

MORGRIDGE CENTER FOR PUBLIC SERVICE

Annual Report 2008-09



Morgridge Center for Public Service

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THE UNIVERSITY
of
WISCONSIN
MADISON





Morgridge Center Staff and Advisory Board

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Randy Wallar, Associate Director

Mary Rouse, Community Outreach Specialist

Anne Whisner, Civic Engagement Coord.

Emily Villhauer, WUD Program Advisor

Dan Colleran, National & International Service Coordinator

Matt Krueger, Graduate Project Assistant

Autumn Hensel, AmeriCorps*VISTA

Debi Hegerfeld, Administrative Asst.

2008-09 Student Staff

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Emily Andrews, Community Liaison

Hailey Cloutier, Marketing Intern

Emily Christian, Service-Learning Fellow

Lindsey Dieter, Stu. Org Outreach Intern

Laura Egli, Special Projects Intern

Leanne Hanson, Event Marketing Intern

Ryan Miller, Service-Learning Fellow

Sarah Parker, Service-Learning Fellow

Emma Rutland, Campus Liaison

Alyson Williams, Service-Learning Fellow

Zach Zaban, Campus Outreach Intern

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Community Shares of Wisconsin

Aaron Brower (on-going)
Vice Provost for Teaching & Learning

Susan Crowley (2006-09)
University Health Services

2008-09 Advisory Board Members, continued

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Wisconsin Union Directorate

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Student

Mary Louise Gomez (2006-09)
Curriculum & Instruction

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Div. of Continuing Studies

Mary Rouse (on-going)
Morgridge Center for Public Service

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Student

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Department of History

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Morgridge Center for Public Service

Vignesh Valliappan (2008-09)
Student

Randy Wallar (on-going)
Morgridge Center for Public Service

Director's Welcome

Mike Thornton,

Professor of Afro-American Studies & Faculty Director of the Morgridge Center



Friends,

The past year has been one of major evolution for the MCPS. To begin with we transitioned from student affairs to academic affairs by transferring our administrative home (but not our physical location) from the Wisconsin Union to the School of Human Ecology (SoHE). This move was precipitated by a need to better position ourselves as an academic unit. There are several advantages to this move. First, it strengthens our administrative support, and particularly around managing our growing financial resources; and in the process freeing up the Associate Director's time for other initiatives. Second, the move allows us to develop and bolster our curricular-based programs and services with the active support of SoHE, which has a mission and agenda similar to our own. One implication of this is that in the near future Center staff will teach service-learning and community, based research courses. This in turn enhances the Center's ability to fulfill our campus-wide academic mission around civic engagement. Finally the move sets us up for two of our projected growth areas: strengthening graduate student and faculty involvement. The change of administration also means that we have altered reporting lines. We already report to the Provost's Office, via its representative, the Vice Provost for Teaching and Learning, Aaron Brower. We now add the Dean of SoHE, Robin Douthitt.

Another evolution has been our expanding staff. We brought on (really back) at a 25% appointment, the former director, Mary Rouse, as our Community Outreach Liaison to develop and strengthen our ties to the local community, a relationship we will expand on within the next year by creating a community advisory board. Additionally, Professor Kathy Cramer Walsh (Political Science) is our first Faculty Research Scholar. The Research Scholar will conduct research on the academic and professional impact of service-learning/community based research on UW-Madison students and their curriculum. Finally we have proposed the creation of a new full-time position, Community-Based Learning Coordinator, to further develop and expand service-learning/community based research course offerings and ensure the continued development of a "community voice" as more of these types of courses are developed on campus. We anticipate filling this position by late summer.

We are also happy to announce that this past year the university was included in the Carnegie Classification for Community Engagement. The award, the Carnegie Foundation's Community Engagement Elective Classification, gives recognition to the University's long-held values embodied in the Wisconsin Idea. While clearly our work is far from done, this honor validates that we're heading in the right direction around issues of community engagement and the Wisconsin Idea.

We also know that we are onto something important based on where the campus will head in the next years. In the spring, the campus unveiled "For Wisconsin and the World," a newly-developed campus master plan. I am happy to report that its strategic priorities include promoting service and civic responsibility, and integrating classroom and out of-classroom experiences, with an emphasis on service-learning, internships, and other field based educational experiences. We are glad that the campus is increasingly coming around to our point of view.

Finally, our benefactors, John and Tashia Morgridge, have made us another generous offer, something we are calling the Morgridge Challenge Grant. While details will follow later in this newsletter, the basic idea is that any new monies (donations and grants) the Center brings in over the next 5 years (2009-2014) will be matched one-to-one up to \$1 million per year by the Morgridge family. So for any donor thinking about giving the Center financial resources she/he will know that their contribution will be doubled. While we will focus on developing donor interest, we want to encourage those who bring in new research/teaching money to think of possibilities as well.

So you can see that the Center has been very active over this last period, and is allying with many parts of campus to make the education students receive here more than about books and ideas. A college education should be about those things but also about transforming the worlds in which we live to better reflect all of us and what a democracy should stand for: liberty and justice for us all. For those who wish to explore more about what we do at the Morgridge Center for Public Service, and for updates, please go to www.morgridge.wisc.edu.

A handwritten signature in black ink that reads "Michael C. Thornton". The signature is written in a cursive, flowing style.



Our Mission, Vision & an Opportunity to do Even More

Morgridge Challenge Grant

Because of the generosity of Tashia and John Morgridge, the Center has a wonderful challenge fund opportunity. The Morgridges have generously offered to match any monies (donations and grants) the Center brings in, up to a million dollars per year until September 2014. The idea is to interest potential donors and grantors with a doubling of the impact of any contributions/funds they make or award to us.

The Center's goal is to use the new funds to create and support projects and initiatives that further the capacity for civic engagement and community partnerships at the UW-Madison, in alignment with the Morgridge Center's mission and vision and the Wisconsin Idea. Of particular interest are projects enhancing civic engagement, strengthening teaching and learning, and building collaborative partnerships through public service, service-learning and community-based research.

As per Tashia Morgridge's wishes, while we encourage developing partnerships with campus entities for this process, our primary focus is to bring in monies directly to the Center through gifts, and in that way magnify the impact of the challenge funds. With some exceptions, only monetary contributions will be eligible for match.

For more information regarding the challenge fund or if you'd like to contribute, please contact, Professor Mike Thornton, Faculty Director, at mcthornt@wisc.edu or 608-262-0787.

Mission

The Morgridge Center for Public Service advances the Wisconsin Idea by developing and promoting civic engagement, strengthening teaching and learning, and facilitating collaborative partnerships through public service, academic service-learning, community-based research, and engaged scholarship.

Vision

Within 3-5 years, the Morgridge Center for Public Service will have campus and community recognition as the leader and resource for civic engagement—public service, academic service-learning, community-based research, engaged scholarship, and University/community partnerships. As a result of Morgridge Center leadership and initiatives, the University of Wisconsin-Madison is a place where:

- *Student involvement and leadership in civic engagement activities* is an integral part of the college experience.
- The *core value of civic engagement* is instilled in students, building a *lifelong foundation of active citizenry and leadership*.
Civic engagement research is being conducted and published.
- Faculty/staff involvement in *civic engagement* is valued in *promotion, performance and tenure evaluations*.
- *Productive communication and collaboration* occur between the campus and community to meet identified community needs.
- *Linkages* to a network of universities committed to civic engagement continue to be developed and fostered.
- *Community involvement* is valued and encouraged via academic service-learning and community-based research.
- *The benefits of academic service-learning & community-based research are recognized* – particularly on student learning, and as pedagogy for multicultural education.
- *Students, faculty & staff are formally recognized* for their civic engagement activities.
- Civic engagement is *institutionalized and its value is recognized* across campus.



News Briefs

Carnegie Classification for Community Engagement

This fall the University was awarded the Carnegie Foundation's prestigious Community Engagement Elective Classification, giving national recognition to our long-held values embodied in the Wisconsin Idea. The work of the Morgridge Center significantly contributed to the UW-Madison achieving this honor.

UW-Madison Reaccreditation Team

Three Morgridge Center staff, Professor Mike Thornton, Anne Whisner and Randy Wallar, participated in the recent final self study report for reaccreditation by the North Central Accreditation Association. In the final document recommendations were made that included institutionalizing civic engagement, engaged learning and engaged scholarship into the overall mission of the UW-Madison.

"For Wisconsin and the World"

This spring Chancellor Martin unveiled "For Wisconsin and the World," the new campus strategic plan. Its strategic priorities include promoting service and civic responsibility and better integrating students' classroom and out-of-classroom experiences via service-learning and other field-based experiences. This document may be found at <http://www.chancellor.wisc.edu/strategicplan/>

President's Higher Education Community Service Honor Roll

The President's Higher Education Community Service Honor Roll, launched in 2006, recognizes colleges and universities nationwide that support innovative and effective community service and service-learning programs. The Morgridge Center currently provides many opportunities for public service, service-learning and community-based research programs and contributed to the UW-Madison being awarded the distinction for 2008.



TRUCEN

The UW-Madison is a charter member of The Research University Civic Engagement Network (TRUCEN), created in 2005 to advance civic engagement and scholarship among research universities and to create resources and models for use across higher education. The Morgridge Center serves as the UW's official representative to this group. In 2008 the group convened at the University of North Carolina, Chapel Hill, to focus on civic and community engaged scholarship. Meeting participants reviewed efforts to strengthen institutional rewards and incentives for engaged scholarship, to identify special challenges and opportunities presented by research universities, and to explore constructive steps to encourage engaged scholarship across research universities. The group also initiated design of a major online resource for advancing this work: [The Research University Engaged Scholarship Toolkit](#)—offers an annotated guide to the best information available on engaged scholarship, as well as models, exemplars, and original essays. Ongoing TRUCEN meetings will continue to explore ways to advance civic and community engagement among research universities and other institutions of higher education.

Staff Changes & Updates:

Debi Hegerfeld, Program Assistant since 2003, left the Morgridge Center in May and is now working at the Law School. Her work will be taken over by a new cohort of student Office Assistants in the fall.

Mary Rouse, the Center's former Director and Assistant Vice Chancellor of Academic Affairs, was hired as our new Community Outreach Liaison (25%). She will be working primarily to develop new community partnership opportunities for us to pursue and to strengthen our civic engagement ties to the South Madison community.

Kathy Cramer Walsh, Professor of Political Science, was appointed as the Morgridge Center Faculty Research Scholar & will begin to advance service-learning research on campus. Her research focuses on student academic & professional development outcomes through participation in service-learning courses.

New Student Staff: This year we increased our student staff and hired additional Marketing and Outreach Interns to expand our presence on campus. We focused on developing standardized marketing timelines, undertaking outreach to various student groups, and implementing new student programming.



Student Engagement

AT A GLANCE:

4080 students participated in Morgridge Center programs

51,882 hours of service provided

\$1.1 Million of service contributed to the community



Volunteer Fairs

We host two fairs early each semester that feature over 60 local non-profits and their volunteer opportunities. Our fall fair focuses only on volunteer opportunities, while our spring fair also has career opportunities in the non-profit sector. This year 850 students attended the fairs.

Schools of Hope Tutoring

With support of our AmeriCorps*VISTA project, we help recruit and place students as tutors in middle and high schools in Madison. This year 450 students served as tutors.

Community Splash and Plunge

These two days of service give students a way to try volunteering and learn about Madison community in a structured way. This year 181 students participated and volunteered 777 hours with 16 different agencies.

Kauffman Entrepreneurship Community Internship Program

This internship provides UW-Madison students with the unique opportunity to become “social entrepreneurs” and catalysts for social change. This year 11 students worked with 7 community organizations in Dane County and Ashland, WI to address a wide range of community needs. See page 15 for details.

Drop-In Service Days

We started a new program for students to “drop-in” once a month during the spring semester to do service, meet other students, and learn about issues facing Madison. These events included over 100 students participating that benefited 4 agencies.

Red and White Hunger Fight

We co-sponsored the Red and White Hunger fight, a campus wide food drive, that resulted in the largest food drive at the UW. Over four tons of food and \$2000 were collected and donated to the Community Action Coalition.

Volunteer Advising:

Our campus liaison and national and international service coordinator provided one-on-one advising sessions and weekly drop-in advising hours. This year we advised 186 students.

Volunteeryourtime.org

We have an online database that students can use to search over 800 different volunteer opportunities. Currently over 5,000 UW-Madison students have an account.

Morgridge Mail

We send out a weekly email about upcoming events, resources, and volunteer opportunities. Currently over 2400 students subscribe to this newsletter.

Social Media

This year the Morgridge Center went online and created a facebook account and Twitter account to communicate with students.

Program Highlights

Year in Review:

This year we transitioned to more of an intentional student programming model by trying to support students in service. In addition to providing our clearinghouse function, we created an advising structure, a new Badger Volunteers Program, expanded our outreach and marketing functions, and started a Drop-In service program.

Badger Volunteers

Badger Volunteers was launched during the fall semester and was designed to provide meaningful and consistent service to local non-profit agencies while supporting students in service.

In this semester-long program, students sign up to join a teams of student volunteers who serve every week at local organizations in and around Madison under the coordination of a Badger Volunteer Student Leader. Each team receives education, training, and orientation on the organization, community, and social issue while providing meaningful weekly service.

This program grew to encompass 24 non-profit organizations, 150 students, and 3280 hours of service.

10,000 Hours Show

This was the third year that the Morgridge Center advised and co-sponsored the 10,000 Hours Show. The 10,000 Hours Show is a student-led outreach effort to recruit and students to serve at least 10 hours of service with local nonprofit agencies. In an effort to engage as many students as possible, the 10,000 Hours Show of Dane County's efforts are two-fold enlisting more students to volunteer locally, but also planning the annual volunteer- only recognition concert.

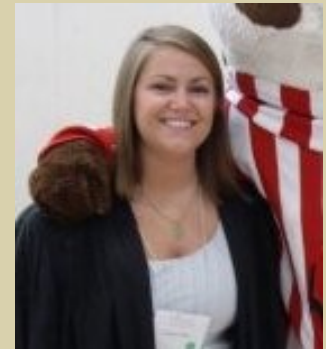
In addition, the 10,000 Hours Show students organized other outreach events throughout the year, such as 10K days of service, to enlist others in service.

This year, 10K was bigger and better than ever. This year 1384 volunteers completed 38,674 hours of service valuing \$754,529 to the community. This year's students raised \$37,000 to fund the 10,000 Hours Show concert which featured Guster.

Volunteer Transportation Program

The Volunteer Transportation Program provides free taxi rides for students to volunteer at least eight time with 120 different non-profit agencies. Without this program many of students would not be able to volunteer and non-profit agencies would not get the support from student volunteers and service-learners.

This year we served 384 student riders and scheduled 2201 rides. The students participating in this program contributed 4389 hours of service.



STUDENT PROFILE:

Name: Megan Miller

Major: Community Leadership

Graduation Date: May 2009

Volunteer Experience:

Madison Children's Museum, Special Olympics, Glendale Elementary School, 10,000 Hours Show

Why is volunteering important to you?

I love the feeling I get after a day of volunteering. At this point in my life, I am not in a position to contribute monetarily to address community issues so volunteering is my way of giving back. I have met some of my closest friends in Madison because I started volunteering. Service has been a great way to learn more about my community and the people in it!



Service-Learning & Community-Based Research Highlights

AT A GLANCE:

94 total sections of s-l/cbr

1944 student service-learners

40,703 total hours of s-l/cbr student service

68 faculty/staff s-l/cbr instructors

S-l/cbr offered in 32 depts

Service-Learning Courses

UW-Madison faculty and instructional staff members teach a variety of service-learning courses that enable students to provide direct service to local schools and non-profit organizations while earning course credit. This year 94 service-learning courses (and 126 s-l sections) were taught at the UW-Madison. A listing of these courses can be found on the Morgridge Center website <http://www.morgridge.wisc.edu/students/servicelearning.html>. We are particularly happy to report heightened interest in community-based learning pedagogies by such academic centers as the Nelson Institute for Environmental Studies and the Center for Global Health, as well as the departments of Asian-American Studies, Geography and Kinesiology.

Course Development Grants

Each year the Morgridge Center offers grants of up to \$1500 to assist faculty and instructional staff in either the development and implementation of a service-learning/community-based research course, or to add a service-learning/community-based research component to an existing course. This year we funded 3 courses.

Service-Learning Fellows

We provide undergraduate service-learning fellows to a specific faculty/instructional staff member for at least one semester to assist in planning and implementing a service-learning/community-based research course. Fellows assist with establishing community placements, leading reflection exercises, and maintaining on-going communication between the community organizations and the students or instructor. This year we employed 4 fellows to support 12 faculty and 10 courses.

Wisconsin Idea Undergraduate Fellowships Program

This program supports independent service-learning projects that address a community need. Students work collaboratively with a faculty advisor and community organization while receiving credit and a stipend. Students can submit projects individually or in groups for a summer, semester, or annual timeframe. This year 5 projects and 8 students were funded. **See page 16 for details.**

Service-Learning Designation in the Timetable

The reporting of service-learning course information via the Timetable remains a challenge. We requested that departments and Timetable representatives report service-learning/community-based research course information via the Timetable's "standard" footnotes 0014 and 0015, as well as by using a "write-in" footnote to convey specific service-learning related information, e.g. number of service hours required for a particular course. Neither are being used consistently as yet. We engaged specific departments in a dialogue about the importance of service-learning/community-based research course reporting via the Timetable, and found it effective to include both Timetable representatives and course instructors in these conversations.



Service-Learning Survey

During the Spring 2009 semester, the Morgridge Center's Faculty Research Scholar, Professor Kathy Cramer Walsh, Department of Political Science, fielded a pilot study of a web-based survey designed to measure student outcomes from participating in service-learning courses. She asked students in 4 service-learning classes to complete a 20-minute pre-test during the first week of courses, and a shorter post-test during the second-to-last week of class. In the pre-test, she measured students' levels of political and civic engagement prior to enrolling in the course, and their reasons for taking a service-learning course. In the post-test she asked students about the nature of their service-learning course (e.g., extent of reflection activities, whether or not they did their service work with other students) and what they valued about their service-learning course. Questions replicated in the pre and post-test allowed her to look for evidence of change in self-perceived confidence in intercultural relations, beliefs about the individual vs. institutional causes of poverty and inequality, and their perceived value of community service. Out of a possible 184 respondents, 63 responded to the pre-test (34%), 48 responded to the post-test (26%), giving us a panel of 27 students who responded to both.

Professor Walsh found that the respondents were highly engaged people, and tended to be so even before coming to campus. For example, 79% had been involved in *voluntary* service before coming to UW-Madison. All 63 of the pre-test respondents had performed some type of civic or political act in the preceding 12 months.

They had very positive perceptions of their service-learning experience. For example, most students agreed that the service activities enhanced understanding of course content and was beneficial to the community. They also perceived that their course enabled comfortable and personal interaction with their instructor. In addition, she learned that 71% of respondents spent about a half or more of their service time directly interacting with the people who benefited from their service. 62% spent at least some course time discussing their service experience.

During the Fall 2009 Semester Professor Walsh plans to ask instructors of 28 service-learning courses to invite their students to participate in the study. In future semesters, she hopes to ask a sample of non-service learning courses to participate as well, to serve as a control group. Since she did not have a control group during the Spring 2009 study, and only 27 people responded to both panels, this pilot study does not enable the Morgridge Center to make claims about attitudinal change. Our plan is to continue to replicate the survey each semester as long as it is providing valuable information on the nature and outcomes of service learning on our campus.



Service-Learning

Definition:

"Service-learning is a credit bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflects on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of civic responsibility."

-Robert Bringle &

Julie Hatcher



Faculty Reflections I

(adapted from *Time To Write*, the newsletter of the L&S Program in Writing Across the Curriculum)



Faculty Name:

Katherine Cramer Walsh

Department:

Political Science

Service-Learning Course:

Political Science 425,
"Citizenship, Democracy,
and Difference."

Why teach a service-

learning course? My teaching goal as a political scientist is to help people become better citizens, and writing and service learning are crucial to achieving that goal.

My teaching goal as a political scientist is to help people become better citizens, and writing and service learning are crucial to achieving that goal.

Service-Learning and Citizenship

Writing is an essential part of a course I created in 2001 with the purpose of helping students develop their civic identities. The course is Political Science 425, "Citizenship, Democracy, and Difference." This upper-level undergraduate course enrolls 20 students, many of whom are political science majors.

In this course, we focus on political participation, theories of democracy and citizenship, volunteering and the nonprofit sector, and many social divides that simultaneously complicate and enrich our contemporary civic life.

The UW-Madison Morgridge Center for Public Service helped me create this service-learning course, which means that each of the students works with a community-based organization throughout the term as another "text" in the course. The students volunteer 3 to 4 hours per week with a community-based organization such as a neighborhood center, senior center, or organization focused on immigration, juvenile justice, or domestic violence.

Throughout the term, students' service work, as well as the course readings, form the basis of our seminar discussions, and students reflect extensively through their writing on their service and its connection to course readings.

Through lecture or discussion, my students would not learn to see themselves in relation to others in the community or to develop their sense of themselves as citizens. Students make these discoveries on their own because of the reflection that writing requires.

Reflection Through Journaling

From the first day of class, I require students to write three or more times per week in a journal. I expect them to use the journal to reflect on the readings, their service experiences, and the relationships between the two.

Students regularly state in these journals that their work in community sites is what helps them understand course readings and engage deeply in the course content.

It is through writing that students experience the "aha" moments that make lessons learned in the community stick. Also, through journaling, some students come to recognize that writing is an excellent way to clarify their thoughts. I didn't anticipate this benefit, but I certainly expected journaling to enhance students' abilities to articulate their opinions in the public realm.

Students Teach Themselves Through Writing

My goal is that students' service helps them develop their own conceptions of good citizenship. Volunteering on its own is valuable, and so are our vibrant class discussions. Without, however, working through their thoughts in their own words, the students would not recognize the lessons about citizenship that volunteering provides, nor would they come to own these insights as part of their civic identities.

In their papers and their journals, students teach themselves what it means to be a good citizen. If I did not require them to reflect on the ways in which the relationships they forge in their service settings compare with what we expect from political science scholarship, they might come away from the course without a lasting notion of how the material matters for their own lives.

They might miss that the one-on-one relationships they develop with youth in neighborhood centers, for example, are part of a type of civic life that they can choose to expand or neglect once they graduate. Through writing and reflection, students become active participants in the learning process, and I hope, in our civic life.

Faculty Reflections II

(adapted from *Time To Write*, the newsletter of the L&S Program in Writing Across the Curriculum)

Service learning—that is, learning beyond campus through direct engagement with communities in Madison—ignites insights and introspection for students that readings and class discussion fail to do.

Until recently, the idea of service had fallen on hard times, especially, in my view, among those who have access to the best of what our country offers. Yet service is gaining traction on our college campuses. Many university leaders have advocated service learning and community engagement. Similarly, professional associations—ranging from the American Anthropology Association and the American Political Science Association to the National Science Foundation—support community engagement. There is even a major journal in the field, the *Michigan Journal of Community Service Learning*.

UW-Madison regularly receives honors for the scope and innovation of our service projects, for the percentage of students involved in service activities, and for the extent to which we offer service-learning courses. The University's Morgridge Center for Public Service works in coalition with hundreds of fraternities/sororities, student organizations, and community groups to promote volunteering and community service. Service learning (SL) is one of these efforts.

Why Service Learning?

The key to service learning is that courses link academic study to community service via structured reflection. The emphasis is on students' learning to think critically by using course concepts as a lens to understand and interpret their experience in the nearby community.

Since the activities at sites are shaped through mutual agreement (community partner and professor) as campus-community connections are established, students gain insight into community environmental, social, and/or political concerns, and they meet people whose lives differ significantly from their own.

Community service learning also functions as a tool for students' active involvement in the learning process, which may be especially valuable for those who learn best through experience and teaching others. Research suggests this active, experiential learning encourages participation and retention of first-generation students and students of color. Thus, SL, as a form of practical experience, enhances learning in all areas of a university's curriculum, reinforces moral and civic values inherent in serving others, heightens the learning curve for course concepts, and increases student retention.

So How Does a Service-Learning Course Work?

The key to SL is aligning the course concepts you want students to learn with what an agency does so that SL brings the course concepts to life.

What is especially exciting and promising about service learning is the long-lasting influence on students as they choose involvement in their local communities long after graduation. Many who are initially least enamored by its charms, when pushed to service, very often become its greatest advocates. Service, done well and with writing to deepen reflection, leads students to see something much larger than the self. It can open their minds and melt their hearts, breaking the bonds between seemingly disparate characters.

Service-learning does not work well for everyone nor for every course. Even so, most students taking a SL course will see a clearer route to linking up with what it takes to bring our country closer to what we should be all about: hope, fairness, and justice for us all.



Faculty Name:

Michael C. Thornton

Department:

Afro-American Studies & Faculty
Director of the Morgridge Center

Service-Learning Course: Afro-American Studies 151 "Intro to Contemporary Afro-American Society"

What Do Students Take Away?

Students' comments reflect common outcomes for this service-learning course. Take these examples:

"I felt empowered to do something more."

The course is not only
"educational, but it is literally life-changing."

The course *"gives us information that we can actually apply to make both our lives and the lives of others better!"*

The course *"made me use what I've learned in class out in my day-to-day life."*



Campus Partnerships



Year in Review:

This year we continued to work cross campus in order to strengthen and expand civic engagement and service-learning opportunities. We collaborated with various programs, individual faculty and staff, and departments, as highlighted below.

Nelson Institute for Environmental Studies

This year we established a new partnership with the Nelson Institute for Environmental Studies' Center for Culture, History and Environment (CHE) to support Tales from the Planet Earth II, an environmental film festival scheduled for the fall 2009. The Morgridge Center is supporting CHE's efforts to create a community-driven film festival which will bring together filmmakers and scientists, historians, community and labor activists, policy makers and students (both graduate and undergraduate) to explore the business and art of environmental and social change. A service-learning course directly related to the film festival, ENVS 402, Section 5: Topics in Environmentalism: Social & Human Studies—Community Engagement Through Film, will be offered in Fall 2009.

Center for Global Health

We continued our partnership with the Center for Global Health and provided \$7000 to further the development of international service-learning and community-based research opportunities for graduate students in health related fields.

TechShop Grant

We continued our partnership with the Department of Rural Sociology, University Health Services and DANeNet (through a National Community-Based Research Networking Initiative grant) in support of the TechShop grant. The Morgridge Center provides \$1875 per year for three years (through 2010-11) to help create and implement an information technology science shop for greater Madison community organizations to better assist them in meeting their information and communication management needs.

Office of Service-Learning and Community-Based Research in Letters & Science

We continued to support the Office of Service-Learning & Community-Based Research in the College of Letters & Science by providing over \$5000 to further institutionalize service-learning in that college. The Morgridge Center Associate Director continued to serve on the Advisory Board for this office.

WSUM

We continued our partnership with *WSUM* student radio and provided \$1500 to support the station's student Community Outreach position and promote civic engagement opportunities to campus.

Morgridge Center Resource Library

The Morgridge Center resource library became an official collection of the UW Library System. Our collections of books, periodical, and journals may now be checked-out at the front desk of the Morgridge Center.



Campus Partnerships

Bucky Award for Service

This year we co-sponsored the Service Award as part of the Center for Leadership and Involvement's new Bucky Awards. This award recognizes a student organization that has participated in service activities throughout the academic year and has hosted at least one service activity beneficial to the campus community. Best Buddies Madison was the award recipient this year.

Leadership Certificate

The Morgridge Center continued to support the Leadership Certificate offered through the Center for Leadership and Involvement. A Morgridge Center staff Member served on the selection committee to evaluate the Civic Engagement section of the application.

Center for First Year Experience

The Morgridge Center partnered with the Center for First Year Experience three times over the past year. The Center secured a table at the SOAR resource fair over the summer, presented a brown bag about how to engage first year students in experiential education programs, and also planned Community Splash during Welcome Week.

Service Grants

Each year the Morgridge Center offers small grants to support students and student organizations engaged in local service projects. Funds of up to \$200 are available to offset the expenses for implementing and promoting service projects. This year the Morgridge Center awarded six grants to support the following student service projects: Healthy Classrooms 2009 Public Health in Education Symposium, the Salvation Army Learning Center, the Society Of Women Engineers' Educational Outreach programming, the UW Mentoring Program, the Student Wisconsin Education Association's First Aid project and Kappa Alpha Theta's Rock the CASA benefit concert.

Campus Community Partnerships Center

The Morgridge Center continues to be involved with the CCP to bring the University into South Madison, and to bring South Madison into the University to create mutually beneficial programs and problem-solving. This partnership is designed to build collaboratives between University programs and community groups to address needs identified by South Madison residents.

Outreach events

The Morgridge Center presented over 20 different outreach activities which reached over 523 students. These activities targeted student organizations, service-learning courses, education majors, transfer students, and many more.





Community Partnerships



Year in Review:

This year we continued to assist non-profit organizations in promoting their volunteer opportunities, facilitating service-learning partnerships, and thinking about ways that we support agencies to meet their needs.

Promotion of Volunteer Opportunities

Over the last year we fielded 108 requests from non-profit agencies to promote their volunteer opportunities on our poster route, as a highlight in our Morgridge Mail e-newsletter, or to reserving rooms or info tables on campus on their behalf.

Volunteeryourtime.org Partnership

We continued our partnership with United Way, RSVP of Dane County, Edgewood College, and MATC to support volunteeryourtime.org as the primary volunteer opportunity resource in Dane County. As a collaborative, we created a new how-to guide to better facilitate usage of the database by local non-profits.

Bring Your Own Breakfast Series

Through our volunteeryourtime.org partnership we hosted three BYOBs this year. Each breakfast had two components: a roundtable discussion of issues in the field and also a tutorial of volunteeryourtime.org and the partners' services. This year 59 community organizations attended the series.

Madison Campus Community Collaborative

The Morgridge Center, Edgewood College, and the Urban League of Greater Madison have worked together to strengthen support and services for children and families in poverty. This Collaborative, supported by an Americorps*VISTA grant, focused on building campus-community projects with the Schools of Hope project while also building infrastructure at each partner's site to support this type of work.

Volunteer and Public Service Fairs

Each year we host two fairs that invite local, national, and international non-profit agencies to showcase their agencies and promote their opportunities. This year a total of 156 agencies participated in the fairs, connecting with over 850 UW-Madison students

Wisconsin Idea Undergraduate Fellowships

These fellowships allow undergraduate students, faculty, and community partners to come together to meet an identified community need for a summer, semester, or academic year. This year we supported 5 projects in partnership with 5 agencies.

Kauffman Entrepreneurship Internships

This internship program provided students with the opportunity to become "social entrepreneurs". By utilizing skills and knowledge gained in the classroom and identifying projects within Dane County and Ashland, Wisconsin, both undergraduate and graduate students were catalysts for social change. This years 7 projects were of varying duration and scope.



Kauffman Entrepreneurship Community Internships

2008-09 Project Descriptions

Through a grant from the Kauffman Foundation the Morgridge Center supported 7 internships this year. Community partners included the Wisconsin Community Fund, the Red Cliff Tribe, the Worker's Rights Center, Kennedy Heights Community Center, Operation Welcome Home, Nuestro Mundo, and the UW-Madison Office of Vice Provost for Diversity & Climate.

Ears to the Ground: Lessons and Barriers for the Grassroots Autonomy in Organizing for Environmental Justice and Social Justice

Cynthia Lin, Student; Wisconsin Community Fund, Community Partner, Madison, WI

Explored the barriers to and developed strategies for building coalitions to strengthen social and environmental justice. Produced masters' thesis.

A Community Needs Assessment for the Red Cliff Tribal Library

Catherine Phan, Roy Brooks, Omar Poler, Christina Johnson, and Joseph Gossett, Students; Red Cliff Band of Lake Superior Chippewa, Bayfield, WI, Community Partner

UW library graduate students developed a link between the Red Cliff community and the UW-Madison, and helped organize the community to reopen the tribal library.

Bridging the Gap between University and Community: Strengthening Local Workers

Jessica Rajtar, Student; Workers' Rights Center, Madison, WI, Community Partner

Assessed how the Worker's Rights Center (WRC) could better use student volunteers to accomplish their work. WRC will use recommendations to implement different programming opportunities.

A Needs Assessment of Community Residents

Amy Hilgedorf, Student; Kennedy Heights Community Center, Madison, WI, Community Partner

Assessed how to improve food pantry and better meet the programming needs of residents. The results will be used as the foundation to securing additional funds to meet these needs.

Theater as a Movement-Building Tool: Addressing the Root Causes of Homelessness

Alison Brooks, Student; Operation Welcome Home, Madison, WI, Community Partner

Used theater to forge faith partnerships; leadership development, to connect to larger social movements. Created documentary to showcase those who are homeless and a greater understandings of the issues involved.

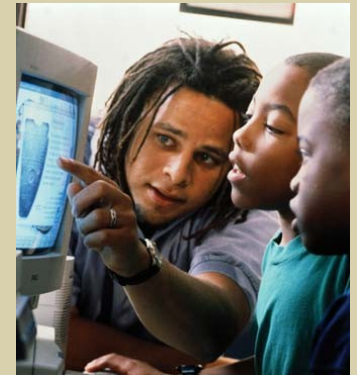
Like Touching a Hot Stove: A documentary to explore the black experience on campus.

Maurice White, Student; UW-Madison's Office of Vice Provost for Diversity & Climate, Madison, WI, Community Partner. Developing a documentary to explore the black experience on campus, and how it relates to community involvement and academic success.

Summer Language Camp for Youth

Ana Salcido, Student; Nuestro Mundo, Inc, Madison, WI, Community Partner

Created a Spanish language summer camp program targeting both Spanish and English dominant communities in one. They are currently seeking additional funding to continue this program.





Wisconsin Idea Undergraduate Fellowships

2008-09 Project Descriptions



Building Leadership Capacity in the Latino Community through Grassroots Organizing

Molly M. Reddy; Student, Lynet Uttal, Faculty Mentor; Grassroots Leadership College, Community Partner

By conducting a formative evaluation of its programming and curriculum and providing El Programa de Liderazgo grassroots organizing training, this project supports the Grassroots Leadership College (GLC) in strengthening its Spanish language programming and enable Latino leaders to more effectively meet the needs of their community.

Job Options Development: Creating Economic Security for Women and Families

Jennifer L. Nilsestuen, Student, Loren Kuzuhara, Instructional Staff Mentor; YMCA Employment and Training Annex, Community Partner

This project will develop a system that provides structured, efficient, and consistent career skills training and support for the clientele of the YMCA Employment and Training Annex. By promoting the program and creating workshops, YWCA clients gain access to the job market, allowing them an opportunity to move toward economic self-sufficiency.



The Knowledge Vaccine Project: Connecting HIV/AIDS Research to the World

Anna Moreland; Student, David O'Connor, Faculty Mentor, AIDS Vaccine Advocacy Coalition (AVAC), Community Partner

By providing a forum for the discussion, dissemination, and sharing of up-to-date and accurate HIV/AIDS information, this project seeks to empower participants with knowledge about current HIV/AIDS issues. Technologies such as iTunes U and Skype will be used to expand the existing network of advocates, researchers, clinicians, educators, and the general public served by AVAC.



Starting Science Young: A Hands-On Experience Utilizing the UW Campus

Megan Tauber, Student, David Nelson, Faculty Mentor, Madison School & Community Recreation, Community Partner

By collaborating with the University of Wisconsin and two Madison schools in the MSCR program, this project seeks to strengthen elementary students' science education through a summer class. The University helps support a curriculum that teaches environmental, physical, and life sciences through hands-on experiments, educational speakers, and field trips.

Targeting Health Disparities on Allied Drive through an Anti-Tobacco Campaign and the use of Photovoice:

Jessica A. Connor, Joshua S. Shapiro, Sarah C. Sanchez, Dee Cee Xiong, Students; Byron Crouse, Faculty Mentor, Allied Wellness Center, Community Partner

This project addresses a community-identified need to spread awareness about the individual and community-wide effects of tobacco use through the use of Photovoice, a participatory research tool. Community members are provided with instruction and equipment to document the effects of tobacco within their neighborhood through the use of photographs, culminating in a community reception and presentation attended by community members, leaders, and policy makers. Through the Photovoice methodology, smoking cessation workshops and support groups, community members are empowered to act as advocates for change within their community.





Morgridge Center Award Winners



2009 Outstanding Community Partner Award (\$1000)

Community GroundWorks at Troy Gardens

This organization has demonstrated excellence in partnering with UW-Madison to provide opportunities for students to engage in and learn from the community. The numerous links between the University and the organization include internships for credit, service-learning courses, volunteer opportunities, tours for classes, and faculty and graduate level research. The breadth and depth of their partnerships with the UW-Madison have included various departments such as biology, agroecology, consumer science, botany, non-profit management, education, and public health.



2009 Excellence in Civic Engagement Student Award (\$500)

Casmir Turnquist-Held

Casmir has clearly made community and civic engagement integral to her college experience. Casmir has worked as an ER assistant at Abbott Northwestern Hospital, as a personal care attendant to an autistic child every summer and all breaks since 2005. She also serves as the Community Service Chair for the Honors Student Organization organizing and participating in a variety of service opportunities for other students. Recently, Casmir has begun volunteering regularly at the South Madison Health Clinic serving individuals and families without health insurance. Since 2007, Casmir has dedicated 830 hours to service in the Madison community.



2009 Meyerhoff Undergraduate Excellence Award for Leadership, Service and Scholarship(\$1000)

Emily Andrews

Emily was selected as the Morgridge Center's Meyerhoff award winner because she is an extremely dedicated student and committed to the campus and the greater community. She currently holds many formal and volunteer roles on campus that combine her scholarship, leadership, and spirit of service: Community Liaison at the Morgridge Center, Outreach and Mentoring Chairs of Biomedical Engineering Society, Volunteer Coordinator of the Engineering Expo, and a leader of the 10,000 Hours Show. She has also eagerly volunteered to lead hundreds of other students through numerous service days throughout the year in Dane County.

Past Winners

Outstanding Community Partner Award

2008: Bayview Foundation

2007: Allied Wellness Center

Excellence in Civic Engagement Student Award

2008: Laura Scheinholz

2007: Jenna Klink

Meyerhoff Undergraduate Excellence Award-Morgridge Center

Winners:

2008: Erika Lopez

2007: Katy Resop

2005: Syazana Fatkhi

2004: Alan Paberzs

We hope you enjoyed learning about our work during the 2008-09 academic year. We'd appreciate any feedback you would like to share regarding the newsletter and it's format. We're always interested in hearing from you. Please share any of your own personal service highlights with us. Sincerely,

Morgridge Center staff



**Find yourself through
service to others**

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