community GroundWorks	Sustainability
Community Support Network	Public Health
Discovery Building	Education
DreamBikes	Sustainability
East Madison Community Center	Education
Goodman Community Center	Education
Growing Food and Sustainability	Sustainability
Hamilton Middle School	Education
Holy Wisdom Monastery	Sustainability
Home Health United	Public Health
International Outreach/Christ Presbyterian Church	Education
Lake View School Outdoor Classroom	Sustainability
Linda & Gene Farley Center for Peace, Justice and Sustainability	Sustainability
Madison Area Food Pantry Gardens	Sustainability
Madison Children's Museum	Sustainability
Madison Environmental Group/EnAct	Sustainability
Madison Senior Center	Public Health
Mentoring Positives, Inc.	Education
Mobility Training & Independent Living Program	Public Health
MSCR - Allis Elementary	Education
MSCR - Emerson Elementary	Education
MSCR - Falk Elementary	Education
MSCR - Glendale Elementary	Education
MSCR - Hawthorne Elementary	Education
MSCR - Lake View Elementary	Education
MSCR - Leopold Elementary	Education
MSCR - Lincoln Elementary	Education
MSCR - Lindbergh Elementary	Education

MSCR - Lowell Elementary	Education
MSCR - Mendota Elementary	Education
MSCR - Midvale Elementary	Education
MSCR - Orchard Ridge Elementary	Education
MSCR - Sandburg Elementary	Education
MSCR - Spring Harbor Middle School	Education
Omega School	Education
Options in Community Living	Public Health
Porchlight, Inc.	Sustainability
Red Caboose Day Care Center	Education
Red Caboose Lapham	Education
Red Caboose Marquette	Education
RENEW Wisconsin	Sustainability
Salvation Army Community Center	Education
Salvation Army of Dane County Food Pantry	Public Health
Schools of Hope - Black Hawk Middle School	Education
Schools of Hope - Cherokee Middle School	Education
Schools of Hope - Jefferson Middle School	Education
Schools of Hope - O'Keeffe Middle School	Education
Schools of Hope - Sennett Middle School	Education
Schools of Hope - Sherman Middle School	Education
Schools of Hope - Toki Middle School	Education
Schools of Hope - Whitehorse Middle School	Education
Schools of Hope - Wright Middle School	Education
Schools of Hope- Toki Middle School	Education
Second Harvest Foodbank of Southern Wisconsin	Public Health
South Madison Coalition of the Elderly - Braxton Pl.	Public Health
South Madison Coalition of the Elderly - Fisher St.	Public Health
South Madison Coalition of the Elderly - Olin Ave.	Public Health
South Madison Coalition of the Elderly - Post Rd.	Public Health
South Madison Coalition of the Elderly - W Dayton St.	Public Health
Spring Harbor Garden Club	Sustainability
St. Vincent de Paul	Public Health
St. Vincent de Paul Charitable Pharmacy	Public Health
Sustainable Atwood	Sustainability
TEENworks Goodman Community Center	Sustainability
The Prairie Enthusiasts	Sustainability
The River Food Pantry	Public Health
Three Gaits, Inc	Public Health
Read Up! (a MMSD, MSCR, MPL and United Way Partnership)	Education
Village of Shorewood Hills	Sustainability
West High School - Literacy Center	Education
West High School Tutoring Center	Education
Wheels for Winners	Sustainability
Wingra School	Sustainability
Wisconsin Bike Fed	Sustainability
Wisconsin Environmental Initiative	Sustainability
YMCA of Dane County - East	Public Health
YMCA of Dane County - West	Public Health

The Badger Volunteers sustainability focus receives generous support from UW Facilities Planning & Management

APPENDIX B1:

New Service-learning Courses for 2014-15

Fall 2014

DANCE 231:
Introduction to Dance/ Movement Therapy
Rena Kornblum

EDUCATIONAL POLICY STUDIES 600:
Problems in Educational Policy - Latin@ Youth Mentor
Stacey Lee

HORTICULTURE 375:
Organic Crop Production
Julie Dawson

Spring 2015

ANTHROPOLOGY 696:
Archaeological Methods of Curation
Danielle Benden

CONSUMER SCIENCE 501:
Consumer Strategy and Evaluation
Dee Warmath

CURRICULUM AND INSTRUCTION 675:
Supporting Homeless Children in School
Travis Wright

DANCE 232:
Introduction to Dynamics of Dance Therapy
Rena Kornblum

ENGLISH 175:
Literature and Medicine
Colin Gillis

INTERDISCIPLINARY HUMAN ECOLOGY 570:
Community-based Research and Evaluation
Carolina Sarmiento

LIBRARY AND INFORMATION STUDIES 820:
Topics in Community Engagement
Nancy Buenger

NUTRITIONAL SCIENCES 421:
Global Health Field Experience
Varies

PUBLIC AFFAIRS 871:
Public Program Evaluation
Hilary Shager

APPENDIX B2:

Complete List of Service-learning Courses for 2014-15

Fall 2014

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

ART 338:
Service Learning in Art
Gail Simpson

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

COMPUTER SCIENCES: 402:
Computer Science for K-12 Students
Lena Olson

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

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

CURRICULUM & INSTRUCTION 699:
Vera Court Tutoring Program
Marian Slaughter

DANCE 231:
Introduction to Dance/ Movement Therapy
Rena Kornblum

EDUCATIONAL POLICY STUDIES 600:
Problems in Educational Policy - Latin@ Youth Mentor
Stacey Lee

ENVIRONMENTAL STUDIES 600:
Latin@ Earth Partnership
Sam Dennis, Jr.

ENVIRONMENTAL STUDIES 600:
Building Environmental Awareness
Paul Zedler

ENVIRONMENTAL STUDIES 600:
Lead in Madison Soils
Nick Balster, Stephen Venture

ENVIRONMENTAL STUDIES 600:
Birding to Change the World
Anke Keuser

HUMAN DEVELOPMENT AND FAMILY STUDIES 663:
Developmental and Family Assessment
Cynthia Burnson

HORTICULTURE 120:
Survey of Horticulture
Sara Patterson

HORTICULTURE 375:
Organic Crop Production
Julie Dawson

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
Carolina Sarmiento, Michael Maguire

INTERDISCIPLINARY HUMAN ECOLOGY 811:
Research Design and Methodology
Shannon Sparks

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

KINESIOLOGY 316:
Adapted Physical Activity
Johanne Haynes-Manogue, Tim Gattenby

Fall 2014 Service-learning Courses Continued...

LACIS 440:

El Salvador, Land and People

Patrick Barrett

LANDSCAPE ARCHITECTURE 610:

Landscape Architecture Seminar

Varies

LANDSCAPE ARCHITECTURE 670:

Adaptive Restoration Lab

Joy Zedler

MANAGEMENT AND HUMAN RESOURCES 401:

Management of Teams

Rick Marolt

LAW/ MEDICAL SCIENCE/ NURSING 768:

Consumer Health Advoc. and Patient Centered Clinical Care

Sarah Davis, Martha Gaines and Kathleen O'Connell

LEGAL STUDIES/ SOCIOLOGY 694

Criminal Justice Field Observation

Carolyn Lesch

NURSING 590

Community Engagement in Nursing

Mel Freitag

PHARMACY PRACTICE 541

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

Kathy Cramer

PSYCHOLOGY 399:

Service Learning in Psychology

Patricia Coffey, Caton Roberts

REHABILITATION PSYCHOLOGY & SPECIAL EDU. 300:

Individuals with Disabilities

Aydin Bal, Andrea Rupp

REHABILITATION PSYCHOLOGY & SPECIAL EDU. 630:

Internship in Rehabilitation or Special Education

Kristine Eiring

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:

Greek Men for Violence Prevention

Tracy Schroepfer

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

Joseph Glass

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 2015

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

ANTHROPOLOGY 696:
Archaeological Methods of Curation
Danielle Benden

ART 338:
Service Learning in Art
Alaura Seidl

Asian-American Studies 240:
Hmong American Experiences in the US
Ger Xiong

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

BIOLOGY 699:
Directed Studies
Dolly Ledin

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

COMMUNICATIVE DISORDERS 790:
Practicum in Communicative Disorders
Varies

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

CONSUMER SCIENCE: 501
Consumer Strategy and Evaluation
Dee Warmath

CURRICULUM & INSTRUCTION/ THEATRE 362:
Drama in Education
M. Van De Water

CURRICULUM & INSTRUCTION 375:
Teaching Music in Secondary Schools
T. Dobbs

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

CURRICULUM AND INSTRUCTION 675:
Supporting Homeless Children in School
Travis Wright

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Vera Court Tutoring Program
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Introduction to Dynamics of Dance Therapy
Rena Kornblum

EDUCATIONAL POLICY STUDIES 600:
Latin@ Youth Mentor II
Stacey Lee

ENGLISH 175:
Literature and Medicine
Colin Gillis

ENVIRONMENTAL STUDIES 402:
Community Environmental Scholars Group
Catherine Middlecamp, Robert Beattie

ENVIRONMENTAL STUDIES 600:
Latin@ Earth Partnership: Engaging Youth as Envi. Stewards
Claire Shaller, Sam Dennis, Jr.

ENVIRONMENTAL STUDIES 600:
Neighborhood and School Gardens: Overcoming Barriers...
Claire Henning, Sam Dennis, Jr.

ENVIRONMENTAL STUDIES 600:
Building Food Justice Capacity in South Madison...
Abby Jackson, Dadit Hidayat, Margaret Nellis

ENVIRONMENTAL STUDIES 600:
Designing Small-scale Farmer Sustainable Agriculture Ed...
Randy Stoecker

ENVIRONMENTAL STUDIES 600:
Measuring and Mapping Soil Lead Contamination in Madison's...
Francis Eanes

ENVIRONMENTAL STUDIES 600:
Water Stewardship and Sovereignty in the Bad River Ojibwe...
Jessie Conaway, Roberta Hill

Spring 2015 Service-learning Courses Continued...

ENVIRONMENTAL STUDIES 600:

Last Child in the Park: How Kids and Birds Can Save...

Anke Keuser

GENDER AND WOMEN'S STUDIES 660:

Internship in Gender and Women's Studies

Antonio Valeo Cooke

HUMAN DEVELOPMENT AND FAMILY STUDIES 660:

Developmental and Family Assessment

Cynthia Burnson

HORTICULTURE 375:

Organic Vegetable Production

Julie Dawson

INTEGRATED LIBERAL STUDIES 357:

Peer Mentor Seminar

Susan Brantly

INTERDISCIPLINARY HUMAN ECOLOGY 350:

Community Issues and Service Learning

Randy Wallar, with Crystel Anders

INTERDISCIPLINARY HUMAN ECOLOGY 570:

Community-based Research and Evaluation

Carolina Sarmiento

KINESIOLOGY 316:

Adapted Physical Activity

Tim Gattenby

LANDSCAPE ARCHITECTURE 551:

Senior Project in Landscape Architecture

S. Kelly, Eric Schuchardt

LAW/ MEDICAL SCIENCE/ NURSING 768:

Consumer Health Advoc. and Patient Centered Clinical Care

Sarah Davis, Martha Gaines and Kathleen O'Connell

LEGAL STUDIES 694:

Criminal Justice Field Observation

Carolyn Lesch

LIBRARY AND INFORMATION STUDIES 820:

Topics in Community Engagement

Nancy Buenger

MANAGEMENT AND HUMAN RESOURCES 401:

The Management of Teams

Rick Merlot

NURSING 590:

Community Engagement in Nursing

Mel Freitag

NUTRITIONAL SCIENCES 421:

Global Health Field Experience

Varies

PHARMACY PRACTICE 426:

Pharmacy Practice Experience II

Beth Martin

POLITICAL SCIENCE 699:

Directed Studies

Varies

PSYCHOLOGY 399:

Service Learning in Psychology

Patricia Coffey, J. Henriques, Caton Roberts

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REHABILITATION PSYCHOLOGY & SPECIAL EDU. 300:

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SOCIAL WORK 401:

Field Practice and Integrative Seminar II

Staff

SOCIAL WORK 672

Greek Men for Violence Prevention

Tracy Schroepfer

SOCIAL WORK 800

Field Practice and Integrative Seminar III

Staff

SOCIAL WORK 801

Field Practice and Integrative Seminar IV

Staff

APPENDIX C:

Wisconsin Idea Undergraduate Fellowships

2014-2015 Completed Projects

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 helped 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

This project researched communities outside Madison, Wis., that have implemented Housing First models and analyzed 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 provided 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 was 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 helped the women develop the skills necessary to effectively sell their products in a competitive market, as well as create lasting business connections. It also included 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 aimed to foster additional opportunities to expand Sumak Mayo’s business and improve the lives of those in their community. This project was designed 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) implemented 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 helped LCEC expand the career services, including a career fair, and develop additional career education program for students, youth and unemployed young adults in West Madison. These increased services allowed job-seekers to better enhance their career skills and prepare them for matched employment opportunities. This project also included 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 worked 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 aimed to 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 was to promote nutrition awareness and education in targeted schools of Santa Ana, Honduras. The program leaders planned facilitate educational sessions about safe and healthy nutritional intake and hygiene. The project aimed to work with the community to maximize nutritional habits that can specifically impact the health of children in the area. Due to unforeseen circumstances, the project instead became an English-language education program for local schools that worked to also incorporate nutrition and hygiene lessons.

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 was to identify potential materials and methods of soap making in Kenya. With this knowledge, experiments were 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 were held for women in the community, demonstrating the methods found to be most successful. The project also worked to 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, Egna le Egna, in Shashemene, Ethiopia. The project used 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 adapted 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 Lungu, Kenya

The Moringa Tree Sustainability Project was designed to provide a sustainable solution to poverty, malnutrition and food insecurity by introducing Moringa trees in the Kwale district of rural southeastern Kenya. Students had already given talks to community members about how to plant the seeds and nurture the growth of the tree. With this specific project, students traveled to villages to hold large hands-on demonstrations to build support and interest in the community. Students also trained peer educators on the benefits of the Moringa tree, its uses, how it can be cooked and the general upkeep of the plant. They additionally helped 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.

2015-2016 Projects Awarded Funding

Waterborn Disease Prevention in Kumanzimdaka, South Africa

Student: Theo Loo

Faculty Advisor: Michael Bell

Community Partner: Indwe Trust

Currently, 40% of South Africa's population lives in rural areas with little access to clean water, leading to illness and disease. In 2014, Theo and three classmates conducted a rapid health impact assessment that outlined several physical water source protection strategies to prevent waterborne diseases in Kumanzimdaka, South Africa. This WIF project builds on that assessment with the goal of reducing the prevalence of waterborne diseases in Kumanzimdaka. The project will conduct water testing and water sterilization workshops, establish a community dialogue, and map houses, community centers, livestock feeding pastures and latrines. The project will then produce a recommendation for physical water source protection strategies, and has the potential to lay the groundwork for a systematic approach to reducing waterborne diseases across rural South Africa.

Narrativas del cruce: Female Narratives of Migration Between the US and Latin America; Arizona

Student: Alexandra Arriaga

Faculty Advisor: Karma Chávez

Community Partner: Border Community Alliance

Traditionally, the majority of migrants crossing the United States/ Mexican border have been male. But in recent years, the number of women who embark on this journey has risen. In an effort to research the unique struggles that women face in making the journey, this project will collaborate with existing organizations near the border to gain access to the women's stories. The project will conduct interviews and recordings with the end goal of composing a multimedia story collection.

TEAM (Time for Education, Awareness, and Management of) Concussion: A Community Resource for High School Students and their College Student Mentors; Madison, Wis.

Student: Kristen Cassarini

Faculty Advisor: Heather Krug

Community Partner: UW Speech and Hearing Clinic

Within Wisconsin and specifically the Madison community, very few support resources beyond traditional medical care exist for high school teenagers who have experienced a concussion. Although medical care is important in rehabilitative efforts post-concussion, individuals can also face isolation from friends, depression, and a lifestyle change including a stoppage of everyday activities. This project will build a collaborative group setting to support high school teenagers who have experienced concussions. TEAM Concussion members will attend social and recreational activities designed to combat isolation and facilitate the development of relationships among peers. Presenting a structured curriculum, trained college students will engage high school students in interactive and engaging educational activities surrounding concussion symptoms and management.

Expanding Entomophagy: Investigating Potential Barriers to Mealworm Consumption in Zambia and the United States

Student: Marjorie Kersten

Faculty Advisor: Susan Paskewitz

Community Partner: Lutheran Health and Development Project and MIGHTi (Mission to Improve Global Health through Insects)

48% of Zambia's population experienced food insecurity from 2012-2014, with December- March being the particularly difficult "hungry season" between crop production. But protein-rich insects provide a potential solution. This WIF project will explore existing entomophagy (insect-eating) practices in Zambia through a survey focusing particularly on women, who are typically the primary contributors in developing world food systems. Based on the results, the project will develop complete meal plans that incorporate insects into traditional Zambian food. The long-term goal of this project is to increase the acceptance and frequency of entomophagy within the Lusaka and Southern Province of Zambia and to improve food security and nutrition.

Linking Ecuadorian Teachers to Latino Earth Partnership Environmental Education Program; Ecuador

Students: Brenna O'Halloran and Lauren Feierstein

Faculty Advisor: Catherine Woodward

Community Partner: Fundacion Ceiba

The Ceiba Foundation for Tropical Conservation works with communities in coastal Ecuador to improve environmental and science education. Many teachers in these communities lack formal science training. This WIF project will train teachers from three Ecuadorian elementary school in an environmental science curriculum that they can implement in their classrooms. The teachers will attend a workshop, receive help with teaching activities and receive lesson books in Spanish for future activities. The project also aims to lay a broad groundwork for Madison, WI-based Latino Earth Partnership to expand their work to Ecuador and provide science education workshops there annually.

The Soap Project: Women's Empowerment & Sanitation in Lweza; Lweza, Uganda

Students: Mackenzie Carlson and Corinne Praska

Faculty Advisor: James Ntambi

Community Partner: Lweza Village

On a previous trip to Lweza, Uganda, Mackenzie and Corinne had the opportunity to develop relationships the community and learn about its needs. Women, in particular, expressed excitement for obtaining skills to make products that they could then sell to gain independence and economic stability. Local health care providers also expressed the need for better sanitation. This WIF project aims to tackle both issues by launching a soap-making training program in the village. The project also aims to promote youth development, further educational opportunities and stimulate the local economy. Additionally, the project will develop marketing strategies to build long-term structures for the production and sales of local-made soap.

APPENDIX D:

Wisconsin Open Education Community Fellowships

Summer 2015 Projects Awarded Funding

Cross Plains Parkway Market - Cross Plains, Wis.

Student: Kristen Bednar, Cross Plains

Community Partner: The Life Foundation

Faculty Mentor: Professor Leann Tigges, Department of Community and Environmental Sociology

Junior Kristen Bednar is working with The Life Foundation in Cross Plains, Wis., to develop the Cross Plains Parkway Market. The market was developed to provide multiple economic and social functions for the community, creating a much-needed space for area farmers and artisans to directly sell their produce and work. Bednar, a Community and Environmental Sociology major, established relationships with local government organizations and spent much of the summer of 2015 directly recruiting small business owners, musicians, nonprofit organizations, and other Cross Plains residents to create an enduring place for community development. Bednar's goal is to establish a lasting market for future years.

Little Aldos - Hudson, Wis.

Student: Sarah Krier

Community Partner: YMCA's Day Camp Daycroix

Faculty Mentor: Associate Professor Brett Shaw, Department of Life Sciences Communication

Sophomore Sarah Krier is working with the YMCA in Hudson, Wis., to update and enhance the practical conservation instruction offered at the YMCA's Day Camp Daycroix. In addition to helping administer these programs during summer 2015, Krier, a Life Sciences Communication major, will play a key role in introducing new content to these programs in order to help campers better understand and appreciate the work of Aldo Leopold. A Sand County Almanac, Leopold's most famous work, has been made a central part of the camp curriculum, especially for the older campers as they learn more about the environment and how they can share their newfound knowledge with others.

Discover Your Inner Shakespeare: Promoting Appreciation for Literature through a Summer Literary Journal - Green Bay, Wis.

Student: Laura Schmitt

Community Partner: Mosaic Arts, Inc.

Faculty Mentor: Kevin Mullen, Faculty Associate, Division of Continuing Studies

Freshman English major Laura Schmitt's project centers on fostering an appreciation for literature and original creative writing among middle and high school students in the Green Bay area. Working with Mosaic Arts, Inc., she encourages students to write prose, poetry, or essays on a variety of topics as they relate to the work of William Shakespeare. Students are encouraged to write in whatever form was most meaningful for them, including self-reflection. Schmitt also has collaborated throughout the summer with a variety of media outlets to promote participants' work. Mosaic Arts, Inc. has also already agreed to continue this project beyond summer 2015.

Expanding Public Engagement in Conservation Education - Kenosha, Wis.

Student: Andrew Strother

Community Partner: Kenosha County Division of Parks

Faculty Mentor: Lt. Col Gregory Gore, Professor of Military Science, Department of Air Force Aerospace

Freshman Andrew Strother designed a project to build on his work as a member of the Kenosha County Green Ribbon Committee, organized to design a newly acquired park to be a sustainable space where local residents can enjoy and learn about their natural environment. Strother, a Political Science major, designed an outreach campaign to encourage families, schools, churches and other youth groups to take advantage of the new Sustainable Living and Environmental Education Park (commonly known as KD Park). A central element of this campaign was a series of workshops that Strother created to provide Kenosha County residents of all ages the opportunity to have a hands-on experience learning about nature by enjoying the park. Activities included a fishing clinic, lessons on responsible outdoor recreation and a DNR workshop focusing on ways to sustain local wildlife populations.