



MORGRIDGE CENTER FOR PUBLIC SERVICE

ANNUAL REPORT | 2019-20

PREPARED JUNE 2020

TABLE OF CONTENTS

Letter from the Director	3
Morgridge Center Staff	4
Student Staff and Graduate Fellows	7
Advisory Board	10
Internal Programs and Initiatives	11
Office Administrations and Financials	12
Development	13
2019-20 Gifts and Grants	15
Communications and Marketing	16
Badger Volunteers	18
Co-Curricular Events and Programs	21
Additional Partnerships	23
Voter Engagement	24
Community-based Learning	25
Community-based Learning Development Grants	26
Community-based Research Grants	27
Wisconsin Idea Fellowships	32
Wisconsin Without Borders	33
Morgridge Fellows	34
Community-Engaged Scholarship Programming	35
UW South Madison Partnership	36
Awards	38
Appendices	41



CAMPUS ADMINISTRATIVE AFFILIATION

School of Education

LOCATION

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

BUSINESS HOURS

M-F: 8:30 a.m. - 5:00 p.m.

CONTACT

www.morgridge.wisc.edu
info@morgridge.wisc.edu
Phone: 608.263.2432
Fax: 608.262.0542

LETTER FROM THE DIRECTOR

Greetings,

I hope you and your family are doing well as we live with the COVID-19 pandemic.

Despite the fact we are all working remotely, we continue to advance the important work of the Morgridge Center for Public Service. The Morgridge Center is proud to serve as a catalyst for civic engagement at the University of Wisconsin–Madison. The students, community members, staff, faculty and administrators who take part in our programs demonstrate that it is important for campus and community to engage in public service, community-based learning and community-based research to build a thriving democratic society.

As you know, the Morgridge Center demonstrates daily the value of collectively investing in and seeking opportunities that improves society. We are grateful to our supporters, including our Board of Advisors and our university and community partners, for believing in this powerful idea — The Wisconsin Idea is critical in guiding and informing our engagement with our communities.

In this annual report, you will find evidence that the public mission of higher education is thriving. One program we are particularly proud of is the BadgersVote Coalition, a network of campus and community leaders committed to promoting voter education and engagement. Given the mandate to shelter at home, and the need to support students and others who wanted to do their civic duty of voting in the April 7 election, we provided real time, accurate updates and information for campus and student channels.

We collaborated on a Wisconsin Partnership Program School of Medicine and Public Health grant proposal with CommNS (Center for Community and Nonprofit Studies and others) to support innovative, promising strategies that aim to lessen the health impacts of the COVID-19 pandemic in Wisconsin.

The Badger Volunteers program, our largest program, continues to empower students to become civically responsible citizens through reflection, education and leadership development, while supporting partnerships focused on community-identified priorities. Given the rapid onset of COVID-19, we had to pivot how students engage in civic activity remotely. We created a Morgridge Center “Badgers Give Back” COVID webpage sharing community and campus volunteer, philanthropy, and self-care resources.

Our Tenure and Promotion subcommittee members were busy working on Recommendation #6 of our Civic Action Plan “Institutionalizing support for quality community engaged work in traditional academic processes and departments.” We worked with the Tenure Divisional Committees on developing and recommending changes to the Tenure Guidelines to support quality community engaged scholarship. I am happy to report, all four tenure divisional committees approved our recommended changes to the Tenure Guidelines.

We are proud to celebrate this work with you. Thank you for your contributions in helping us advance the mission of the Morgridge Center.

Sincerely,

A handwritten signature in dark ink, reading "Earlise C. Ward". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Earlise Ward, Ph.D., LP, HSP
Faculty Director, Morgridge Center for Public Service
Professor, School of Nursing

MORGRIDGE CENTER STAFF

STAFF TRANSITIONS

Haritha Bhairavabhatla received a TA position with the Department of Urban Planning. We wish her all the very best and are grateful for her contributions to community engagement preparation priorities during her time with us.

Susan Gaeddert received her Master's in Urban Planning in May, and despite the pandemic, successfully obtained a professional job as housing specialist at Commonwealth Development, where we are certain to continue partnering on campus-community projects.

Nancie Luther retired (again) after six years with the Morgridge Center where she served as the assistant to the faculty director, working magic with schedules, Board of Advisor logistics, wrangling Civic Action Plan members and disseminating correspondence. Nancie's contributions are difficult to capture in words — she brought sunshine to our work and all the folks whose lives she touched, making us always look better than we actually were. Nancie is now enjoying time with her grandchildren and family and view of the beautiful lake from her beautiful home.

Megan Miller moved onto a new and amazing position at University Relations as the strategic partnerships specialist in early November. In her role, Megan provides strategic day-to-day assistance to Community Relations, State Relations, Federal Relations, Tribal Relations and the Office of Business Engagement. We want to thank Megan for all that she has contributed to the Morgridge Center during her 10 plus years with us. She has truly left a legacy regarding enhanced co-curricular engagement, leadership and student organization development, community-campus engagement, staff development, and voter engagement. We are thrilled to be able to continue to work with Megan as a campus colleague.

Katie Randall served as the assistant department administrator for a couple of months before being offered an opportunity to return to UW-Madison's Department of Cardiovascular Research Center in a role that hadn't existed when she left the department and was too good to pass up. She returned as their new assistant administrator, a great testament to Katie's contributions, skills, knowledge and experience. We are thrilled that she received a significant promotion, wish her all the very best and are very grateful for her contributions to the Morgridge Center during the time she was with us.

Reuben Sanon took a new position with the City of Sun Prairie as the communications and diversity strategist in early November as well. This is a relatively new role, and with Reuben's amazing strategic thinking, knowledge of building sustainable partnerships and communicating to a wide variety of audiences as he has done so gracefully here at the Morgridge Center, we are sure he will be a huge asset to the City of Sun Prairie, and hopefully continues to be in touch with potential collaborations as they are identified. Reuben has made a lasting imprint on the Badger Volunteers program, elevating student leadership by supporting BV Exec Board members and BV interns, and really enhancing

PROFESSIONAL STAFF

Associate Director

Lisa Chambers

Assistant Director of Civic Engagement and Communications

Cristina Johnson

Department Administrator

Dean Ladwig

Community-Engaged Scholarship Specialist

Haley Madden

Assistant Department Manager

Cristina Nino

Badger Volunteers Coordinator

Anya Piotrowski

Community Engagement Preparation Specialist

Cory Sprinkel

Assistant Director of Community-Engaged Scholarship

Elizabeth Tryon

Achievement Connections Campus Coordinator

CC Vang

Faculty Director

Earlise Ward

Communications and Marketing Specialist

Xai Xiong

promotion and recruitment efforts on campus through student presentations and social media outlets. Relationships with our BV community partners are in better shape than ever given Reuben's commitment to conducting site visits and hosting BV community partner breakfasts. We look forward to exploring opportunities to collaborate with Rueben and the City of Sun Prairie in the future.

Yasmin Schamiloglu joined us as the part-time interim Badger Volunteers Coordinator after serving as the event planning and administrative specialist for about a year and then receiving an internship at the Department of Children and Families. Yasmin generously offered to work part-time supporting the Badger Volunteers program where she was able to pull on her two years of experience on the BV Team serving as the educational session intern with the Morgridge Center as an undergraduate. We will be forever grateful for her willingness to not only keep the BV boat floating, but sailing along as she supervised three interns, supported BV leaders, participants and community partners through a difficult time of transition for the program.

Emily Wills transitioned to her dream job as the fund development coordinator at Wisconsin Youth Company in mid-March after a short stint as the event planning and administrative specialist at the Morgridge Center. Emily came to the Morgridge Center after moving to Madison from the Chicago area where she had served as the associate development director at Mudlark Theatre. We are so thankful for her time with the Morgridge Center where she made significant contributions to programs, processes and definitely to the culture of the team.

We thank you all for your contributions to our campus and community!

HIRING

Haritha Bhairavabhatla joined the Morgridge Center in the fall of 2019 to support the work of the community engagement preparation specialist. She helped to develop a database to build up our ability to better track and understand the multitude of ways students and university faculty and staff engage with the community through courses, organizations, and programs. Haritha also helped to organize focus groups for university stakeholders and community partners to understand each group's needs and challenges regarding community engagement. Haritha has moved on to take TA position with the Department of Urban Planning.

Susan Gaeddert was welcomed to the Morgridge Center in September as a graduate project assistant. Her role was specifically in making progress with CAP recommendation # 5: "Ensure community leadership and wisdom is fully represented in University initiatives and work, especially in identifying issues to be addressed through community-engaged work." She spent the fall semester getting familiar with the community landscape and doing preliminary relational interviews with community partners both current and potential through leads she received from multiple sources, as well as supporting data collection for the Morgridge Center's purpose of connecting campus and community in a strategic manner. In spring, she supported assistant director Beth Tryon and Sal Carranza of UW System on an initiative requested by Dane County Circuit Court Judge Everett Mitchell, who called on UW to come together and tackle an issue that he has named the "Child Welfare to Prison Pipeline." Susan reached out to multiple UW members interested in helping collect data on potential links between CPS involvement and later involvement in the juvenile justice system, and examine successful ways to disrupt it. She also liaised with the South Madison Partnership office and staff on plans for potential research and programs once their expansion is complete.

Cristina Johnson joined the Morgridge Center team just after the New Year as the assistant director of civic engagement and communications. She came to the Morgridge Center with a wealth of knowledge and experience in the nonprofit sector building strong, sustainable volunteer programs with a focus on inclusion, impact and diversity. Prior to her arrival she supported many UW community-based programs, projects and courses in her role as the community engagement manager at the Lussier Community Education Center (LCEC). As the assistant director for civic engagement and communications she is responsible for overseeing all co-curricular programming; student development, preparation and engagement; creatively working to find ways to better respond to community-identified priorities; promoting civic engagement on campus; and will also oversee the Morgridge Center's communications and marketing plan. We couldn't be more excited about her joining the Morgridge Center family.

Cristina Nino joined the Morgridge Center in May 2020 as the assistant department manager. Cristina joined us after her time at the University of Virginia in Charlottesville where she has been a fiscal technician for the last two years. Prior to that she has worked in a variety of office/administrative positions throughout her undergrad career at University of Virginia. She is new to Madison and is already enjoying our many trails and coffee shops and is eager to explore more.

Anya Piotrowski joined the Morgridge Center in March 2020 as the new Badger Volunteers Coordinator. With over seven years of higher education experience, Anya brings a deep understanding of student-centered, collaborative, and community oriented work and a commitment to civic and community engagement. She brings a wealth of professional experience including training and mentoring students, facilitating workshops, managing budgets, and creating community development plans. She also brings a passion for supporting students as members of a broader community through service, partnership and relationships. Anya joins us from her most recent position as assistant director for student engagement at Bennington College in Bennington, VT and currently serves as an adjunct professor in the Department of History, Political Science and Sociology at Carson-Newman University. She received an MA in applied social justice from Carson-Newman University, an MA in History from the University of Wisconsin – Eau Claire, and a BA in history from the University of Tampa.

Katie Randall joined the Morgridge Center as the assistant department administrator. Prior to arriving at the Morgridge Center, Katie served as an administrative assistant – confidential at the University of Wisconsin Cardiovascular Research Center. She brought 12 years of office administration experience in a variety of office settings to the team. Katie assisted with the day to day operations of the Morgridge Center as well as specifically working closely with the Transportation Options program. Katie obtained her bachelor's degree in business administration and health care administration from the University of Wisconsin–Eau Claire.

STUDENT STAFF

The Morgridge Center for Public Service employed 38 student interns in over 11 different positions in 2019-20.

BADGER VOLUNTEERS INTERNS

The Badger Volunteers interns (3) assisted the administration of the Badger Volunteers program, including program management, promotion and recruitment of Badger Volunteers and leaders. Other responsibilities included tracking program data, planning education sessions, assisting with orientations, writing and distributing a Badger Volunteers newsletter, supporting and serving on the Badger Volunteers Executive Board and general administrative support.

BADGERVOTE COALITION INTERN

The BadgersVote coalition intern continued the momentum of the Big Ten Voting Challenge to prepare campus for a 2020 Big Ten Voting Challenge competition, with a focus on voter engagement programs and initiatives in advance of the spring semester. This intern supported the efforts of the BadgersVote Coalition, BadgersVote Student Coalition, the 2020 Big Ten Voting Challenge, and other student voting interns at the Morgridge Center.

CAMPUS ELECTION ENGAGEMENT PROGRAM FELLOW (CEEP)

CEEP fellows (2) are part of a national nonpartisan project that helps America's colleges and universities support students in voter education and voter engagement. Interns are hired through the CEEP program and supported by the Morgridge Center.

CAMPUS OUTREACH INTERN

The campus outreach intern played an integral role in the promotion and advancement of the Morgridge Center's mission. More than 25 outreach events promoting the Morgridge Center were held across campus. The intern's main responsibilities include conducting outreach presentations to students, faculty, student organizations, University Housing and Greek Life, and attending relevant campus events throughout the academic year that promote the Morgridge Center's programs, events and services.

COMMUNITY-BASED LEARNING INTERNS

The undergraduate Community-based Learning (CBL) interns (5) supported instructors of community-based learning courses by presenting CBL orientations, preparing students to go into the community through activities addressing social identity and cultural awareness, helping instructors place and supervise students in their service placements, facilitating ongoing communication with community partners, and facilitating class reflection sessions with students.

COMMUNITY OUTREACH INTERN

The community outreach intern served as the Morgridge Center's link between campus and community. Among other duties, the intern sent out a monthly newsletter and helped connect community partners to student volunteers and organizations. Projects this year included working with the Student Organization Partnership Program to establish a Mini



Badger Volunteers Interns

Melissa Her
Rishard Bournes
Natalie Tesch

Campus Outreach Intern

Alejandro Gonzalez-Cibrian

Community-Based Learning Interns

Nikki Oden
Mira Grinsfelder
Kayla Cotton
Tarah Stangler
Catherine Torner

Community Outreach Intern

Sofia Rodriguez

Fiscal Intern

Maddie Girard

Special Events Intern

Chue Feng Yang

Marketing and Communications Intern

Amanda Oelke

Operations Interns

Ali Baker
Victoria Soto
Mory Keita
Jazmin Zamorano
Saffiatu Barrie
Lauren Hoffarth
Tianna Gray

Social Media Intern

Emily Her
Josie Brandmeier

Grant program, coordinating an informational field trip in collaboration with the Literacy Network, and supporting tracking of community partner relationships.

FISCAL INTERN

The fiscal intern assisted the department administrator with accounting tasks for the Morgridge Center. This included processing e-reimbursements and purchasing card statements. In addition to these duties, the fiscal intern greeted UW–Madison students, faculty, staff, non-profit representatives and other visitors to the Morgridge Center.

ENGAGEMENT PREPARATION PROGRAM INTERN

The Engagement Preparation Program Intern was a new position at Morgridge Center. This role coordinated all functions connected to the Morgridge Center's new Student Organization Partnership Program (SOPP), which prepares students to do meaningful, responsible and respectful community engagement in service-minded student organizations. Specific projects included facilitating workshops, coordinating resources, mentoring and facilitating reflection surveys for selected student organizations.

MARKETING AND COMMUNICATIONS INTERN

The marketing and communications intern supported the communications and marketing specialist in coordinating branding, promotion and communications. The intern oversaw weekly Morgridge Mail distribution to over 7,000 students, assisted with website maintenance, updated handouts and published featured stories and profiles.

OPERATIONS INTERN

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

PEER ADVISORS

The peer advisors (2) provided one-on-one advising and outreach to individual students and campus groups interested in service. The peer advisors served as 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 researched volunteer opportunities in the Madison area to expand the volunteer by major and interest web pages and create new partnerships with local nonprofit organizations. These interns also created a spreadsheet to provide critical resources to students and provide pathways to service during the COVID-19 pandemic. In 2019-20 the peer advisors scheduled 72 appointments, helping students better connect to local community organizations.

POVERTY STUDIES INTERN

Raising awareness around poverty-related issues in Madison, Wisconsin, and around the country, this was the eighth year of collaboration between the Institute for Research on Poverty and the Morgridge Center. With the help of IRP researchers, the poverty studies intern created fact sheets and a podcast that distilled important poverty research into more accessible one-pagers. One of the interns also presented their research through one of the Badger Volunteers education sessions.



Peer Advisors

Jaya Monte
Danielle Wendricks
Matt Flynn
Caitriona Hobart

Poverty Studies Interns

Hayley Barwick
Simon Guma
Mfonobong Ufot

Transportation Intern

Sydney Onesti

Vote Everywhere Ambassadors

Ja'Lia Butler
Beth Allen
Tamia Fowlkes

BadgersVote Coalition

Tamia Fowlkes

BadgersVote Social Media

Cynthia Liu

Campus Election Engagement Project Fellows

Daniel Ledlin
Emi Shermeta

Engagement Preparation Intern

Anusha Naik

UW South Madison Partnership Intern

Tina Marshalek

SOCIAL MEDIA INTERN

The social media intern assisted the communications specialist in running Morgridge Center social media accounts, including Facebook, Twitter and Instagram.

SPECIAL EVENTS INTERN

The special events intern supported the work of the assistant director of civic engagement and communications, helping plan and execute Morgridge Center events. The intern helped coordinate the Public Service Fairs and the Morgridge Center Awards and selection process.

TRANSPORTATION INTERN

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

UW SOUTH MADISON PARTNERSHIP INTERN

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

VOTE EVERYWHERE AMBASSADOR

In collaboration with the Andrew Goodman Foundation, the Morgridge Center supported three Ambassadors to support voter engagement work including, walking students through the voter registration process, voter education, and leading on-campus voting related events.

GRADUATE STUDENT FELLOWS

COMMUNITY-ENGAGED SCHOLARSHIP GRADUATE FELLOW

The community-engaged scholarship graduate fellow provided comprehensive support for the program, mentoring current students, tracking project progress, recruiting new applicants, tracking funding and facilitating relationships between community partners and faculty mentors. This graduate student is also responsible for directing and maintaining the work flow of the Wisconsin Idea Fellowships (WIF). This included coordination of the WIF application and awards process.

PROJECT ASSISTANT FOR COMMUNITY PARTNERSHIPS

The project assistant for community partnerships position was created to help carry out Recommendation #5 from the Civic Action Plan: ensure community leadership and wisdom is fully represented in University initiatives and work, especially in identifying issues to be addressed through community-engaged work. The project assistant was responsible for meeting with community groups and local leaders and helping connect them with university resources.

Community-Engaged Scholarship Graduate Fellow

Laura Livingston

Project Assistant for Community Partnerships

Susan Gaeddert

ADVISORY BOARD

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

BOARD OF ADVISORS

***Crystal Anders:** Crystal Anders Consulting

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

***Lori DiPrete Brown:** Associate Director for Education and Engagement, Global Health Institute

Barry Burden: Professor of Political Science, Director of the Elections Research Center and Lyons Family Chair in Electoral Politics

Jane Chesbro: Executive Vice President of Business Administration, TASC (Total Administrative Services Corporation)

***Steven Cramer:** Vice-Provost for Teaching and Learning

Barbara Duerst: Deputy Director, School of Medicine and Public Health

***Lew Friedland:** Director for the Center of Communication and Democracy, University of Wisconsin-Madison

Brenda Gonzalez: Director of Community Relations

***Laura Heisler, PhD:** Director of Programming, Wisconsin Alumni Research Foundation (WARF)

Peng Her: CEO, Hmong Institute

***Emiliana Almanza Lopez:** UW-Madison Undergraduate Student & Newman Civic Fellow '20

Karen Menendez-Coller: Executive Director, Centro Hispano

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

Christina Olstad: Dean of Students

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

Mary Rouse: Community Outreach Liaison and Ex officio Board Member

Linda Vakunta: Deputy Mayor, City of Madison

Sherry Wagner-Henry (deceased): (past) Director, Bolz Center for the Arts

***Nasra Wehelie:** Cross-Cultural and Diversity Consultant

***Members who are finishing their term**

INTERNAL PROGRAMS AND INITIATIVES

DEVELOPMENT COMMITTEE

The Development Committee was created to support fundraising and development efforts at the Morgridge Center. Lisa Chambers, associate director, chaired the committee, which comprised of the communications and marketing specialist, department administrator, community-engaged scholarship specialist, event planning and administrative specialist and usually two student interns.

This year, we focused on supporting the new initiatives identified by the Board of Advisors, as well as researching the alignment of corporate and community foundations' giving priorities with the work of the Morgridge Center, for future applications and outreach. We hosted two Business Leader Breakfasts where we were able to invite business leaders in Madison to a small event where they were able to learn more about the Morgridge Center resulting in a new board member and increased involvement of the business community in supporting the efforts of the Center.

EQUITY AND INCLUSION

The Diversity, Equity and Inclusion (DEI) Committee was co-chaired by Associate Director Lisa Chambers and Vic Soto, Morgridge Center operations intern and junior majoring in social work with a certificate in Chicana y Latina Studies. The committee, comprised of 13 individuals throughout the year, created terms, conducted a climate survey, compiled results and held debrief conversations allowing professional and student staff at the Morgridge Center to benchmark and identify priorities for equity and inclusion work moving forward. The DEI Committee also conducted a cultural walkthrough of the Morgridge Center to better understand how non-student staff experience the Center and improve our overall inclusion.

WELLNESS

The Morgridge Center is dedicated to supporting an organization culture that supports individual and collective wellness and well-being. Our Wellness Team supports weekly wellness moments, led by different student and professional staff members, to offer activities, resources, and events that promote holistic well-being. We also have seasonal Wellness Days devoted to caring for ourselves and each other. We believe that taking good care of ourselves and creating a working environment and culture that encourages holistic self-care allows us to do our best work.

In light of the pandemic and shift to remote work that occurred in March, our staff is adapting to our new virtual world. While we can't support our own and each others' wellness in the office, we are still trying to support our value of wellness by encouraging our staff to flex time, take time for wellness (whatever that looks like) each day, share in group wellness activities like movement breaks and our book/podcast club, and care for ourselves and each other as best we can.

OFFICE ADMINISTRATION AND FINANCIALS

OPERATIONS

Supervised by the department administrator, operations interns were not only responsible for staffing the front desk of the Morgridge Center, but also managing many of the Center's day-to-day operational tasks. They also took on short- and long-term projects to assist with many of the Morgridge Center's program and operational needs.

STRATEGIC PLANNING

We held a summer planning retreat where accomplishments and priorities were identified for the year. We made significant strides in elevating the importance of CBL across the Morgridge Center and throughout campus. We successfully supported the Morgridge Fellows program for 10 instructors and thanks to the community-engagement preparation specialist, assessed community engagement preparation across campus, developed a structure, content, and researched delivery methods for training and preparing students, faculty and staff prior to engagement with communities. We also convened and supported a subcommittee on tenure and promotion that resulted in unanimous approval of tenure and promotion guideline changes for engaged scholarship from all four divisional committees. We also developed a Community-Based Research grant process that mirrored the CBL Course Development grant process, honoring faculty members' interest and need to do research with community member partners. Co-curricularly, we leveraged the pathways framework to broaden the definition of public service, led the Big Ten Voting Challenge at UW–Madison, by convening the BadgersVote Coalition, a campus-wide committee that raised the profile of voter engagement and participation on campus. We also launched a Student Organization Partnership Program that increased capacity for student community engagement and enhanced our ability to reach and connect with students from marginalized identities who hadn't participated as actively in the Morgridge Center's programs in the past.

The Civic Action Plan's campus-wide Implementation committee embarked on the implementation phase of the plan, identifying leads for each of the nine recommendations. The committee identified goals and strategies for moving each of the recommendations forward, met every other month to track progress and to work collaboratively on challenges that were identified. We were able to hire a community-engagement preparation specialist made possible by funding from the Chancellor, along with programming, graduate hourly, and undergraduate student hourly support to move the CAP 1st recommendation forward — better preparing campus constituents for work with our communities. Much of the priority work of the Morgridge Center aligns nicely with and supports movement on the five recommendations that we are leading.

Please see **APPENDIX G** for the full executive summary on how the community engagement preparation specialist is advancing Civic Action Plan recommendation #1.

BUDGET AND ENDOWMENT

BUDGET STATUS

The Morgridge Center's income is on target with projections, and expenditures are projected to be under budget. Total budgeted expenditures amounted to \$1,465,513. Final expenditure numbers will be available in late summer of 2020.

ENDOWMENT

At the end of FY20, the Morgridge Center endowment stands at \$13.7 million. A portion of the interest from the endowment provided \$658,166 towards expenses – covering 45% of anticipated expenditures.

DEVELOPMENT

The Morgridge Center continued to elevate its commitment and efforts related to communicating compelling giving opportunities and seeking private support. Regular communications with the Morgridge Center's family, comprised of past student participants, donors, staff and friends were institutionalized. They included sharing news stories highlighting the impact of the Morgridge Center's work and distributing (via email) solicitations segmented by target audience three times per year. Development efforts this year focused on securing funding for the Badger Volunteers Transportation Options, which was successful. We also worked very hard on securing support for CBL students' transportation through the Provost's Office, which has become part of the memorandum of understanding between the Provost's Office and the Morgridge Center.

We were successful in securing \$10,000 from the Andrew Goodman Foundation to support increased voter registration and engagement efforts on campus. We recently received news that the Andrew Goodman Foundation will also support a new full-time position, coordinator for voter engagement and civic education, that will support the BadgersVote Coalition, supervise the BadgersVote Coalition intern and BadgersVote social media intern, two Andrew Goodman Vote Ambassadors, CEEP Fellow, support the BadgersVote communications subcommittee and to identify collaborators on campus in areas/communities where student voting participation was lower than others (STEM majors, graduate students, and students of color) and work to support student engagement in innovative ways. This person will also serve as a liaison with the plethora of national campus voter engagement organizations and networks, ensuring we're doing all we can to support student voter engagement and civic education.

GIFTS AND GRANTS

2019-20 gifts and grants totaled \$21,820. 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 half of current operating costs, these additional gifts and grants are crucial for our operation. See page 15 for the full breakdown of 2019-20 gifts and grants.

OUR VISION FOR THE FUTURE

The Morgridge Center has seen sizable growth in staff, engagement and scope of work over the last few years. But we have even grander visions for the future. Below are specific areas of development and growth potential identified in 2019-20:

1. Offer faculty incentives for engaged scholarship work

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

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

We developed and piloted the Student Organization Partnership Program (SOPP) in the 2018-2019 academic year with four registered student organizations (RSOs). In its second year, we scaled up the SOPP so thirteen RSOs could participate. With an increase in the number of groups, we needed additional transportation support to get participating students to their off-campus sites. In the spring of 2020, the Student Organization Partnership Program was unable to accept any new student organizations for affiliation due to the COVID-19 pandemic. We plan to renew affiliation with the 13 partner student organizations from 2019-2020, if they so desire, and accept new applications in fall or spring of the 2020-2021 academic year, as we are able to. We also aim to expand the collection of training workshops available to the participating RSOs, require further levels of training from the RSOs, and develop a long-term plan for RSO community engagement to progress over multiple years in the SOPP.

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

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

4. Badger Volunteers Transportation

Working in the community requires travel accessible for all students, ensuring financial means are not a barrier for participation. Transportation support enables Badger Volunteers to travel to and from their work locations safely and cost-effectively. Gifts provide assistance for bike, bus, carshare, rideshare or cab transportation. Reliable transportation makes volunteer opportunities more accessible to students and brings the skills, talents and enthusiasm of students to community organizations. Additional funding means we can help more students on the wait list join Badger Volunteers.

5. Voter Engagement Priority

UW–Madison Chancellor Rebecca Blank once said, “One of the most important values we teach at our universities is the importance of civic engagement. Voting in elections gives students a voice in the democratic process and in the decisions that affect local, state, and national issues.” The Morgridge Center fosters active civic engagement among students in many ways. For more than twenty years, the Morgridge Center has helped students volunteer in the local Madison community. Faculty seeking to teach community-based learning courses have been supported by the center for more than a decade.

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

This is just a sampling of our dreams and ambitions.

2019-20 GIFTS AND GRANTS

DONOR	DESIGNATION	AMOUNT
CORPORATIONS, BUSINESSES, FOUNDATIONS AND COMMUNITY ORGANIZATIONS		
American Family Insurance Group	Wisconsin Idea Undergraduate Fellowships	\$5,000.00
Evjue Foundation	Badger Volunteers	\$15,000.00
Center for Railroad Photography and Art	In memory of Joel Skornicka	\$250.00
INDIVIDUALS		
Sandra Adell	Individual Donation	\$30.00
Martha Casey	Individual Donation	\$100.00
Katherine Cramer	Individual Donation	\$100.00
Karen Crossley	Individual Donation	\$500.00
Carrie Karow	Individual Donation	\$1000.00
Casey Klostad	Individual Donation	\$100.00
Corey Little	Individual Donation	\$800.00
Gina Szablewski	Individual Donation	\$75.00
Robbie Vannaman	Individual Donation	\$50.00
TOTAL		\$21,820.00

COMMUNICATIONS AND MARKETING

Focusing on our three main audiences—students, faculty and staff and community members — the Morgridge Center executed a comprehensive digital, print and social strategy in 2019-20. Below are some of the highlights (2019-20 figures July-June).

TWITTER

The Morgridge Center Twitter account continued its strong presence this year, averaging 1,554 impressions per day. We also engaged with students this year through various contents including Morgridge Center awards, informational stories and more.

@MorgridgeCenter	2019-20 Total
Impressions	569,100
Link Clicks	603
Retweets	269
Liked Tweets	791

FACEBOOK

The Morgridge Center continued its Facebook strategy by sharing and tagging student photos and content. The Facebook page saw an increased in “Like Pages” from users. The Badger Volunteers Facebook page also continued to be an important resource for that program.

/MorgridgeCenter	2019-20 Total
Daily Impressions	106,576
Daily Reach	79,444
Engaged Users	7,883
Liked Page	159

INSTAGRAM

Between 2018-19 and 2019-20, there was a 2.5% increase in impressions, 39% increase in reach, and 14% increase in average engagement on reach per post. The Morgridge Center Instagram had a total of 101 posts.

morgridgecenter	2019-20 Total
Followers	1,253
Reach	46,050
Impressions	71,309

MORGRIDGE MAIL WEEKLY NEWSLETTER

The Morgridge Mail digital newsletter went out every Monday morning while classes were in session in 2019-20 and remained a very successful tool for recruiting students, both to our own programs as well as community partners’ opportunities.

Many emails that were not used or have expired were erased permanently from the Morgridge Mail list — reducing the number of subscribers from 13,000+ to 7,000+. The average open rate increased from 28.2% to 34.1%.

Morgridge Mail	2019-20 Total
Subscribers	7,105
Avg. Open Rate	34.1%
Avg. Click Rate	1.8%

THE MEDIUM

In addition to using Twitter, Facebook and Instagram, the Morgridge Center is also active on YouTube and The Medium. This year, the Morgridge Center student staff continued to contribute to The Medium. A total of two stories were published this year.

VIDEOS

The Morgridge Center communications team produced a Wisconsin Idea Fellowship video on the Campus Food Shed project involving Elaine Zheng and Grace Puc. Due to COVID-19, we had to delay a WIF project in progress which included the Modular Aquaponics group.

ORIGINAL CONTENT

Thirty-five stories were published to morgridge.wisc.edu in 2019-20, including news, announcements, updates and profiles. These stories drove a significant amount of traffic to the website and were shared widely with relevant campus departments and community partners for republication. In 2018-19, Morgridge Center communications staff worked strategically with campus units to produce mutually-useful stories. This strategy was instituted with the goal of increasing cross-campus reach. The most popular stories included:

- “UW had Second Highest Voter Turnout in Big Ten”
- “Morgridge Center for Public Service Professional Staff Transition”
- “Wisconsin Idea Fellowship: Addressing Incarceration Through The Arts”

PRINTED MATERIALS

The Morgridge Center continued to maintain and update a robust collection of printed materials. While digital strategy is important, we still find substantial usefulness in printed handouts. 2019-20 also featured a number of campus-wide campaigns for SOAR, Badger Volunteers, Wisconsin Idea Fellowships, Community-based Learning courses, Public Service Fair and voter education.

MEDIA MENTIONS AND PUBLICITY

The Morgridge Center garnered 29 unique media mentions in 2019-20, including coverage associated with UW receiving the second highest voter turnout in the Big Ten. The Morgridge Center received mentions in the following outlets:

Cap Times	Daily Cardinal	Madison.com	Wisconsin State Journal
Chronicle Higher Ed	La Crosse Tribune	NBC15	WKOW News
Badger Herald	Madison 365	UW News	

SERVICE OUTSIDE THE CLASSROOM



OVERVIEW

This year, the Morgridge Center coordinated the 11th year of Badger Volunteers. The fall 2019 semester was a time of transition for the Badger Volunteers program. Reuben Sanon left the Badger Volunteers Coordinator position in October, with Yasmin Schamiloglu taking over as the interim coordinator. There were also many new Executive Board members, as well as a new media intern, Natalie Tesch.

The spring 2020 semester started off well, including the arrival of the new Badger Volunteers Coordinator Anya Piotrowski. Unfortunately, just two weeks after Anya started and a handful of weeks at volunteer sites, the program was suspended the rest of the semester due to COVID-19. Throughout the rest of the semester, the Executive Board conducted interviews for new board members, as well as selected the BV Team Award winner for the year.

This year we celebrated the following seniors graduating from the intern team and Exec Board: Rishard Bournes, Angad Dhariwal, Melissa Her, Kelly Lamb, Suet Lee, Hannah McBride, Charlene Ngandu, Alex Spina and Anna Walther. We also thank Ian Sutton for another year of dedication to the Badger Volunteers Executive Board and wish him well as he moves on to a position with NHS. We are excited Melissa Her (attending graduate school), Natalie Tesch, and Ishan Chakravarty will all be returning to the Exec Board with Melissa and Natalie both returning for intern roles as well.

EDUCATIONAL SESSIONS AND ED SOCIALS

Education sessions continually aim to be more impactful for a larger portion of our Badger Volunteers. We aimed to achieve this through more interactive, workshop-type education opportunities. This year, education session offerings included: a HOPE training session, a reflective session on identity and the roles it plays into both healthcare and as volunteer mentors; Food for Today: A Hunger Simulation, an interactive simulation that shows multisectoral barriers families in poverty have to experience; Lectures on the importance of early childhood literacy and the relationship between plant-based eating and health; and so much more. We also had a plethora of on-campus opportunities for students to get ed session credit through external ed sessions — an effort to expose students to the connection between their studies and community concerns in real time.

This year, Badger Volunteers has continued to use the recently updated process for student sign up with success. Originally planned to start in the spring semester of 2020, the student team has developed a form to provide the opportunity for feedback and the opportunity to suggest topics they think would be important to know as a community. As ed sessions continue to evolve and improve, the student team hopes to incorporate more interactive sessions and set time for a facilitated discussion.

HIGHLIGHTS

Frozen Meals UW, Madison Children's Museum, Odyssey Project, and the Tenant Resource Center were all new partners this past spring, allowing students to directly address homelessness, food insecurity and inequities in early education in our community.

BADGER VOLUNTEERS 2019-20 NUMBERS

	TOTAL VOLUNTEERS	BV LEADERS	COMMUNITY PARTNER SITES	HOURS SERVED
SUMMER 2019				
BV Sustainability	41	13	11	
BV Public Health	35	8	7	
BV Education	42	8	5	
TOTAL	142	29	23	1,953
FALL 2019				
BV Sustainability	36	12	11	
BV Public Health	120	34	23	
BV Education	302	101	40	
TOTAL	458	147	74	10,000**
SPRING 2020				
BV Sustainability	29	11	8	
BV Public Health	149	37	21	
BV Education	282	90	40	
TOTAL	460	138	69	***
2019-20 TOTALS	1,060	314	81*	11,953

* UNIQUE TOTAL NUMBER OF COMMUNITY PARTNERS FOR THE YEAR

** AVERAGE TOTAL HOURS DUE TO INCOMPLETE ATTENDANCE TRACKING DURING STAFF TRANSITIONS

*** DUE TO THE PANDEMIC STUDENTS ONLY VOLUNTEERED THROUGH MARCH 13, 2020

BADGER VOLUNTEERS COMMUNITY PARTNERS AND SITES

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

BADGER VOLUNTEERS EDUCATION SESSIONS

Please see **APPENDIX A2** for a full listing of Badger Volunteers education sessions.

SEE THE NEXT PAGE FOR COMPLETE TRANSPORTATION INFORMATION.

TRANSPORTATION OPTIONS

For many students who wish to volunteer and engage with our local community, securing reliable, affordable and environmentally friendly transportation is an obstacle. Through many conversations and the university bid process the Morgridge Center was able to add Lyft as a ridesharing option for the first time beginning in fall 2019.

Lyft brings another affordable option for getting our groups of students out into our community. The choices students make regarding transportation matter. Transportation options provides comprehensive resources about walking, biking, busing, carsharing, ridesharing, using UW Fleet vehicles and taxiing to emphasize alternatives, options and intentional choice. All UW–Madison students have access to a free city bus pass.

All other options come at no cost to students, but are paid for by the Morgridge Center and with support from campus partners and grants. Below is a breakdown of those costs for the BV program and Community-based Learning courses.

UNION CAB	COST
Badger Volunteers	\$12,821.83
Community-based Learning	\$33,365.13
TOTAL	\$46,186.96

LYFT	
Badger Volunteers	\$11,489.22
Community-based Learning	\$1,043.13
TOTAL	\$12,532.35

ZIPCAR	
Badger Volunteers	\$12,903.76
Community-based Learning	N/A
TOTAL	\$12,903.76

FLEET	
Badger Volunteers	\$251.00
Community-based Learning	\$3,488.68
TOTAL	\$3,739.68

CO-CURRICULAR EVENTS AND PROGRAMS

CAMPUS OUTREACH

More than 25 outreach events promoting the Morgridge Center were held across campus. Audiences included admitted students of color, academic advisors, the WSUM student radio station, the Office of Admissions, the Chancellors and Powers Knapp Scholars and more. Additionally, the Morgridge Center continued to have a large presence at SOAR, talking with thousands of students, parents and guests. New outreach events this year included:

- International Student Welcome and Information Fair
- Milwaukee Prospective Student Event
- 2019 Experience Wisconsin Open House Program
- Chicago Scholars Visit Day
- Veteran Services Welcome Event
- Your UW Day: Student life 101

BE THE CHANGE BASH

This event brought together Badger Volunteers, Community-based Learning students, community-engaged faculty and staff, Wisconsin Idea Fellowship recipients, community partners and many others who have contributed their time and talents to both the community and the UW–Madison campus this year. It was primarily coordinated and managed by a group of student leaders on staff at the Morgridge Center.

Due to the COVID-19 outbreak, the 2020 Be the Change Bash was cancelled. However, the Morgridge Center still awarded and celebrated the recipients awards digitally.

STUDENT ORGANIZATION PREPARATION PROGRAM (SOPP)

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

The program supported 13 RSOs — nine new and four returning RSOs — with a wide range of focuses, including direct service, philanthropy, social entrepreneurship, activism, service-learning and government. RSOs attended one of two workshops titled “Introduction to Community Engagement” in the fall to better prepare them for meaningful, responsible, and respectful community engagement. RSOs also attended a fall social to network and spark mutual collaboration with each other.

The spring social for the SOPP was cancelled due to the COVID-19 pandemic. In addition to training and community, the Morgridge Center provided the RSOs with transportation services for community-based work, printing services, use of the Center’s spaces for RSO meetings and its communications for outreach and opportunities to table at the Public Service Fairs.

A mini grant program was also created to award SOPP RSOs up to \$500 to assist with sustainable projects that align with the Morgridge Center mission of connecting campus and community through service and learning. One mini grant was awarded to the Food Recovery Network, a RSO that collects and redistributes excess food, to purchase reusable bins for food transport.

The SOPP was unable to accept any new student organizations for affiliation during the 2020-2021 year due to the COVID-19 pandemic. We plan to renew affiliation with the 13 partner student organizations from 2019-2020, if they so desire, and accept new applications in fall or spring of the 2020-2021 academic year, as we are able.

PUBLIC SERVICE FAIRS

The Public Service Fairs are a partnership between the Morgridge Center and SuccessWorks at the College of Letters & Science. More than 500 students attended the fall Public Service Fair, the largest attendance ever recorded, while around 190 students attended the spring fair. Each fair had around 68 registered organizations represented, not including student organizations.

UW-MADISON MLK DAY CELEBRATION

On January 21, 2020, UW-Madison Student Affairs, in partnership with the Division of Diversity, Equity & Educational Achievement (DDEEA) and support of the Morgridge Center hosted Mae Jemison, who was the first woman of color in space. She gave a lecture regarding her personal experiences of being a woman of color in the STEM field and the importance and need of representation, diversity, inclusion and equity on campuses like ours. Over 1,000 campus and community members attended the lecture.

SICKLE CELL BLOOD DRIVE

The Morgridge Center played a supporting role in this year's Sickle Cell Blood Drives. The educational programs and drives were transitioned to the Wisconsin Black Student Union (WBSU) a year ago and the Morgridge Center played a convening role with past Team Sickle Cell members, where knowledge and history was shared. WBSU hosted a successful drive at the Multicultural Student Center in December. The Urban League Guild hosted a Sickle Cell Blood Drive in December promoted by the Morgridge Center and WBSU. Going forward, the Urban League Guild will host two off-campus blood drives and WBSU will host two on-campus blood drives per year.

IMPACT CONFERENCE

The Morgridge Center sponsored a diverse group of five students and two staff members who attended the national IMPACT conference in Tempe, Arizona to learn more about student focused community engagement projects throughout the country. These students had a chance to share what they learned with campus colleagues in the center and to our colleagues in the Red Gym. This conference continues to serve as a professional development opportunity for our students and staff to continue as educators and learning in the field of community engagement.

ADDITIONAL PARTNERSHIPS

ACHIEVEMENT CONNECTIONS

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

This program is aimed at raising graduation rates by ensuring that high school students pass algebra their freshman year and succeed as they continue on to geometry. The Achievement Connections program utilizes the AmeriCorps Achievement Connections Campus Coordinator to mobilize UW student volunteers to provide academic support to high schoolers enrolled in these courses.

The Achievement Connections Campus Coordinator encouraged UW–Madison students to serve as volunteers at local high schools. This year, the Achievement Connections Campus Coordinator interviewed over 50 UW–Madison students interested in participating as tutor-mentors. In total, over 100 volunteers were recruited with the support of over 25 peer mentors. This year the Achievement Connections Volunteer Award was won by Molly Peden and Frank Pekovich for volunteer work in Madison and Middleton High Schools. This program was recently granted for another 3 year cycle to support education in Dane County.

POVERTY FACT SHEETS

Several Poverty Fact Sheets were published in partnership with the Institute for Research on Poverty. Poverty Fact Sheets present a summary of key findings on a single poverty-related topic with the aim to raise awareness of poverty and inequality among the campus community. Fact sheet titles included “Funding and Access to Contraceptives in the U.S.”, “Educational Disparities and Poverty levels in the U.S.”, “Barriers to Benefit Take-up: Why the four largest benefit programs don’t reach everyone”, and “Wisconsin’s Social Safety Net during the Great Recession and Recovery”.

In addition to the fact sheets, one student also created content for a podcast called, “The Anti Poverty Intern”. One of the topics included a discussion with Troy M. Williams on engaging with community members and addressing issues of race in the university. This year the IRP moved towards an online format that will be more accessible for the community, as well as the podcast.

SPONSORED PROGRAM

CPO STAFF NETWORK MEETINGS

The Morgridge Center continues to host CPO Staff Network meetings monthly, bringing together outreach and engagement professionals from all across campus. With the ongoing pandemic, monthly meetings have been made virtual. Topics covered this past year included: Local Voices Network, Wisconsin Campus Compact, UW Madison South Madison Partnership, UW Extension, and a review of the Ho-Chunk history of what we now call Madison with Aaron Bird Bear.

See **APPENDIX F** for a full listing of CPO Staff Meetings from the past year.

BIG TEN VOTING CHALLENGE AND VOTER ENGAGEMENT UPDATES



In fall 2019 the results of the Big Ten Voting Challenge, a nonpartisan effort aiming to mobilize registration and turnout at all 14 Big Ten universities, were announced. UW–Madison students achieved the second highest voter turnout among the 14 member institutions of the Big Ten Conference in the 2018 midterm elections. UW–Madison’s turnout increased to 52.9 percent in 2018 from a rate of 35.6 percent in 2014, thanks in part to university-led efforts to encourage voting.

In addition, at the 2019 ALL IN Challenge Awards Ceremony, UW–Madison received a platinum seal for achieving a student rate above 50 percent. Only three Big Ten Schools — Minnesota, Wisconsin and Northwestern — achieved that.

The BadgersVote Coalition continues the work of the Big Ten Voting Challenge, and received funding from the university to continue implementing and coordinating civic engagement efforts across campus during the 2019-20 academic year.

This year, the student group within BadgersVote was led by the BadgersVote Coalition intern, Andrew Goodman Foundation Vote Everywhere Ambassadors (3), Campus Election Engagement Project Fellows (2), and a BadgersVote social media intern.

ACTIVITIES THIS YEAR INCLUDED:

Fall Semester: Voter registration at fall student activity fair, support of voter registration at bus pass distribution, voter registration for National Voter Registration Day and a debate watch party.

Spring Semester: Voterpalooza - registration tables at three locations across campus (East Campus Mall, Union South and Library Mall). Interns and volunteers served hot chocolate/coffee and allowed people to make buttons and share why they voted for the BadgersVote social media pages.

*Due to COVID-19 the majority of other spring activities included regular communication to students through social media and marketing efforts.

For 2020, the presidents across the Big Ten Conference have again each pledged \$10,000 to be used on their respective campus to promote student public engagement. After the 2020 election, trophies will go to two universities — the one with the highest eligible voter turnout and the one with the most improved turnout compared to 2016.

COMMUNITY-BASED LEARNING

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. Courses are submitted to the Morgridge Center for Public Service for official designation in the Course Guide, which entitles instructors to support services, grants and transportation options. 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.

The Morgridge 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. Our 2016-21 Strategic Plan calls for enhancing our CBL support structure and maximizing campus partnerships to engage more fully, and in the most coordinated level possible, to faculty, staff, students and community partners.

2019-20 COMMUNITY-BASED LEARNING HIGHLIGHTS

4,179

**TOTAL CBL
STUDENTS**

126

**CLASSES
TAUGHT**

104,475

**TOTAL
HOURS**

NUMBER OF STUDENTS ENROLLED EACH SEMESTER

Summer 2019: **243**

Fall 2019: **2148**

Spring 2020: **1788**

SCHOOLS AND COLLEGES WITH MOST CBL COURSES

1. College of Letters & Science (37)
2. School of Education (28)
3. School of Social Work (13)
4. School of Human Ecology (10)
5. Nelson Institute for Environmental Studies (10)

PROGRAMS WITH MOST CBL COURSES

1. Rehab Psychology and Special Education (18)
2. Social Work (16)
3. Environmental Studies (12)
4. Civil Society and Community Studies (6)
5. Pharmacy (6)

CBL COURSE DEVELOPMENT GRANTS

COURSE DEVELOPMENT GRANTS 2019-20

- Claire Luby and Ben Futa, Horticulture, Gardens will save the world
- Randy Stoecker, Community and Environmental Sociology, Community-academy collaboration for racial justice
- Olufunmilola Abraham, Pharmacy, Community engagement in health services research
- Caroline Gottschalk Druschke, English, Seminar in the major: Writing rivers
- Steve Ventura, Soil Science, The multifunctionality of agriculture
- Carolina Sarmiento and the P.O.W.E.R. Collective, Civil Society and Community Studies, Knowledge, P.O.W.E.R. and liberation learning

COURSE DEVELOPMENT GRANTS 2020-21

Nursing 590, Planetary health and social justice

Jessica LeClair, Clinical Instructor, Nursing

Community partners: Department of Human Services and Dane County Climate Action Team

Human health and wellbeing are dependent on the constancy and functioning of the Earth's systems—including its oceans, forests, bio-geochemical cycles, atmosphere, and levels of biodiversity. The emerging field of Planetary Health explores how transgressing planetary limits, such as damaging climate systems through excessive carbon emissions, is incompatible with continued human thriving. Addressing questions regarding how human society can thrive and develop in this era, while remaining within planetary boundaries, are the paramount issues of our time. In this interdisciplinary course, students will explore the intersections between risks to planetary health and the resulting impacts on communities using the lenses of healthcare, population health, social and environmental justice, and will create advocacy plans with community partners to support them in responding and adapting to climate change.

Community-Based Course: Theory, Practice, and Ethics of working with the diverse Latino and Indigenous Community in Dane County

Mariela Quesada Centeno, Ph.D. student, Human Development and Family Studies

Community partner: Centro Hispano

The Latinx community still lives in the shadows of our city, county, and state. The lack of accurate data and recorded stories and histories inflicts unintended consequences on an often perceived “invisible” community. In addition, the lack of representation on research studies, leadership positions, academic appointments, school boards, medical professions does not follow the demographic shift. This course will use a community-participatory framework to discover stories from community members in our city and county, increase students' knowledge and awareness of the multiplicity of realities nested in the community, challenge systems of oppression, and ignite strategic action.

Nonprofit Board Leadership and Infrastructure and Operations for Community and Nonprofit Organizations

Mary Beth Collins, Executive Director of the Center for Community and Nonprofit Studies (CommNS), School of Human Ecology

Community partners: Many

This grant supports two new undergraduate courses in the Civil Society and Community Studies program, focused on key aspects of community organizations, and will generate meaningful service and useful deliverables for Wisconsin-based and global partner organizations of the CommNS. In the course Nonprofit Board Leadership, students will learn from the boards of nonprofits while working on a project their organization has identified. In the course Infrastructure and operations for community and nonprofit organizations, students will learn about the context of their community partner and aspects of domestic and global community and nonprofit organizations' infrastructure and operations, taking a "deeper dive" on a specific aspect of a community partner's operation and infrastructure that the partner has identified.

Prisoner reentry: Understanding the problem and providing solutions

Patti Coffey, Faculty Associate, Psychology

This course is a collaboration with the UniverCity program and Brown County. Brown County has requested help evaluating/improving their jail/former prisoner reentry process. Students will be conducting research with many people who intersect with the criminal justice system to provide valuable information and resources for Brown County, and potentially other Wisconsin communities, as well. Students will gain valuable professional experience and a direct understanding of how psychology can contribute in a meaningful way by addressing community and social justice issues.

COMMUNITY-BASED RESEARCH GRANTS 2020-21

This year, we offered for the first time community-based research grants of up to \$5,000 each. We received an overwhelmingly positive response and were able to fund 14 projects.

1. Community-based Evaluation of the Cultural Connections Program for children with incarcerated parents

Julie Poehlmann-Tynan, Professor, Human Development and Family Studies, School of Human Ecology

Children with incarcerated parents are exposed to more adverse childhood experiences (ACEs) than any group of children. Despite their high risk for developmental problems, few interventions are available for children with incarcerated parents. In this project, Professor Poehlmann-Tynan was asked to work with a program for children with incarcerated parents, Cultural Connections, and Lake View Elementary School to evaluate and expand the model of support they are using for these children.

2. Developing participatory evaluation tools with Centro Hispano of Dane County's Youth Programs

Vivien Ahrens, Ph.D. student, School of Human Ecology

Carolina Sarmiento, Assistant Professor, Civil Society and Community Studies, School of Human Ecology

Centro Hispano of Dane County's after-school programs support over 250 youth annually through mentoring, tutoring and hands-on workshops around leadership, wellbeing, college- preparation, and career development. To strengthen youth voice in its programs, Centro started an innovative pilot project at East High School in the 2019-20 school year: The Centro Hispano Youth Evaluation Team. They led a discussion about their experiences at the "2019 Social Justice and Evaluation Conference" and presented their findings to East High School staff and the Centro Hispano Board of Directors. The students not only provided unexpected insights, but also gained confidence in public speaking and built critical inquiry and systematic analysis skills. Based on these positive experiences, this project will support Centro Hispano to continue this initiative and scale up youth-led evaluation across all programs.

3. Care For All: Childcare and the direct care workforce

Gretchen Trast, PhD student, Civil Society and Community Studies, School of Human Ecology

Affordable childcare is increasingly inaccessible for many low income workers and workers of color, including many workers in the direct care industry. Soaring Independent Cooperative, a local home care agency founded by Black women, has identified this challenge as a research priority. Their employees will be co-researchers, providing the cooperative with the opportunity to build organizational capacity for answering questions and solving problems affecting their community. This project will explore the interdependent phenomena between childcare and direct care labor, using an explicit social justice and participatory focus to build community power and community infrastructure to meet the childcare needs of everyone in Madison.

4. Language education for refugees in Greece

Ally Shepherd, PhD student in Educational Policy Studies

Walker Frahm, PhD, Chief Operating Officer, Lifting Hands International, Long-Term Accommodation Camp, Serres, Greece

Today over 65 million people worldwide are forcibly displaced by ongoing conflicts, and language education is an important part of resettlement for refugees. While children have the right to education (and thus language classes) as ratified by international treaties, adults are not guaranteed access to education, despite needing language skills to support basic needs like healthcare, training, and employment. Lifting Hands International, a long-term accommodation camp in Greece, recognizes this challenge and wants to align its services with the priorities of the refugees they serve. This project will center refugee voices as participants and co-researchers to learn about refugee educational priorities at Lifting Hands and help the organization improve services in such a changing environment.

5. Freedom Inc. Community Survey

Carolina Sarmiento, Assistant Professor, Civil Society and Community Studies, School of Human Ecology

Amy Hilgendorf, Associate Director of Engaged Research, Center for Community and Nonprofit Studies (The CommNS), School of Human Ecology

Ethen Pollard, PhD student, Civil Society and Community Studies, School of Human Ecology

Nicholas De Marsh, PhD student, Department of Planning and Landscape Architecture

Mahnker Dahnweih, Community Power Building Coordinator, Freedom Inc.

Freedom Inc.'s Community Survey is a community-based research project that corresponds directly to Freedom Inc.'s campaigns around community and school health and safety. Data collection will cover all of Madison and inform Freedom Inc.'s No Cops In Schools, Community Control, and Invest in Youth campaigns. Potentially, this data will be used for next level work and future campaigns, such as a citywide people's budget. This research builds on a pilot of this project this past Fall 2019 in the Atwood neighborhood and will expand the project throughout other areas in Madison, Wisconsin.

6. Supporting community-based flood resilience through public engagement and storytelling

Caroline Gottschalk Druschke, Associate Professor, English

Ben Sellers, Undergraduate student, Forest Science, College of Agricultural & Life Sciences

Tamara Dean, Member of the Board of Directors, Driftless Writing Center

TStories from the Flood is an ambitious project housed in the Driftless Writing Center to collect and share stories about recent flooding in the rural and underresourced Kickapoo and Coon Creek watersheds. The project aims to put a voice and face to catastrophic flooding in the region, helping flood-affected residents of the Kickapoo and Coon Creek watersheds process their

trauma, while creating a historical record that might inform future planning and support community healing. This project will expand this collaboration to more specifically focus on the analysis of the Stories from the Flood archive, transcribing over 23 hours of oral history interviews to support their wider dissemination, and extending the GIS spatial analyses of the oral history archive.

7. Building local capacity to heal from trauma: The El Salvador Mental Health Promotion Project

David Rosenthal, Professor, Rehabilitation Psychology and Special Education, School of Education
Susan Smedema, Associate Professor, Rehabilitation Psychology and Special Education, School of Education
Xiaolei Tang, PhD Candidate, Rehabilitation Psychology and Special Education, School of Education
Rozy Manazo, Licensed Psychologist (El Salvador), Servicios de Psicología de Chalatenango
Cristina Starr – On-ground coordinator in El Salvador
Clare Norelle, Licensed Community Yoga Teacher, Greenroot Yoga LLC
Hannah Fry, Certified Rehabilitation Counselor, Yahara House

This project grew from relationships and networks developed through decades of work by the Madison-Arcatao Sister City Project. In 2017, a delegation to El Salvador explored medical, educational, and rehabilitation needs of persons with chronic illness and disability and survivors of decades of war by listening to community members. Based on the findings of the delegation and stated desire of leaders and community members in Arcatao, this project will fully implement a relevant, culturally responsive, and sustainable mental health promotion program in the community of Arcatao that was co-developed with community partners. This project will implement long-term, sustainable mental health promotion supports in the region by 1) Supporting Community Resiliency Model® (CRM) training opportunities for local practitioners; 2) Scaling the mental health promotion project to two additional Salvadoran communities; and 3) Creating a generalizable model of localized mental health promotion programs.

8. Claiming the media back: Community media production with cellphones

Hamidreza Nassiri, PhD student, Communication Arts
Alaura Borealis, Education Outreach Director, Arts & Literature Laboratory

The stories of different people presented in the media are limited in scope and often biased. While this situation has improved since the introduction of digital technologies, many groups are still left out. This project will support filmmaking workshops with cellphones for underrepresented communities in Madison in partnership with Arts & Literature Laboratory (ALL), Madison Public Library, and UW Odyssey Project. Building upon previous successful workshops, the new iterations will take place in Summer 2020 for 8 weeks, with one series for adults and one for high-school students, chosen from a pool of applicants, with priority given to people coming from low-income and racial minority families.

9. Future directions for the structure of the Madison Metropolitan School District: School age pregnant and parenting students (SAPAR) program

Karla Ausderau, Associate Professor, Kinesiology
Multiple graduate and undergraduate students
Multiple staff members of the Madison Metropolitan School District

The primary goals of the SAPAR program for pregnant and parenting teenagers are to increase graduation rates, increase enrollment in post-secondary education, decrease repeat pregnancy prior to 19 years in age, and increase parenting knowledge and skills. The Ausderau Research Lab and Occupational Therapy program have been collaborating with the SAPAR program for over seven years through many activities designed to meet the needs of the community collaborator as well as providing a rich learning environment for Occupational Therapy Program students. The SAPAR Program will be moving locations within the next two to

three years, and SAPAR staff want to use this transitional time to reevaluate the current and future structure of the program to best meet the needs of pregnant and parenting teenagers in the larger Madison community. This project will provide support for the Ausderau Lab to support this evaluation.

10. Preparing practitioners to identify and address sex trafficking in Northeast Wisconsin

Lara Gerassi, Assistant Professor, Social Work

Scott Kornish, Division Manager, Youth & Family Services, Outagamie County Health & Human Services

Mary Krumplitsch, Supervisor, Youth & Family Services, Outagamie County Health & Human Services

Child welfare agencies are mandated to investigate allegations of sex trafficking (ST) in children and youth. Outagamie County's Youth and Family Services (YFS) Division was tasked with responding to suspected and confirmed ST cases in the northeast region of Wisconsin (17 counties and three tribes), and they have been partnering with Professor Gerassi to understand how local practitioners (in working with youth in and aging out of foster care, homeless youth, victims of intimate partner violence, etc.) provide services to this population. Practitioners who knowingly encounter individuals at risk of ST experience multiple challenges in providing inclusive, evidence-based practices. This project will work with YFS to enhance the collective response to ST among all social service providers in the Northeast region of Wisconsin by determining whether and how regional providers screen for ST and provide inclusive services, developing and testing a regionally relevant, inclusive ST training tailored to social service providers in the Northeast region of WI, and enhancing regional providers' knowledge about and preparedness to encounter ST individuals.

11. Participatory evaluation of agricultural programming with farmers in Ghana

Laura Livingston, PhD student, Nelson Institute for Environmental Studies

Joseph Stein, General Manager, MoringaConnect

MoringaConnect services Ghanaian moringa farmers to move smallholder farming families from poverty to prosperity through moringa, a tree locally known as "the miracle tree". This organization requested help to evaluate their educational programming and the impacts of their programming through transformative evaluation, a type of evaluation that centers the voices of the least heard in order to increase justice and equity in the evaluation process. The goals of this project are (1) to work with farmers and other stakeholders to create evaluation tools that are culturally responsive and reflective of stakeholder goals for the program, (2) for farmers and agricultural educators to use the evaluation tools to increase equity and improve the program, and (3) to generate data on how farmers and other stakeholders understand and value the cross-cultural participatory evaluation process.

12. Building capacity for community-school-university partnerships for systemic transformation – Toward a culturally responsive Indigenous Learning Lab

Aydin Bal, Associate Professor, Rehabilitation Psychology and Special Education

School of Education graduate students

In the United States, youth from racially minoritized communities disproportionately receive exclusionary school discipline (suspension, expulsion, and detention) more severely and frequently for less objective reasons such as disrespect. In Wisconsin, Native American students are two times more likely to receive exclusionary discipline and placed in special education as "emotionally disturbed" compared to White students. This project addresses racial disproportionality by developing a culturally responsive school wide behavioral support system with Native American students, families, and community leaders and educators at a public high school in Northern Wisconsin using the Culturally Responsive Positive Interventions and Supports (CRPBIS) framework and the Learning Lab methodology.

13. Enhancing a community-based program for African Americans with diabetes in Milwaukee

Olayinka Shiyabola, Associate Professor, Pharmacy

Mattigan Mott, Undergraduate, Pharmacy

Donna Shepard, Community Research Associate, Unite MKE Milwaukee

This project aims to decrease diabetes-related challenges among African Americans in Milwaukee through the integration of Peers LEAD, a community-engaged culturally appropriate intervention to increase medication adherence, into an existing community-based diabetes self-management program. 40% of Milwaukee County residents are said to be at risk of diabetes compared to the 25% Wisconsin state average. This project will connect UW health sciences students to the African American community through student engagement in group education sessions and AA patient advisory board meetings.

14. Sensing toxicity: Water systems and quality monitoring

Kallista Bley, PhD student, Geography

This project is investigating the community-identified priority of investigating drinking water contamination, including its extent, how it is known and contested, and the politics of monitoring and sensing toxicity. This project pays particular attention to areas that remain unregulated, such as rural, agricultural, and unincorporated areas and domestic well communities. Residents and community nonprofits in the Central Coast and Valley of California and Eastern Kentucky (Appalachia) have been organizing and mobilizing around access to safe and affordable drinking water in both regions over decades. These communities want to: (1) better understand the fragmented monitoring and regulatory landscape for drinking water quality across agencies and geographic regions and states (with particular attention to small community water systems and domestic wells), and (2) create visual representations of nitrate exposure risk, considering both the potentials and limitations of spatializing risk through mapping.

WISCONSIN IDEA 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) and under the supervision of a faculty or academic staff mentor. The program is funded by the Provost’s office at a rate of \$43,000 per year and typically awards five to seven grants each year. The Wisconsin Idea Undergraduate Fellowships program is guided by a Wisconsin Idea Fellowship graduate intern, who was supervised by the assistant director for community-engaged scholarship.

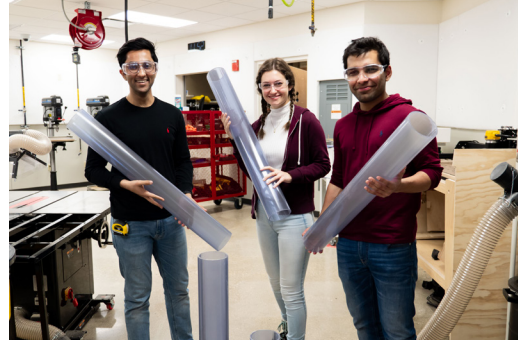
In 2019-20, nine WIF projects were carried out, and a full listing of those projects can be found in APPENDIX C. Nine new projects for 2020-21 were announced in spring 2020. A full listing of those projects can also be found in APPENDIX C2.

American Family Insurance continued to partner with the WIF program in 2018-19, awarding an additional \$5,000 grant to two projects that demonstrated a plan for long-term sustainability. One student was successful in securing additional follow-up funding from American Family Insurance to expand her WIF project beyond Madison and Milwaukee next year and will complete it as a post-bac project.

American Family has committed another \$5,000 for next year’s projects. Additionally, The Michael Thornton and Nora Medina Social Innovation Award proudly supports projects targeting the opportunity gap in Madison.

WISCONSIN IDEA EXCHANGE

The Wisconsin Idea Exchange (WIE) database is a community-campus partner database housed on the Morgridge Center’s website. Faculty, staff, community partners, and graduate students can post opportunities for collaboration and search existing partnerships. Through the Morgridge-Commons Special Initiatives (MoCSI) partnership, we are partnering with the School of Human Ecology’s Center for Community and Nonprofit Studies (CommNS) to advertise the WIE and add information about existing partnerships. The WIE is also populated by requests we receive from community partners, which go through an intake process to ensure someone from MoCSI can direct the request appropriately.



2020-21 WISCONSIN IDEA FELLOWS

Danielle Wendricks
Josie Brandmeier
Alex Yost
Ana Diges
Albiona Sabani
Tamia Fowlkes
Barbara Hanna
Melanie Sona
Gloria Heiss
Abigail Lawrence
Michael Yee
Nina Sugaya
Taylor Rosenthal
Jaqueline Olson
Conner Simon
Jan Wodnicki

See **APPENDIX C2** for a full description of 2020-21 Wisconsin Idea Fellow projects.

WISCONSIN WITHOUT BORDERS

Each year, Wisconsin Without Borders honors UW–Madison staff, faculty and students who demonstrate outstanding examples of globally-engaged scholarship.

The Wisconsin Without Borders (WWB) Alliance is co-chaired by the assistant director for community-engaged scholarship at the Morgridge Center for Public Service, in partnership with the Global Health Institute and International Division. The Alliance was established to encourage and promote local and global best practices in CBL and CBR. WWB hosts Joint Learning Community sessions and an annual award competition designed to recognize faculty, staff and students for their unique initiatives in CBL and CBR work.

The WWB Alliance co-sponsored a panel presentation with GHI as our Joint Learning Community event in February, on Global Food Markets, with experts Alfonso Morales and Edna Ledesma. Alfonso Morales is a professor in the Department of Planning and Landscape Architecture who studies food systems, public marketplaces and street vendors.

Edna Ledesma is an assistant professor in the Department of Planning and Landscape Architecture who focuses on understanding the development of the smart, green, and just 21st century city, in particularly the cultural landscapes of immigrant populations, micro-economies, and their development of a new understanding of city place.

In April, Wisconsin Without Borders awarded \$500 - 1,500 recognition prizes to diverse projects across campus that exemplified putting the community at the center of their work.



2019-20 WISCONSIN WITHOUT BORDER AWARD RECIPIENTS

Peter Bosscher **Undergraduate Award**

Joel Baraka
Haley Sisel

Faculty or Staff Award

Nathan Larson
Claudia Irene Calderón
Alex Wells
Samuel Dennis
Renata Solan

Graduate Student Award

Emma Svenson
Jacob Svenson

4-W Undergraduate Award

Anusha Naik
Samantha Lettenberger

See **APPENDIX D** for a full
description of awards.

MORGRIDGE FELLOWS

The second year of our Morgridge Fellows program has been a year of growth and exploration, and is ending during the pandemic. In the initial sessions, the fellows focused on developing partnerships, starting community-based learning courses and community-based research projects, and obtaining financial support for projects. As the pandemic changed our lives and circumstances, the goals shifted, and the Fellows cohort has functioned as a community group to provide professional and personal support for its members, taking the time to celebrate accomplishments, share new insights, get advice on pivoting, and talk through the new challenges and opportunities in our current world.

COMMUNITY OF PRACTICE

Because of the initial interest and number of applications to the Morgridge Fellows program, we decided to sponsor an informal Engaged Scholarship community of practice, which meets monthly to discuss topics of interest to the group. A steering committee is led by Professor Steve Ventura, along with other faculty, staff and grad students, to gather and select each month's topic.

GRADUATE CERTIFICATE/PHD MINOR

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

COURSES TAUGHT

Beth Tryon and Haley Madden co-taught Counseling Psychology 601, Principles and Practices in Community-engaged Scholarship. This is a required course for the graduate certificate or doctoral minor in Community-Engaged Scholarship.

STAFF PUBLICATIONS

Zastoupil, G.J., Tryon, E., Madden, H.C., Keita, N.A. & Lipscomb, T.D. (2020). Cultural factors in preparing students for community-engaged scholarship. In A.S. Zimmerman (Ed.), Preparing students for community-engaged scholarship in higher education. IGI Global.



2019-20 MORGRIDGE FELLOWS

Olufunmilola Abraham

School of Pharmacy

Karla Ausderau

Kinesiology

Kallista Bley

Geography

Heidi Brown

Urogynecology

Patti Coffey

Psychology

Nathan Gibson

Mills Music Library

Maria Moreno

Earth Partnership

Lesley Sager

Design Studies

Sarah Short

Educational Psychology

Traci Snedden

School of Nursing

See **APPENDIX E** for a full bio of 2019-20 Morgridge Fellows.

COMMUNITY-ENGAGED SCHOLARSHIP PROGRAMMING

ASSOCIATION OF GRADUATE ENGAGED SCHOLARS (AGES)

The Association of Graduate Engaged Scholars continues to support graduate students who are interested in doing community-engaged work. This year, we hosted several events for students, including:

- A social meet and greet to welcome students back to campus and introduce them to the many resources available to support them in their engaged work, September 19
- Several journal club lunches, in which we read thought-provoking journal articles in advance and discussed them over lunch
- Self care as a radical act, co-hosted by the Educational Psychology Diversity and Inclusion Association, November 7

Our spring event had to be postponed due to the pandemic, but we are looking forward to rescheduling it when we can:

- Diverse career panel, co-hosted with the Center for the Humanities. This panel features several UW–Madison post-secondary graduates who have found meaningful and fulfilling careers outside the tenure track.

ENGAGED SCHOLARSHIP ROUNDTABLE

The Engaged Scholarship Roundtable series featured UW–Madison speakers focusing on a wide variety of issues for those doing Community-based Research and Learning.

- Leveraging reflection and assessment in community-based learning environments
Cory Sprinkel, community engagement preparation specialist

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 four sessions, with up to 20 audience members at each, on the following topics:

- When Everyone Designs - Lesley Sager, Design Studies
- Teacher Narratives and Partnerships: Strengthening the Rural Teacher Pipeline - Katie McCabe, Special Education
- The Civic Health of Wisconsin Initiative - Mary Beth Collins and Amy Hilgendorf, CommNS
- Embracing the Culture in Horticulture - Ben Futa, Allen Centennial Garden

UW SOUTH MADISON PARTNERSHIP

Opened in 2015, the UW South Madison Partnership (UWSMP) is a UW–Madison initiative designed to meet the South Madison community’s needs and foster mutually beneficial relationships. Located in the Villager Mall on South Park Street, the physical space — equipped with classroom space, conference rooms, private meeting areas and university resources — allows community members to engage with UW–Madison in an accessible, meaningful way.

The partnership consistently hosts 14 weekly programs; reserves an average of 70 hours of space use weekly; partners with a variety of community organizations and campus partners who work with the local community to create positive outcomes.

Long-time programs include the UW Odyssey Project, which offers a free humanities course for adult students facing economic barriers to college, helping them overcome adversity and achieve dreams through higher education; the School of Medicine and Public Health’s Wisconsin Alzheimer’s Disease Research Center, which offers memory care services to South Madison residents, including workshops and consultation to older adults and their families; and the UW Law School’s Neighborhood Law Clinic, which provides a broad range of legal services including rental housing, employment and public benefits law.

UWSMP GROWTH AND 2019 REVIEW:

- In 2019, UWSMP collaborated with or hosted:
 - 9 UW Schools & Colleges
 - 12 UW Divisions, Centers and Institutes
 - 25 Community Partners
- In 2019, UWSMP hosted more programs, meetings, and events than ever before with:
 - 70 Average hours of use each week
 - 18% Increase in space use from 2019-2020

With this growth of space use and program attendees, the UWSMP is now at capacity and in order to sustain current and future growth the expansion of the space was officially announced in December 2019. The new space at a neighboring location in the Village Mall will have five private offices, eight classrooms, co-working spaces, three conference rooms, a kitchenette and an open gathering space, more than quadrupling UWSMP’s footprint from 3,015 square feet to 12,902.

We celebrated the growth and many collaborations of the UWSMP at our second annual UWSMP Community Celebration in September 2019. We also welcomed our new Director of Community Relations, Brenda González, at this event. The event featured a complimentary cookout, live DJ, free scoops from UW–Madison’s retro ice cream truck, games, prize giveaways and a special visit from Bucky Badger. Representatives from more than 15 campus and community organizations were on hand

SUMMER & FALL 2019 AND SPRING 2020 PROGRAMS:

Alzheimer’s & Dementia Alliance Memory Café: The Alzheimer’s & Dementia Alliance holds a monthly Memory Café at the Partnership every second Friday morning. This is a social gathering place for persons with memory loss, mild cognitive impairment, early Alzheimer’s or other dementia and their family and friends.

Wisconsin Alzheimer’s Disease Research Center (ADRC): The ADRC offers regular memory care services to South Madison residents including workshops and consultation for older adults and their families.

ADRC Get Movin' Exercise Course: The ADRC provides a free exercise course for older adults to provide a community of support to promote healthy living. The courses run on Tuesday and Thursday afternoons.

African American Breastfeeding Alliance of Dane County, Inc.: The AABA of Dane County provides education, support, and resources to African American women who are interested in improving health of the African American population by encouraging breastfeeding of the child and is held every second Friday evening of the month.

Covering Wisconsin (CWI): Covering Wisconsin conducts office hours on Tuesdays and Thursdays at the Partnership to provide assistance with health insurance enrollment and education on how to use health insurance.

Division of Continuing Studies: PLATO (Participatory Learning and Teaching Organization) is a self-directed, volunteer-led, nonprofit organization serving more than 900 lifelong learners living in Dane County. The PLATO Racial Injustice and Inequality Course runs on Thursday mornings throughout the school year.

Division of Continuing Studies: The Division of Continuing Studies holds a series of beginning level Spanish continuing education courses in the Partnership classroom. These courses run on Thursday mornings in the spring semester.

UW Department of Kinesiology: The "Stand Up and Move More" program is a health education workshop focused on the health benefits of sitting less. Sessions run on Monday mornings in the fall semester.

UW Law School: The Economic Justice Institute is dedicated to serving low-income and other under-represented clients in matters designed to enhance access to justice and economic security. The Neighborhood Law Clinic has weekly walk-in hours on Monday mornings, Tuesday afternoons and Friday mornings.

Millionaire's Club: Asset Builders of America Inc.'s Millionaire's Club is a program which focuses on financial literacy, academic achievement and youth development. The program is geared toward middle and high school youth, but parents often sit in on the sessions with their children. The program is held every second Sunday afternoon throughout the school year.

The UW Odyssey Project: The Odyssey Project offers a University of Wisconsin-Madison humanities class for adult students facing economic barriers to college. Odyssey provides 30 students each year with a challenging college humanities class with award-winning faculty. Students receive free tuition, textbooks, childcare, and a weekly dinner. The class runs on Wednesday evenings throughout the school year, with a writing course on Thursdays in the spring, and tutoring sessions offered on Monday and Tuesday evenings.

Professional Accelerated Licensure Program (PAL, School of Ed): The PAL program, popularly known as the Grow Our Own Program, is a joint project of the School of Education and MMSD that supports public school paraprofessionals in becoming dually certified grade 1-8 regular and special education teachers. The program runs on Friday afternoons in the spring semester.

The UW School of Nursing: Oh Happy Day Class is a partnership with the faith-based community advisory board and community members (FB-CAB) to develop a faith-based intervention for African American individuals dealing with depression. This class meets on Friday mornings throughout the school year.

AWARDS

ACHIEVEMENT CONNECTIONS VOLUNTEER AWARD

Molly Peden and Frank Pekovich

Molly brings much happiness and enthusiasm to tutoring and the Achievement Connections program. She is energetic, insightful, and always full of ideas for improvement. She is dedicated to her students, holding them to high standards and pushing them forward while maintaining a considerate and caring environment. And she holds herself to high standards too, by being a reliable volunteer and dedicated scholar.

Frank as he has continually shown not only a dedication to his students in faithfully showing up, being patient, asking for personalized assignments for them, and giving them constant positive feedback and support; but he has also remained committed to improving himself as a tutor and is not afraid to ask for help, guidance, or correction. He's always willing to do whatever it takes to serve others better. He has been tutoring at Middleton for all six years of achievement connections and even more at Schools of Hope.

BADGER VOLUNTEERS TEAM AWARD

West High School Tutoring Center

Khoa (Harry) Le, Clarence Harley and Kenneth Mui

The West High School Tutoring Center team consists of Kenneth Mui, Khoa (Harry) Le and Clarence Harley. Through the Badger Volunteers program, the team served as Resource Hall Tutors and volunteered their time every Tuesday at the high school.

The team demonstrates commitment to making a difference by always showing up 20 minutes early to ensure they are there to help any students as they arrive. Additionally, through reflecting on their volunteer experiences, they constantly work to identify ways to improve their ability to help students understand English and math concepts through their tutoring support.

NEWMAN CIVIC FELLOWSHIP AWARD

Shehrose Charania

Shehrose combines her identity as a Pakistani Muslim American and passion for health promotion to combat health inequities. The combination of her identity and passion is informed by her first-hand experience as a teenage immigrant living in Chicago, and taking on the role of a "patient navigator" to help her parents navigate the complex health care system. Through her passion for service, she hopes to work in policymaking to create organizations that combines health, education and research to pave opportunities for equity for immigrant and refugee populations.



2019-20

AWARD RECIPIENTS

Achievement Connections Volunteer Award

Molly Peden

Frank Pekovich

Badger Volunteers Team Award

West High School

Tutoring Center

Engaged Alumni Award

Anisa Yudawanti ('19)

Excellence in Civic Engagement Award

Payton Wade

Excellence in Engaged Scholarship Award

Rachel Byington

Louis Korenman Badger Volunteers Award

Chandler Krajco

Ginsberg Family Award

Anusha Naik

Newman Civic Fellowship

Shehrose Charania

Outstanding Community Partner Award

Driftless Writing Center

ENGAGED ALUMNI AWARD

Anisa Yudawanti ('19)

Anisa spent three years as an intern for the Morgridge Center and was intentional about creating opportunities for growth for herself and other students. During her time at the Morgridge Center, she also developed a workshop for students and student organizations to better prepare them for responsible and intentional engagement with the community, focusing on identity, positionality and power. Currently, Anisa serves as a Teens of Promise (TOPS) Coordinator with the Boys and Girls Club of Dane County, based at Madison East High School. In her role, she acts as a liaison between the Madison Metropolitan School District and the Boys and Girls Club through AVID, whose mission is to close the achievement gap by preparing all students for college and career readiness post-high school graduation.

EXCELLENCE IN CIVIC ENGAGEMENT AWARD

Payton Wade

As a member of Alpha Kappa Alpha Sorority, Inc., Payton has worked locally with the Lions Club and led the collection of eyeglasses that were then given to children in the Madison community in need. On campus, Payton is a founder and active leading member of the Student Inclusion Coalition at UW–Madison, where she advocates for social, academic and emotional wellness of all marginalized students. Through the Student Inclusion Coalition, Payton has inspired other students to engage with the community. As a house fellow, she helped build community for all of her residents through social events and social justice events. This has inspired many of her residents to join various student organizations that also work with social justice, equity and inclusion on campus.

EXCELLENCE IN ENGAGED SCHOLARSHIP AWARD

Rachel Byington

Rachel's passion has been demonstrated through her work with the Madison Metropolitan School District and the UW-Madison Earth Partnership's Indigenous Arts and Sciences initiative. She has also served on the Johnson-O'Malley parent committee and Wisconsin Indian Education Association board. A strong advocate for Native youth and communities and a gracious teacher to non-Native educators, Rachel leads trainings on WI Act 13 and related resources and has co-developed and facilitated educator professional development summer institutes for the Indigenous Arts and Sciences initiative. Rachel also collaborates with the WI American Indian Society for Engineering and Science chapter and UW–Madison College of Agricultural and Life Sciences partnerships to deliver hands-on learning opportunities and mentorship for Native youth in ecological restoration and food sovereignty. Through her research and involvement with urban Native youth and families, she has inspired her colleagues and partners with her commitment.

LOUIS KORENMAN BADGER VOLUNTEERS AWARD

Chandler Krajco

Chandler has provided approximately 117 hours of volunteer service at the River Food Pantry since May 2018. As a Badger Volunteers Leader, she provides strong leadership through her excellent communication skills, self-reflection and positive attitude. Chandler embodies the spirit of the Badger Volunteers community and serves as a model for fellow students. During her time at The River Food Pantry, she advocated for the organization resulting in the addition of a Friday volunteer team for the spring 2020 semester, providing more volunteers for the River Food Pantry and opportunities for other students. Leading by example, Chandler represents Badger Volunteers as a responsible, kind and compassionate volunteer and serves as a role model to her team.

GINSBERG FAMILY AWARD

Anusha Naik

Public service has influenced Anusha's college experience. With each endeavor, she aimed to connect with, learn from and serve a distinct population. She is a leader and volunteer for the Community Health Volunteers of Madison (CHVM), a student organization that learns about and aims to address health disparities in Madison. She also volunteered at the Boys and Girls Club on the south side of Madison, which is classified as a food desert. During the summer of 2018, she helped start a new CHVM Grow Program, to address the widespread food insecurity in Madison.

The successful 10-week pilot program consisted of fresh food distributions and cooking classes for local families experiencing food insecurity. Additionally, as a health coach at the Wingra Family Medical Center in Madison, she provided motivational interviewing for patients during their visits because many were under-insured and had limited experience with the healthcare system. Through her experiences while involved with CHVM, she gained insight from three distinct populations and the status of health needs in her local community.

OUTSTANDING COMMUNITY PARTNER AWARD

Driftless Writing Center

The Driftless Writing Center is an all-volunteer nonprofit organization based in Viroqua, WI, that provides literary and educational opportunities, readings and discussions, writing classes and workshops and an outlet for the presentation of original writing by area writers.

In late 2018, Tamara Dean, a member of the Board of Directors from the Driftless Writing Center, contacted UW–Madison faculty member, Caroline Gottschalk Druschke, inviting her to collaborate on the project. Stories from the Flood volunteers, including UW–Madison undergraduate and graduate students, have collected almost 100 oral history narratives to date, and the archive is still growing. The Driftless Writing Center has worked closely with Caroline to design the syllabi for community-based learning versions of ENGL245 in fall 2019, spring 2020 and fall 2020, as well as working with faculty member Liz Hennessy to co-design and co-teach the Center for Culture, History & Environment methods graduate course in spring 2020. Through this relationship, the Driftless Writing Center has supported students' involvement in oral history story collection and through students' analyses of these stories to offer policy recommendations to local policymakers about flood resilience.

Storytellers who contributed to Stories from the Flood have described the project as “insightful,” “provocative,” “helpful,” “important,” and “inspiring,” thanking the project “for taking the time to be able to hear out our story.” UW–Madison students involved in community-based learning courses connected with Stories from the Flood have described their experience as, “a life-changer” and “the most impactful course that I have taken at UW-Madison.” The Driftless Writing Center empowers the students, faculty, and staff of UW–Madison to create and collaborate on making real differences in the community.

APPENDIX A:

BADGER VOLUNTEERS 2019-20 COMMUNITY PARTNERS

PARTNER	FOCUS
Aldo Leopold Nature Center	Sustainability
Bayview Foundation	Education
BlackHawk Church Food Pantry Garden	Sustainability
Boys & Girls Club of Dane County	Education
Capitol Lakes	Public Health
Catholic Charities Adult Day Center	Public Health
Catholic Multicultural Center	Education
Center for Resilient Cities	Sustainability
Central Wisconsin Center	Public Health
Centro Hispano of Dane County	Education
Clean Lakes Alliance	Sustainability
Community Action Coalition for South Central Wisconsin, Inc. [CAC]	Sustainability
Community Development Authority – Triangle Public Health	Sustainability
Community GroundWorks	Sustainability
Crestwood Elementary	Education
Discovery Building	Education
East Madison Community Center	Education
Friends of Lake Wingra	Sustainability
Frozen Meals UW	Public Health
Gio's Garden	Public Health
Goodman Community Center	Education
Habitat ReStore	Sustainability
Hamilton Middle School	Education
Henry Vilas Park Zoological Society	Education
Home Health United	Public Health
HWM Gardens and Grounds	Sustainability
Lake View Elementary Outdoor Classroom	Sustainability

Lakeshore Nature Preserve	Sustainability
LGBT Books to Prisoners	Public Health
Linda & Gene Farley Center for Peace, Justice and Sustainability	Sustainability
Lussier Community Education Center	Education
Madison Area Food Pantry Gardens	Sustainability
Madison Children's Museum	Education
Madison International Partners/Christ Presbyterian Church	Education
Mentoring Positives, Inc.	Education
Middleton Outreach Ministry (MOM)	Public Health
Mobility Training & Independent Living Program Inc.	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 - Lincoln Elementary	Education
MSCR - Lindbergh Elementary	Education
MSCR - Lowell Elementary	Education
MSCR - Mendota Elementary	Education
MSCR - Midvale Elementary	Education
MSCR - Nuestro Mundo Elementary	Education
MSCR - Orchard Ridge Elementary	Education
MSCR - Sandburg Elementary	Education
NewBridge - Olin	Public Health
NewBridge - Braxton	Public Health
Newbridge - Dayton	Public Health
NewBridge - Fisher	Public Health
NewBridge - Monona	Public Health
NewBridge - Post	Public Health
Odyssey Project	Education
Omega School Inc.	Education

Options In Community Living	Public Health
Red Caboose Day Care Center	Education
Red Caboose Lapham	Education
Red Caboose Marquette	Education
Rooted	Sustainability
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
Second Harvest Foodbank of Southern Wisconsin	Public Health
Spring Harbor Greenhouse & Garden Program	Sustainability
St. Vincent de Paul	Public Health
Tenant Resource Center	Public Health
The Beacon	Public Health
The Crossing Inc	Public Health
The Prairie Enthusiasts	Sustainability
The River Food Pantry	Public Health
Three Gaits, Inc.	Public Health
UW Lakshore Nature Preserve	Sustainability
UW–Madison Arboretum	Sustainability
Village of Shorewood Hills	Sustainability
West High School - Tutoring Center	Education
Wheels for Winners	Sustainability
Wisconsin Environmental Initiative	Sustainability

APPENDIX A2:

BADGER VOLUNTEERS 2019-20 EDUCATION SESSIONS

FALL 2019

HOPE Orientation
October 7, 2019

Religion and Politics in India: Our Study Abroad Experience
October 16, 2019

How Does Where You Live Affect Your Health
October 17, 2019

Stop the Bleed Training
October 22, 2019

Day in the Life of a Peace Corps Volunteer
October 24, 2019

Documentary Screening of "13th" (2016 Film)
November 6, 2019

Early Childhood Literacy
November 11, 2019

Suicide Prevention Workshop
November 20, 2019

SLP Workshop: Dealing with Conflict
November 22, 2019

Documentary screening of "H.O.P.E."
November 25, 2019

Food for Today: An Interactive Hunger Simulation
December 2, 2019

SPRING 2020

Barriers to Benefit Take-Up: Why the 4 Largest
Anti-Poverty Programs Don't Reach Everyone
February 18, 2020

Student Homelessness in Dane County
February 24, 2020

"Not Enough Apologies: Trauma Stories" Screening
February 27, 2020

Ethical and Equitable Volunteering
February 28, 2020

The Burden of Poor Health in the U.S.
March 5, 2020

The Student Vote at UW-Madison: How the Voting
System Works and The Impact of The Student Vote
March 10, 2020

What Is Intimate Partner Violence? an overview of
Domestic Abuse Intervention Services (DAIS)
March 11, 2020

Five education sessions were
cancelled due to COVID-19.

APPENDIX B: COMPLETE LIST OF 2019-20 CBL COURSES

SUMMER 2019

Asian American Studies 240
Hmong American experience in the U.S.

Communication Sciences & Disorders 790
Practicum in Communication Disorders

Curriculum and Instruction 402
Drama for teaching and learning
Andrea Arpaci-Dusseau

Design Studies 341
Design thinking
Michelle Kwasny

Folklore 490
Field methods and public presentation of folklore
Rue, Anna

Horticulture 375
Community-based Learning horticulture
Claire Luby and Ben Futa

International Courses:
China, Beijing: CIEE sustainable development
Ecuador: UW Water for life: Sustainability and community health in Ecuador
England, London: UW in London
Italy, Rome: CIEE Rome open campus
Vietnam, Ho Chi Minh City: CET Vietnam: Development studies

Legal Studies/Social Work 694
Criminal Justice Field Observation
Lesch, Carolyn

Nursing 511
Community supports for people with dementia

Rehabilitation Psychology & Special Education 300
Individuals with Disabilities
Taucia, Gonzalez

Rehabilitation Psychology & Special Education 600
Internship in RPSE
Wilker Kimberson and Susan Wiegmann

Rehabilitation Psychology & Special Education 880
Clinical Practicum
Norman Berven

Rehabilitation Psychology & Special Education 880
Clinical Practicum
Norman Berven

Rehabilitation Psychology & Special Education 910
Internship
Varies

Social Work 800
Field Practice and Integrative Seminar III
Varies

Social Work 801
Field Practice and Integrative Seminar IV
Schroepfer, Tracy

Spanish 319
Medical Spanish
Eve Pujol

FALL 2019

Afro-American Studies 151
Intro to contemporary Afro-American society
Thornton, Michael

Agriculture and Applied Economics 323
Cooperatives
Courtney Berner

Agronomy 375
Systems Thinking
Robert Beattie and Molly Jahn

Art 338
Service learning in art
Gail Simpson

Art 393
Internships in Art
Gail Simpson

Civil and Environmental Engineering 421
Environmental sustainability engineering
Andrea Hicks

Civil and Environmental Engineering 578
Capstone
Charles Quagliana

Civil Society and Community Studies 335
Communicating with Key Audiences
Michael Maguire

Civil Society and Community Studies 501
Research and praxis
Lori Diprete Brown

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

Civil Society and Community Studies 600
Community Issues and Action Capstone
Carolina Sarmiento

Community and Environmental Sociology 500
Capstone
Randy Stoecker

Communication Sciences and Disorders 790
Practicum in Communicative Disorders

Computer Sciences 402
Introducing computer science to K-12 students
Andrea Arpaci-Dusseau

Consumer Science 555
Consumer strategy and evaluation

Counseling Psychology 620
Supporting the Homeless in Schools
Travis Wright

Curriculum and Instruction 362
Drama for teaching and learning
Manon Van De Water

Curriculum and Instruction 506
Strategies for Inclusive Schooling

Dance 331
Dynamics of dance therapy
Rena Kornblum

Design Studies 341
Design Thinking for Transformation
Lesley Sager

English 245
Seminar in the major — Writing rivers
Caroline Gottschalk Druschke

Environmental Studies 402
Systems Thinking
Rob Beattie and Molly Jahn

Environmental Studies 402
Community environmental scholars seminar
Rob Beattie, Molly Jahn and Catherine Middlecamp

Environmental Studies 600
Capstone
Anke Keuser

Environmental Studies 600
Capstone
Steve Ventura

Environmental Studies 972
Conservation Planning
Arlyne Johnson

Geological Engineering 479
Geological Engineering Design
Greg Harrington and Charles Quagliana

Human Development and Family Studies 663
Developmental and family assessment
Julie Poehlmann-Tynan

ILS 357
Peer mentor seminar

Integrated Science 240
Service with youth in STEM
Anna Courtier

Integrated Science 340
Service with youth in STEM 2
Anna Courtier

Integrated Science 341
Service with Youth in Stem Practicum
Anna Courtier

Journalism 445
Creative campaign messages
Doug Mcleod

Kinesiology 300
Practicum in kinesiology
Tim Gattenby

Kinesiology 527
Principles of Strength and Conditioning
Ronnie Carda

Landscape Architecture 610
Landscape Architecture Seminar

Landscape Architecture 668
Restoration Ecology
Evelyn Howell and David Bart

Law 768
Consumer health advocacy and patient-centered care clinical
Jill Jacklitz, Sarah Davis and Meg Gaines

Legal Studies 400
Impact on Health
Jill Jacklitz

Legal Studies 694
Criminal Justice Field Observation
Joshua Mayers

Pharmacy Practice 425
Pharmacy practice experience I
Beth Martin

Pharmacy Practice 525
Pharmacy practice experience II
Susanne Barnett

Pharmacy Practice 625
Pharmacy practice experience V

Pharmacy 911
Social and Administrative
Abraham Olufunmilola

Physical Therapy 541
Culture and Diversity in Health Care
Susan Wenker

Political Science 410
Citizenship, democracy & difference
Katherine Cramer

Psychology 399
Service Learning in Psychology
Patti Coffey, Jeff Henriques and Rebecca Addington

Public Affairs 871
Public Program Evaluation
Wang, Yang

Public Affairs 881
Cost-Benefit Analysis
Beda Emillia Tjernstroem and Dave Weimer

Public Health 780
Principles and practice
Barb Duerst

Real Estate 611
Residential Property Development
Tom Landgraf

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

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

Rehabilitation Psychology & Special Education (RPSE) 630
Internship

Rehabilitation Psychology & Special Education (RPSE) 880
Supervised Practicum I
Smedema, Susan

Rehabilitation Psychology & Special Education (RPSE) 890
Supervised Practicum II

Rehabilitation Psychology & Special Education (RPS) 910
Internship

Social Work 400
Field practice I
Varies

Social Work 420
Poverty and Social Welfare
Mariah Curtis

Social Work 422
Social Issues in Aging
Tracy Schroepfer

Social Work 800
Field practice III
Varies

Social Work 835
Advanced social work practice in mental health
Lynette Studer, Brenda Heideman, Amy Kucin and Sara Boughton

Social Work 836
Mental Health Policies and Services
Lynette Studer, Brenda Heideman, Amy Kucin and Sara Boughton

Soil Science 449
Soil management
Nick Balster and Steve Ventura

Spanish 319
Spanish Language Practice: Medical Spanish
Eve Pujol

Urban and Regional Planning 912
Planning Workshop
Alfonso Morales

SPRING 2020

Afro-American Studies 151
Intro to contemporary Afro-American society
Michael Thornton

Agroecology 702
The Multifunctionality of Agriculture
Steve Ventura

Anthropology 696
Archaeological Methods of Curation
Liz Leith

Art 338
Service Learning in Art
Gail Simpson

Art 393
Internships in art
Gail Simpson

Chican@/Latin@ Studies 525
Dimensions of Latin@ mental health services
Ivan Cabrera

Civil and Environmental Engineering 578
Senior Design Capstone
Greg Harrington

Civil Society and Community Studies 501
Knowledge, POWER, and Liberation
Carolina Sarmiento

Civil Society and Community Studies 600
Capstone
Carolee Francis

Civil Society and Community Studies 601
Internship
Michael Maguire

Communication Sciences and Disorders 790
Practicum in Communicative Disorders
Varies

Computer Science 402
Introducing Computer Science to K-12 Students
Andrew Kuemmel

Consumer Science 555
Consumer Strategy and Evaluation
TBA

Counseling Psychology 525
Latin@ Mental Health Services
Jessica Perez-Chavez

Counseling Psychology 620
Supporting the Homeless in Schools
Travis Wright

Curriculum and Instruction 362
Drama for Teaching and Learning

Curriculum and Instruction 506
Strategies for Inclusive Schooling
TBA

Dance 431
Dance Therapy Practicum
Rena Kornblum

English 245
Writing rivers
Caroline Druschke

Environmental Studies 402
Community Environmental Scholars Seminar
Anke Keuser

Environmental Studies 600: Capstone
Last child in the park: How kids and birds can save the world
Anke Keuser

Environmental Studies 600: Capstone
Urban Food Systems and the Environment
Monica White

Environmental Studies 922
Center for Culture, History, and Environment Methods
Liz Hennessy

Gender & Women's Studies 660
Internship
Antonia Valeo-Cooke

Human Development & Family Studies 663
Developmental and Family Assessment
Julie Poehlmann

Integrated Liberal Studies 357
Peer Mentor Seminar
TBA

Integrated Science 240
Service with youth in STEM
Anna Courtier

Integrated Science 341
Service with Youth in Stem Practicum
Anna Courtier

Journalism 445
Creative Campaign Messages
Sue Robinson

Journalism 475
Journalism and Social Change
Sue Robinson

Kinesiology 316
Adapted Physical Activity
Tim Gattenby

Kinesiology 516
Physical Activity for Diverse Abilities
Jonanne Haynes Manogue

Landscape Architecture 321
Landscape Architecture Seminar
Kristin Thorleifsdottir

Law 768
Consumer health advocacy and patient-centered care clinical
TBA

Legal Studies 400
Impacts of Social and Legal Issues on Health
Jill Jacklitz

Legal Studies 694
Criminal Justice Field Observation
Joshua Mayers

Legal Studies 699
Criminal Justice Field Observation
Lane Hanson

Library and Information Studies 640
Tribal Libraries, Archives, and Museums
Kendra Greendeer

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

Pharmacy Practice 426
Pharmacy Practice Experience II
Beth Martin

Pharmacy Practice 526
Pharmacy Practice Experience IV
Susanne Barnett

Pharmacy Practice 625
Pharmacy Practice Experience VI
Robert Breslow

Social Work 672
Greek Men for Violence Prevention
Tracy Schroepfer

Political Science 201
Ecological Restoration as Civic Engagement
John Zumbrunnen

Social Work 800
Field Practice III
Varies

Psychology 399
Service Learning in Psychology

Social Work 801
Field Practice IV
Varies

Public Affairs 860: Workshop
International Public Affairs
Tim Smeeding

Social Work 836
Mental Health Policies and Services
Lynette Studer

Public Affairs 869
Workshop in Public Affairs
J Collins and Gregory Nemet

Spanish 319
Spanish language practice: Medical Spanish
Eve Pujol

Real Estate 611
Residential Property Development
Tom Landgraf

Real Estate 651
Green – Sustainable Development
Tom Landgraf

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

Rehabilitation Psychology & Special Education (RPSE) 630
Internship
Susan Wiegmann and Kimber Wilkerson

Rehabilitation Psychology & Special Education (RPSE) 880
Rehabilitation Counseling Psychology-Supervised Practicum I
Susan Wiegmann and Kimber Wilkerson

Social Work 400
Field Practice I
Varies

Social Work 401
Field Practice II
Marah Curtis

Social Work 578
Homelessness: Service learning
Marah Curtis

APPENDIX C: WISCONSIN IDEA FELLOWSHIPS

2019-20 COMPLETED PROJECTS

1. Healthy Brain Aging Resources

Student: Laura Block
Faculty Advisor: Randy Stoecker
Community Partner: Andrea Gilmore-Bykovskyi, PhD, RN

This project worked to address societal stigmatization of cognitive changes, the lack of readily available tools and resources to engage in brain health-promoting activities, as well as the barriers faced by disadvantaged and under-resourced veterans. In partnership with the Madison VA Cognitive Care Clinic and community members, a toolkit was created with brain health-promoting information, activities and strength-based planning tools.

2. Employing a One Health Approach to Address the Implications of Mycotoxin Exposure in Rural Guatemala

Student: Haley Sisel
Faculty Advisors: Dr. Claudia Irene Calderon
Community Partner: Red Kuchub'al

This project aimed to identify the ramifications of excessive mycotoxin exposure on plant, animal and human well-being and connect experts in each field through its signature One Health approach. Research indicates mycotoxins are linked to a myriad of health concerns in both humans and animals. With guidance and partnership from Red Kuchub'al's 13 associations of producers in Guatemala, the project worked towards developing a variety of education materials to share with locals.

3. Modular Aquaponics System Prototype: Community Development, Career Exploration and STEM Literacy Enhanced for Underserved Youth

Students: Lillian Zander & Akshat Khanna
Faculty Advisor: Lesley Sager
Community Partner: Blackhawk Middle School

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

This project aimed to provide interactive materials and tools to guide students through the construction and maintenance of an indoor, self-sustaining vertical aquaponics system. The student team is examined how learning by doing promotes curiosity and improves STEM literacy in middle school students. Ultimately, this team hopes to spark new opportunities for multi-sectoral career exploration among young students.

4. Solar Powered Air Filtration System: Innovation to Reduce Household Air Pollution

Students: Akshith Mandepally & Cara Stanker

Faculty Advisor: Dr. Ryan McAdams

Community Partner: Kiwoko Hospital

This project addressed the intersection of income inequality and the environmental effects of pollution in Uganda. Research shows pollution-related deaths often occurs in low- and middle-income countries, with household air pollution from combustible fuel as a contributing factor. To alleviate this burden, this team created an affordable solar powered air filtration prototype and is refining the product to enhance its efficiency, effectiveness and reliability for household use.

5. Writing in the Shadows: Supporting Youth Experiencing Homelessness through Editorial Writing

Student: Peyton David

Faculty Advisor: Travis Wright

Community Partner: Transition Education Program

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

This project worked to introduce Madison’s youth experiencing homelessness to media resources for them to share their writing with the greater Madison area. Youth experiencing homelessness often have much less control over their living situation than adults do. Along with other stressors, this contributes to poor academic performance and achievement. This project aimed to implement a weekly after school curriculum for middle schoolers, who are either experiencing or have experienced homelessness, to create a sense of stability and provide youth with an outlet and tools for self-advocacy.

6. Globalization, as Experienced by Four Generations of Women in Rural Guatemala

Student: Devin McDonald

Faculty Advisor: Patrick Barrett

Community Partner: Global Visionaries

This project connects the lived experiences of four generations of women from two separate families in Guatemala to larger local and international forces of economic, political and social globalization. Through collaboration with Global Visionaries, an international non-profit, Devin compiled their qualitative research, images and written histories gained from interviews with the women into a cohesive book that will serve as a community resource. It will also serve as a learning tool when facilitating cultural immersions between high school students from other areas of Guatemala and around the globe.

7. Campus Food Shed

Students: Grace Puc, Kavya Ayalasomayajula, and Elaine Zheng

Faculty Advisor: Irwin Goldman

Community Partner: Community Action Coalition

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

The main objective of this project is to provide food-insecure students and staff on campus access to fresh, healthy and free food. Given the increasing costs of living and the subsequent increase of students and staff experiencing food insecurity, this team aims to expand the scale of food recoveries from local grocery retailers, as well as spread awareness and education about food insecurity, food waste, healthy diets and cooking through workshops, events and conferences. Ultimately, the team hopes to create a more efficient food recovery model to be shared with other universities.

8. Integrating Healthy and Sustainable Practices into the Lives of Madison Youth

Students: Katherine Stenehjem & Brianna DeNamur

Faculty Advisor: Cathy Middlecamp

Community Partner: Goodman Community Center

The goal of this project is to teach healthy and sustainable life practices to youth in Madison in an effort to increase awareness of climate disruption. Research indicates that strong impressions made on children during development endure in their minds as they age and can generate personal values. In partnership with the Goodman Community Center's after school program, of which participants are largely low-income students, this team designed lessons and opportunities that participants may not receive elsewhere. These lessons and opportunities include things such as sustainable agriculture and eating habits, waste reduction through reuse and many more.

9. College Readiness for Students of Color Through Diverse Engagement and Programming

Students: Sarah Neufcourt & Jocelyn Lewis

Faculty Advisor: Thomas Browne

Community Partner: Milwaukee Vincent High School

This project promoted equity, diversity and success in agriculture and natural resources-related studies as well as college readiness for underrepresented students in Milwaukee, WI. In partnership with Vincent High School in Milwaukee and the University of Wisconsin-Madison Minorities of Agriculture, Natural Resources and Related Sciences (UW MANRRS), high-school students participate in a four-day Agricultural Immersion and College Readiness program on the UW-Madison campus. During both the fall and spring semesters, high school students were invited to visit campus, where they attend workshops, networking sessions and presentations focusing on resources and opportunities available to students of color at UW-Madison.

APPENDIX C2: WISCONSIN IDEA FELLOWSHIPS

2020-21 ONGOING PROJECTS

1. Madison La Follette High School Pantry Project

Students: Danielle Wendricks and Josie Brandmeier

Faculty Adviser: Michael Maguire

Community Partner: La Follette High School

The Madison La Follette High School Pantry Project aims to provide resources to address food security along with equitable and responsible volunteering trainings for students at Madison La Follette High School. Josie and Danielle will work with the Key Harvest Food Pantry to provide infrastructural and programmatic changes. Additionally, the pair will support high school students as they grow as passionate leaders and help to create a succession plan to increase sustainability and coherency across years.

2. Engineers Without Borders: Providing Water to a Rural Community in Ecuador

Students: Alex Yost and Ana Diges

Faculty Adviser: Daniel B. Wright

Community Partner: Engineers Without Borders USA

This Engineers Without Borders project aims to install a water treatment and distribution system in Camarones, Ecuador to provide a safe and reliable water supply year-round to 500 people in a rural community. By working with the Camarones Water Committee, Ana and Alex aim to implement a water supply design that meets community priorities, ensuring community ownership.

3. Student Civic Immersion Program

Students: Albiona Sabani and Tamia Fowlkes

Faculty Adviser: Prenicia Clifton

Community Partner: gener8tor

The Student Civic Immersion program aims to establish a strong understanding of civic responsibility and public service to high school students. The program will provide professional and leadership development skills for students by requiring them to develop and plan a project that aims to better their community in relation to civic engagement, public policy, and issues such as environmental and social justice.

4. Operation Greenhouse: Planting the Seed of Health Education in Namibia

Students: Barbara Hanna and Melanie Sona

Faculty Adviser: Kate McCulloh

Community Partner: Coptic Medical Association of North America

Operation Greenhouse aims to address harsh growing conditions and food insecurity in rural Namibia by creating a controlled greenhouse environment where produce that Namibians have limited access to can be easily acquired. Once in Namibia, Melanie and Barbara will assemble the greenhouse and work with community children to grow the crops and teach classes on nutrition.

5. Beloit Early Readers: Pop-Up Library

Student: Gloria Heiss

Faculty Adviser: Christopher Dakes

Community Partner: Beloit Literacy for Life Initiative

The Beloit Early Readers: Pop-Up Library project aims to increase the ability of under-resourced youth to access books while implementing engaging programming to encourage reading for youth ages six to twelve years in Beloit. Gloria plans to give away at least 1,500 books at various partnering events sponsored by local community organizations in order to address the school districts wide achievement gap.

6. Biomass Briquette Stool

Students: Abigail Lawrence, Michael Yee, Nina Sugaya and Taylor Rosenthal

Faculty Adviser: Leslie Sager

Community Partner: Delve

The Biomass Briquette Stool project serves to mitigate deforestation in Kenya by developing a biomass briquette machine which would create a more sustainable fuel alternative to replace wood. This team of students designed a stool which was trailed over the winter of 2020. Abigail, Nina, Taylor, and Michael will install the Biomass Briquette Stool in local primary schools and train students and staff in how to use the machine.

7. Engaging Young Students Through Garden-Based Education

Student: Jaqueline Olson

Faculty Adviser: Claudia Irene Calderon

Community Partner: Nuestro Mundo Community School

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

The project will assist Nuestro Mundo (NM)’s Green Team to establish a vegetable garden and initiate a garden-based educational program to engage a diverse group of students, staff and parents through planting, growing, and harvesting fresh produce. The garden will provide a unique opportunity for students and staff to engage in the outdoors, grow fresh fruits and vegetables, gain lifelong skills and introduce students to the importance of nutrition.

8. Biomass Briquette Stool

Student: Conner Simon

Faculty Adviser: Catherine Woodward

Community Partner: Ceiba Foundation for Tropical Conservation

This project collaborates with Fundación Ceiba to investigate human impacts on beaches of the Ecuadorian coast in Manabí Province by assessing the density of Ghost crabs, a bioindicator of pollution and human disturbance on sandy beaches, and by recording direct evidence of humans including plastic waste and vehicle tracks. Conner will also present on the values of biodiversity and coastal ecosystem health at several schools with whom Ceiba has already worked and involve Ecuadorian students in data collection.

9. Preventing Diabetic Foot Amputation in Low-Income Settings

Student: Jan Wodnicki

Faculty Adviser: Justin Boutilier

Community Partner: CMC Vellore Hospital

This project aims to develop a machine learning algorithm that can be used to predict the risk of ulcer formation in diabetic individuals and improve the time to initiate treatment. Jan Wodnicki, along with a team of undergraduate engineers are designing a portable thermal imaging booth to collect further thermal imaging data. Jan will travel to India to collect data to inform the first risk-assessment technique for detecting diabetic foot ulcers and preventing diabetic foot amputations.

APPENDIX D: WISCONSIN WITHOUT BORDER AWARDS

4-W UNDERGRADUATE AWARD

Anusha Naik and Samantha Lettenberger

International 4W Internship

Community Partner: Days for Girls Ghana

As 4W interns in summer 2019, Anusha and Samantha worked with Days for Girls Ghana to expand the reach of a project sponsored by the Rotary Club of Madison called Be in School Every Day. The project aims to reach 15,000 junior high school girls in southern Ghana to increase menstrual hygiene knowledge and provide kits of sanitary products to address a barrier to regular school attendance. The two assisted with trainings in rural schools, conducted a focus group for parents, and designed and produced promotional materials for social media, a board game and posters for distribution in schools, an informational pamphlet for parents and a brief to represent Days for Girls to potential partner organizations.

GRADUATE STUDENT AWARD

Emma Svenson and Jacob Svenson

Comparing Self-Prescribed Antibiotic Usage Across Rural and Semi-Urban Populations in San Lucas Tolimán, Guatemala

Community Partner: The Obras Sociales Mons. Gregorio Schaffer Hospital and Community Health Worker Program

This research project and Master in Public Health thesis grew from a service-learning opportunity that Emma and Jacob had previously participated in. This project designed a culturally and linguistically appropriate interview guide and gathered information about antibiotic self-medication practices. Preliminary results indicate that antibiotic usage regularly occurred without oversight from a doctor, veterinarian, or other health practitioner and they noticed a significant amount of antibiotic overuse in the community. This ongoing project will help local health workers design and implement interventions to improve antibiotic stewardship.

FACULTY OR STAFF AWARD

Nathan Larson, Claudia Irene Calderón, Alex Wells, Samuel Dennis and Renata Solan

Colaboración entre Huertos Escolares (School Gardens Collaboration)

Community Partners: Helda Morales and Bruce Ferguson, LabVida, El Colegio de la Frontera Sur (ECOSUR), San Cristóbal de Las Casas, Chiapas, México

This project's goal is to grow relationships and share best practices, ideas, and successful models related to garden-based education between school garden partners and networks in Wisconsin and Chiapas, México. Project partners disseminated multiple forms of local garden-based education knowledge across borders, regions, and languages including the free garden-based learning book, *La enseñanza en el aula de la naturaleza* which was translated into the Bachajón and Tenejapa variants of Tseltal, a Mayan language spoken in Chiapas. Partners in this collaboration will continue to engage in exchanges and knowledge-sharing through their programs and networks including LabVida, the Chiapas School Garden Network, Wisconsin School Garden Network, School Garden Support Organization Network, and Red Internacional de Huertos Escolares.

PETER BOSSCHER UNDERGRADUATE AWARD

Joel Baraka

My HOME Stars: Using The 5 STA-Z Game to Improve Learning for Refugees

Community Partner: CIYOTA (COBURWAS International Youth Organization to Transform Africa)

Joel Baraka grew up in Kyangwali refugee camp where one of the non-profit organizations that he saw support and empower refugee students was CIYOTA – (COBURWAS International Youth Organization to transform Africa). When he founded the educational platform My HOME Stars in 2016, he quickly established a relationship with teachers at COBURWAS Primary School that CIYOTA runs in Kyangwali. With the aim of providing engaging and fun resources for learners, My HOME Stars hopes to transform education content delivery within refugee camps and beyond. So far over 500 refugee students have used their 5 STA-Z educational game series that employs peer-to-peer and active learning approaches. Joel and his team have a target of reaching 1,500 students by the end of this year.

Haley Sisel

Employing a One Health Approach to Address the Implications of Mycotoxin Exposure in Rural Guatemala

Community Partner: Red Kuchub'al

Haley joined a longstanding partnership between Dr. Claudia Irene Calderón and Red Kuchub'al and their project was also selected for a Wisconsin Idea Fellowship. Their team aimed to identify the ramifications of excessive mycotoxin exposure on animal and human well-being. She conducted relevant and impactful research to shed light on mycotoxin prevalence in especially vulnerable, rural areas. This project increased awareness of the health consequences and connected doctors, veterinarians, farmers and scientists from all over Guatemala in a robust interdisciplinary network.

APPENDIX E: 2019-2020 MORGRIDGE FELLOWS

OLUFUNMILOLA ABRAHAM, ASSISTANT PROFESSOR, SCHOOL OF PHARMACY

Dr. Abraham received her BPharm degree from University of Lagos, Nigeria and practiced as a hospital and community pharmacist in Nigeria. She received her MS and PhD in social and administrative pharmacy from the University of Wisconsin-Madison. She also received a PhD minor in industrial and systems engineering from UW, focused on human factors and ergonomics and a graduate certification in patient safety. Dr. Abraham's research goal is to improve medication use for vulnerable and underserved populations such as children, young adults, women, and people living with serious chronic health conditions.

KARLA AUSDERAU, ASSISTANT PROFESSOR, KINESIOLOGY

Dr. Ausderau received her PhD from the University of Southern California. Dr. Ausderau's research program focuses on families and child with autism spectrum disorder. She studies daily occupations, specifically eating and mealtimes, to elucidate the impact on the child's health, family wellness, and overall daily participation. She also studies sensory features in children with autism spectrum disorder, including their development, characterization, and impact on daily participation. With better characterization of feeding and sensory behaviors, she hopes to be able to develop more effective assessment tools, targeted treatment strategies, and improved outcomes for children and families.

KALLISTA BLEY, PHD STUDENT, GEOGRAPHY

Kallista received her MPH in health and social behavior from the University of California, Berkeley, School of Public Health. Kallista has worked extensively in community-based research and brings a depth of experience applying participatory approaches, developing research tools, and conducting quantitative and qualitative research and analysis. Kallista is skilled in using video and photography as a means to identify shared concerns for collective action.

HEIDI BROWN, ASSISTANT PROFESSOR, UROGYNECOLOGY

Dr. Heidi Brown is a member of the UW Ob-Gyn Division of Gynecology, and is board-eligible and specializing in Female Pelvic Medicine and Reconstructive Surgery. After graduating magna cum laude with a Liberal Medical Education (Community Health) degree from Brown University in 2000, Dr. Brown pursued her MD at Brown University's Warren Alpert School of Medicine between 2001 and 2006. During medical school, she also completed a year-long fellowship in applied epidemiology with the Centers for Disease Control and Prevention in Atlanta, Ga. Dr. Brown spent 2006 to 2010 as a resident in Obstetrics and Gynecology at the University of Pittsburgh Medical Center, Magee-Women's Hospital. She completed her fellowship in Female Pelvic Medicine and Reconstructive Surgery at the University of California, San Diego, in June 2013 and received her Masters in Advanced Studies (Clinical Research) degree in March 2013 from the same institution. Her primary research focus is on barriers to care-seeking for pelvic floor disorders.

PATTI COFFEY, FACULTY ASSOCIATE, PSYCHOLOGY

Patricia is a forensic psychologist and UW-Madison Psychology department faculty associate. She has undergraduate degrees in psychology and Ibero-American Studies from the UW-Madison and a PhD in clinical psychology from the University of Vermont. She has been in private practice in Madison for over 20 years providing treatment and forensic evaluation services. In addition to private practice, she also worked half-time for Mendota Mental Health Institute and the Sand Ridge Secure Treatment Center for 9 years. In 2014 she started working full time in the UW-Psychology Department.

NATHAN GIBSON, ETHNIC AMERICAN MUSIC CURATOR, MILLS MUSIC LIBRARY

Nathan is a PhD candidate in the Department of Folklore and Ethnomusicology at Indiana University. He holds a BFA in writing, literature and publishing from Emerson College and an MA in ethnomusicology from Indiana University. He has designed and taught courses on American Vernacular Music, Nordic-American Folksongs, Music Cultures around the World, Socially Conscious Songwriting and co-teaches a summer Folklore field school. His work at the Mills Music Library is focused on folklore archives, audio preservation, the Global Centers-Local Sounds NEH project, as well as curating and documenting ethnic American and Nordic-American music collections pertaining to the upper midwest.

MARIA MORENO, ASSOCIATE FOR EXPERIENTIAL LEARNING IN THE DEPARTMENT OF PLANNING AND LANDSCAPE ARCHITECTURE AND MULTICULTURAL OUTREACH SPECIALIST WITH THE EARTH PARTNERSHIP

Maria, PhD, is a cultural anthropologist by training and works with the undergraduate certificate in Global Health program and the Earth Partnership program. She works with the undergraduate certificate team to develop curriculum and courses, document impact, and help manage the program. At Earth Partnership, she develops curricular materials and outreach programs centered on ecological restoration for youth, college students, community members and professional development for teachers. She also designs, teaches and supervises community-based learning as well as domestic and international internships on environmental education. She leads Earth Partnership Global Initiatives in Mexico, Nicaragua, Dominican Republic, Ecuador and Puerto Rico.

LESLEY SAGER, FACULTY ASSOCIATE, DESIGN STUDIES

Lesley's journey from photography, to social work, to interior design, has shaped who she is as a person and a teacher. She is passionate about design and how powerful the design process can be to help change how we live. She loves watching and guiding the students on their path to becoming inspired, innovative designers with an eye towards making the world a better place to live. Lesley's students get to design everything from light fixtures, to furniture, to homes, to offices, to a women's maker studio in Kenya!

SARAH SHORT, ASSISTANT PROFESSOR, EDUCATIONAL PSYCHOLOGY

Sarah is an assistant professor and the Dorothy King Chair in educational psychology and a faculty member for the Center for Healthy Minds at UW. She received her PhD in biological psychology and neuroscience from UW-Madison. Following her graduate studies, she completed a postdoctoral fellowship at the University of North Carolina at Chapel Hill in developmental cognitive neuroscience. Short's current research focuses on the impact of poverty on early child brain development. She has recently been awarded a \$2.5 million National Institute of Child Health and Development (NICHD) grant to study the link between poverty, brain development, and cognitive processes that facilitate learning, self-monitoring and decision-making in children.

TRACI SNEDDEN, ASSISTANT PROFESSOR, SCHOOL OF NURSING

Dr. Traci Snedden is an assistant professor in the School of Nursing. She earned her PhD from the University of Colorado and completed a post-doctoral fellowship with a joint appointment at the UW-Madison School of Nursing and School of Medicine and Public Health. She focuses her research on adolescent concussion, sports safety, injury prevention and recovery, and overall student health and wellbeing. A skilled collaborator, Dr. Snedden's work is influenced by her diverse clinical background that reflects a long history in the highly-ranked Children's Hospitals of Milwaukee, Seattle and Denver, where she provided care as an inpatient nurse in the Pediatric Intensive Care Unit and as a pediatric nurse practitioner in the Pediatric Emergency Department. She is a member of the Brain Injury Association of Wisconsin Advisory Board, the Society of Pediatric Research in Sports Medicine, the Badger Athletic Performance Team, and the Big Ten/Ivy League Academic Alliance on Traumatic Brain Injury Research Collaboration.

WEIHUA ZHU, ASSISTANT PROFESSOR, ASIAN LANGUAGES AND CULTURES

Dr. Zhu received her PhD from the University of Florida, and her current research interests include interactional features of Mandarin Chinese speakers in natural conversation, speech behavior and pragmatic perception and teaching Chinese as a foreign language.

APPENDIX F: CPO STAFF MEETINGS

July: Hear from people about productivity apps or programs that they like (or not), plus any and all hacks that help us connect to each other and support outreach/partnership work. Bring devices if you'd like to show and tell. OR, if you feel clueless about this stuff, just bring yourself and learn new things from your CPO colleagues, through good, old fashioned word-of-mouth!

August: Learn about the upcoming transformation of the Title and Compensation system for staff at all UW System schools. The current Human Resources system is a product of the 1980s and our linkage (since removed) to the state public service HR system. There are currently over 1,800 different job titles in use. The new Title and Total Compensation (TTC) project aims to reduce that number in half with standardized job descriptions for everyone that capture responsibilities and not tasks. The other two primary goals for the TTC are to better match our staff titles with those used by other universities so that market-informed titles and pay ranges are used. How many of you know what an Associate Faculty Associate does? The second is to have clear career progressions in our HR system so that all staff can see paths for advancement. We are roughly two years into the TTC project and the activities for individual employees is about to begin.

September: Aaron Bird Bear lead a session titled "Beyond the Colonial Veneer: Engaging First Nations to address Essential Learning Outcomes in Higher Education." You may know there is a new heritage marker on Bascom Hill at the University of Wisconsin–Madison that recognizes the land as the ancestral home of the Ho-Chunk, acknowledges the circumstances that led to their forced removal, and honors the Ho-Chunk Nation's history of resistance and resilience. CPO folks participated in a few small group exercises about how we might engage First Nations as an academic community and also provide an overview for how we arrived at the Our Shared Future heritage marker.

October: Morgridge Center Faculty Director Earlise Ward, Associate Director Lisa Chambers and Community Engagement Preparation Specialist Cory Sprinkel revisited the University of Wisconsin's Civic Action Plan to learn what progress has been made since the plan was released in 2017. The second half of this session provided attendees with the opportunity to share how their work supports the plan and offer opportunities for continued involvement.

November: Associate Deans Doug Reinemann, Patrick Robinson and JulieAnn Stawicki provided updates on the integration of the Division of Extension into the UW–Madison campus, implementation of the Next Generation redesign of the Division of Extension and the redesign of Extensions major campus partner: the college of agricultural and Life sciences. Patrick, JulieAnn and Doug also discussed ways in which the Division of Extension is working with other schools and colleges on the Madison campus and opportunities for further engagement, the role of county-based educators and visions for the future of Extension.

December: Claire Barrett, long-time CPO member and recent UW–Madison graduate with a joint PhD in educational psychology and civil society and community research shared her dissertation research. As part of her dissertation, Claire studied the experiences of underrepresented and minoritized college students who participated in various types of community-engaged learning experiences and how those experiences impact psychosocial wellbeing. Claire shared her learnings on how community-engaged learning opportunities can be designed to support the wellbeing of marginalized students on our campus.

January: Emily Reynolds, Assistant Director – Community Engagement & Alumni Relations of the Nelson Institute for Environmental Studies presented about some of the 50th anniversary events and outreach for the Nelson Institute and Earth Day. The upcoming Earth Day Conference was held virtually April 20, 2020 and the theme will was: Earth Day @ 50: Aspiring for Sustainability, Striving for Justice, Crafting the Planet.

She was joined by Heather Owens, audience development & communications specialist of the Division of the Arts and Beth Racette, community engagement coordinator of the Overture Center of the Arts to present about the environmental art committee, collaboration, and initiative to promote environmental arts events on campus and within the community.

February: Brenda Gonzalez, UW–Madison campus relations director provided a session focused on community relations, the role of the community relations office, progress over the past six months, upcoming opportunities and the UW South Madison Expansion Project. The second half of the session she provided an opportunity for dialogue — identifying ways in which we can support, strengthen and sustain campus and community collaborations.

March: Learn more about Local Voices Network, a unique physical-digital network designed to bring under-heard community voices, perspectives and stories to the center of a healthier public dialogue. Launched in Wisconsin (by UW Political Science professor Kathy Cramer) and developed by Cortico (at MIT), LVN hosts are organizing and guiding hundreds of small-group conversations throughout Madison and beyond. Learn about this important civic and timely project from LVN staff member Mathias Lemos Castillo.

The second half of the session provided an opportunity for dialogue — identifying ways in which we can support, strengthen and sustain campus and community collaborations with LVN expertise and resources!

April: With campus impacted by COVID-19, CPO members are seeing how they are all seeing their roles shift as a result of this situation and how they can continue to collaborate and build community with one another through it all in an online Zoom meeting.

June: Joined by Director of Wisconsin Campus Compact, Kelvin Alfaro. Kelvin has been working tirelessly these past few months to listen to and work with community engagement professionals across the state and country. As we all grapple with what the coming months in this work may look like for us, Kelvin will share insights and facilitate discussion around how we can move forward in this work in meaningful ways related to COVID-19 adjustments and the ongoing and crucial work of advancing racial justice.

APPENDIX G: YEAR ONE PROGRESS OF COMMUNITY ENGAGEMENT PREPARATION SPECIALIST

In June of 2019, Cory Sprinkel began working with the Morgridge Center in the newly designed role of community engagement preparation (CEP) specialist. This position, which was created as a result of the University Civic Action Plan (CAP), is charged with advancing the plan's first recommendation. This report outlines the work that has been thus far, as well as future planning, to move that goal forward.

Addressing Civic Action Plan Recommendation #1:

Ensure preparation of UW–Madison stakeholders for high quality community-engaged work and partnership (where higher quality means sustained, culturally sensitive and aware, collaborative and mutually beneficial with community partners).

3-YEAR PLAN

With current funding for the position of community-engagement preparation specialist budgeted for three full years, the abbreviated plan below provides structure for growing the quality of and capacity for community engagement preparation training, as well as a brief summary of what has been accomplished in year one.

YEAR 1: ACADEMIC YEAR 2019-2020 ACCOMPLISHMENTS:

- Community and faculty focus groups, as well as numerous informal interviews, conducted to better understand preparation needs
- Developed database to formulate a clearer picture of the breadth of community-engaged programs at UW, including to what extent existing programs train or prepare their participants for community engagement and whether these programs track student or community partner outcomes
- CEP specialist developed relationships with campus partners and provided trainings to courses and small groups to increase awareness of position
- Utilizing information gleaned from focus groups, a tiered preparation curriculum was developed (see Appendix 1) and piloted:
 - To better integrate community voice, five community partners were formally consulted to provide feedback throughout the content development process
- Workshop request structure implemented to track and respond to UW preparation needs
- Online modules, intended to mirror in-person curriculum and increase reach of material, were researched and drafted. CEP specialist is currently working with DoIT to develop the modules and launch for fall 2020

Presentations

- Morgridge Fellows: Preparing Students for Community Engagement
- 3 course presentations
 - Counseling Psychology 601
 - Agroecology
 - Civil Society and Community Studies
- Morgridge Center affiliated RSO presentation
- Engaged Scholarship Roundtable: Reflection and Assessment Session

- Badger Volunteers Education Session: Meaningful Community Engagement
- Community-Based Learning Grant Recipients: Preparing Students for Community Engagement
- Wisconsin Idea Fellowship Students
- MLK Jr. Memorial Lecture: MLK Jr. and Community Engagement
- Morgridge Center Student Staff Training
- GUTS Tutoring Training

Collaborations

- Multicultural Student Center - Social Justice Educators
 - Power, Privilege and Positionality Workshop
- Division of Student Affairs
 - MLK Jr. Memorial Lecture and Discussion Guide
- Center for Leadership and Involvement
 - Student Organization Partnership Program mini-grant
- Earth Partnership Program, International Internship Program, Global Health Institute
 - International Community Engagement Workshop
- DoIT - Academic Technology
 - Online module development

There were two primary areas of focus for year one in this role. The first has been to become acclimated to the university, seeking to understand the current landscape of community engagement, as well as the key partners, programs, and opportunities. This also included conducting focus groups with community partners and forming relationships that allowed the CEP specialist to understand community expectations for university partnerships.

By working to better understand the university through intentional tracking and strategic outreach, the CEP specialist was able to effectively move into the second focus area - content creation and implementation. In this phase, content was developed and piloted to the broader university. By engaging multiple university personnel the CEP specialist have been able to identify opportunities to strengthen and further tailor the content to best meet disparate needs. A handful of community partners are also being consulted throughout this process to ensure the content truly meets community expectations.

YEAR 2: ACADEMIC YEAR 2020-21 OBJECTIVES:

- Two undergraduate facilitators will join Morgridge Center team to expand workshop offerings and increase reach and availability of face-to-face workshops
- Launch online modules using a blended approach. Students or faculty/staff could opt to complete the entire module, or professors and relevant staff could take components of the modules (i.e. cultural humility) and supplement as necessary into their courses or programs
 - Assessment and corresponding module revisions will be incorporated into this process
- Workshops will continue to be revised and updated, as well as further tailored to best meet the needs of diverse audiences
- Existing resources (i.e. Community-based Learning Online Resource Library) will be updated and expanded to better support and provide resources to community-engaged students/staff/faculty

The focus of year 2 will be on capacity building and strengthening existing resources and trainings. Utilizing feedback from the workshop pilot, the content will be updated and will also inform the creation of the online modules. The hiring of student facilitators will allow for the workshops to be more easily requested and facilitated. The CEP specialist will also plan to develop more strategic relationships with colleagues across campus so that the content can be handed-off and incorporated into other programs. This move would also aim to strengthen the culture of community engagement at UW, position Morgridge Center as a collaborator and not simply a box to be checked when engaging with the community. Further effort will also be put into updating and increasing the reach of existing Morgridge Center resources, such as the Center’s online resource library and the Student Organization Partnership Program.

YEAR 3: ACADEMIC YEAR 2021-22 OBJECTIVES:

- Anticipate hiring one to two more student facilitators to support increase training capacity and reach
- Continue to build and revise infrastructure to support meaningful community engagement across UW
- Develop and implement other initiatives to foster a stronger approach to community engagement. Current ideas include:
 - o Department-specific communities of practice
 - o Extended faculty and staff training sessions in the form of a day-long conference
 - o Enhancing curriculum offerings to also address topics such as: deliberative dialogue, harnessing community wisdom and community engaged scholarship

The focus of year 3 is on further developing a culture at UW that critically examines and engages with the community. By this point in the position, the training curriculum, as workshops and online modules, should be strong and continuing to increase in capacity and demand. With student interns hired to oversee some of the logistical work of managing and facilitating the curriculum, the CEP specialist will have increased capacity to push forth other initiatives as noted above. It is also likely that this role will serve increasingly as a consultant, providing interested faculty or staff with resources and strategies for better integrating the community into the course or programs.

Beyond year 3, there will still be a need to monitor and revise this curriculum. New needs will continually arise as our university and community continues to grow and change. Additionally, in alignment with the culture change tied to CAP recommendation #1, there is a possibility that this position can be leveraged to promote more systemic and institutional initiatives that elevate the importance and quality of community engagement at the University of Wisconsin.

Key Highlights of Year One

Community Engaged Preparation Curriculum Pilot: Assessment

Registration Numbers (Figure 1)

- o 98 Total Registrants
- o 39 Staff
- o 34 Graduate Students
- o 6 Faculty
- o 19 Undergraduate Students

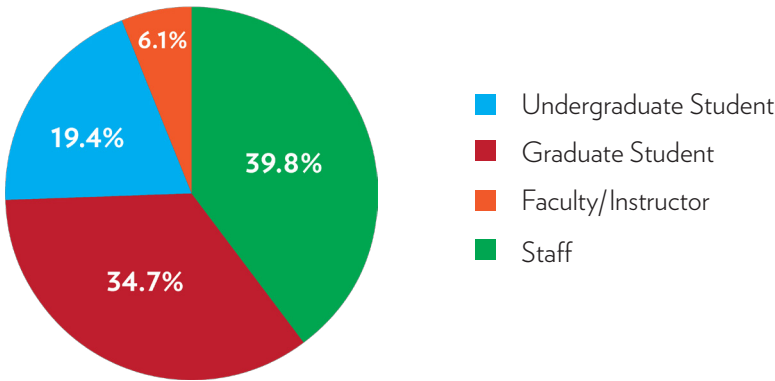


Figure 1

Today's workshop increased my understanding of...

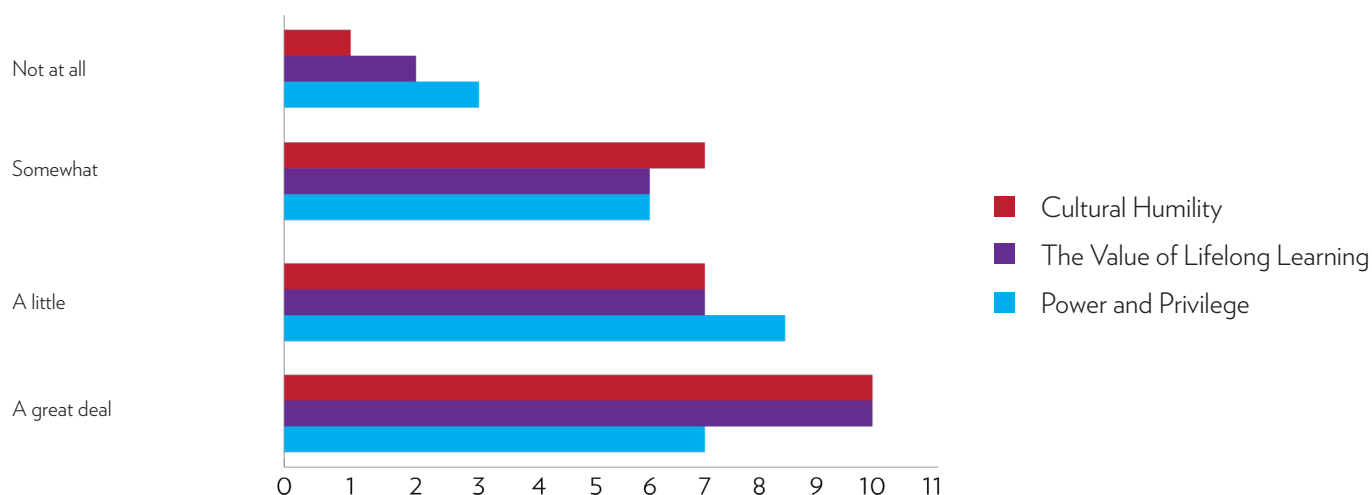


Figure 2

Are you currently enrolled in or teaching a community-...

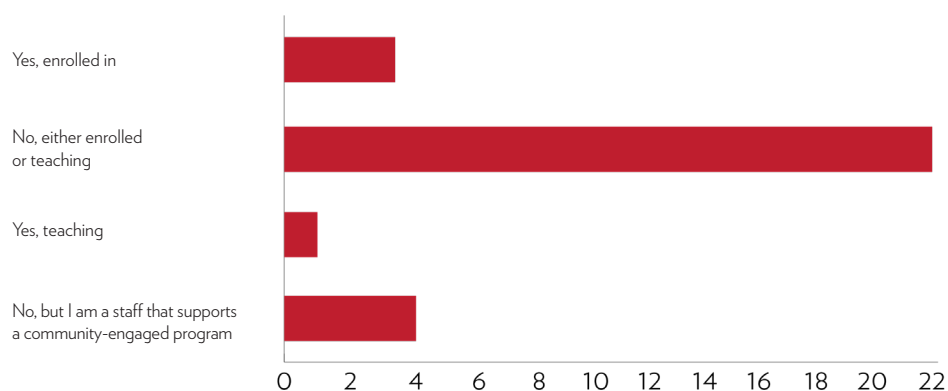


Figure 3

KEY FINDINGS:

- Participants wish the workshops were longer, recognizing the depth and relevance of the information presented and wanting to dive further into the topics
- Graduate student attendance was higher than expected, perhaps suggesting a lack of community preparation in their respective programs (Figure 1)
 - Many attendants are not currently enrolled in or teaching CBL courses, which may indicate a need to better reach people who are already engaged (Figure 2)
- Community Engagement is a broad term with nearly infinite entry points and perspectives (i.e. field work, community-based research, etc). More work needs to be done to flesh out these differences and tailor materials to support these efforts
- Many participants attended more than one session
- Demand was greatest for the “Power, Privilege and Positionality” and “Entering, Engaging and Exiting Communities” workshops

- Over half of all surveyed participants (n = 30) indicated “a little” or “a great deal of” growth in understanding of: (Figure 3)
 - o Cultural Humility
 - o The value of Lifelong Learning
 - o Power and Privilege
- For qualitative feedback see [page 69](#)

UW COMMUNITY ENGAGEMENT DATABASE KEY FINDINGS:

- Nearly 110 community engaged programs (not courses) identified
 - o 45 Distinct UW units doing community engagement
 - o Approximately 30 of the 110 programs have some form of preparation and/or tracking
- While a good deal of programs do offer some form of training or orientation before students engage with the community, most do not. Of those that do, virtually none of them assess the impact of their training on students or the community partner
- There is no institutional approach to monitoring or tracking community engagement, making some of this data potentially outdated or hard to find
 - o CEP specialist is working in collaboration with staff from Center for Community and Nonprofit Studies and Community Relations to consider tools and models that may make this easier
- 424 RSOs categorized as service/volunteer

COVID-19 Impacts

Like nearly all campus operations, the work of this position also faced disruptions resulting from COVID-19. Of the seven scheduled workshops for the semester, three were scheduled to occur between mid-March and May. The three workshops that had to be cancelled in-person were rescheduled to occur virtually. Attendance for virtual participation was significantly lower than in-person workshops, but this was expected.

As we progress through this pandemic with a large degree of uncertainty, the forthcoming online modules will allow for increased ability to maintain these offerings regardless of how COVID-19 impacts campus operations. Online workshops are also a modest adaptation as needed and have revealed potential engagement strategies that could be used in the development of the online modules.

Metrics for Success

Continued assessment

- Growth in participant understanding of cultural humility, equitable partnerships, and community-identified need
- Anecdotally, we know there is a large need for this type of training for faculty. An increase in faculty use of or attendance in trainings would be a strong indicator of impact

Relationship formation

- It will be important for the Morgridge Center and the CEP specialist to continually build strong and authentic relationships with our community partners. The goal is to remove the barriers that allow issues to remain unaddressed and that make community partners feel unheard and undervalued

Culture Change

- There are many wonderful efforts at work across UW aiming to strengthen UW’s commitment to community engagement, plugging into and expanding these efforts is key

PREPARING FOR COMMUNITY ENGAGEMENT WORKSHOP SERIES

Locations and registration information available online. Refreshments provided at all workshops

Visit go.wisc.edu/eworkshops for more information. Each workshop is a **hour and a half long**.

JAN 28	<p>Intro to Community Engagement</p> <p>Motivations for service, cultural humility, university and community power dynamics, systems thinking</p> <p>Intended audience: Faculty, Staff & Students</p>	MAR 10	<p>Power, Privilege, and Positionality</p> <p>Self awareness, equitable partnerships, social justice, allyship and solidarity</p> <p>Intended audience: Faculty, Staff & Students In partnership with the Multicultural Student Center</p>
JAN 31	<p>Preparing Students for Community Engagement</p> <p>Reflection, dialogue, integrating the community partner, assessment, student development</p> <p>Intended audience: Faculty and Staff</p> <p><i>This workshop will also be available on April 7 at 12 p.m. at Union South*</i></p>	MAR 25	<p>Community Engaged Leadership</p> <p>Leadership, values, community engagement</p> <p>Intended audience: Students</p>
FEB 20	<p>Entering, Engaging and Exiting Communities Respectfully</p> <p>Managing partnerships, principles of engagement, building sustainable programs, understanding community assets</p> <p>Intended audience: Faculty, Staff & Students</p>	APR 14	<p>International Community Engagement</p> <p>Saviorism, cultural awareness and humility, asset-based frameworks, ethics</p> <p>Intended audience: Faculty, Staff & Students</p>



**Morgridge Center
for Public Service**
UNIVERSITY OF WISCONSIN-MADISON

If you are in need of accommodations to participate, please email Community Engagement Preparation Specialist Cory Sprinkel at sprinkel@wisc.edu

COMMUNITY ENGAGEMENT PREPARATION WORKSHOP QUALITATIVE FEEDBACK

Overall prompt: What is one lesson/idea you are leaving with today?

Intro to Community Engagement

- “Cultural humility as a relationship-based process rather than a competency that can be achieved independently.”
- “Gained a better understanding of how to listen and resources which can further my learning about community engagement.”
- “Cultural humility. Be aware of your own bias and do self-reflection.”
- “Implicit bias can have a major impact on my project on (sic) getting more engaged with the community.”
- “It is more important to first build a relationship with a community than to dive right into work.”
- “The distinction between an asset-based vs deficit-based approach to engagement seems very valuable.”
- “I learned great techniques that will help build more authentic relationships with those in the community.”

Preparing Students for Community Engagement

- “Community engagement takes a lot of dedicated time.”
- “We can start integrating these ideas even if we’re not doing a CBL class.”
- “Interesting idea of the cognitive dissonance for perhaps having engaged in work that could be harmful.”

Entering, Engaging, and Exiting the Community

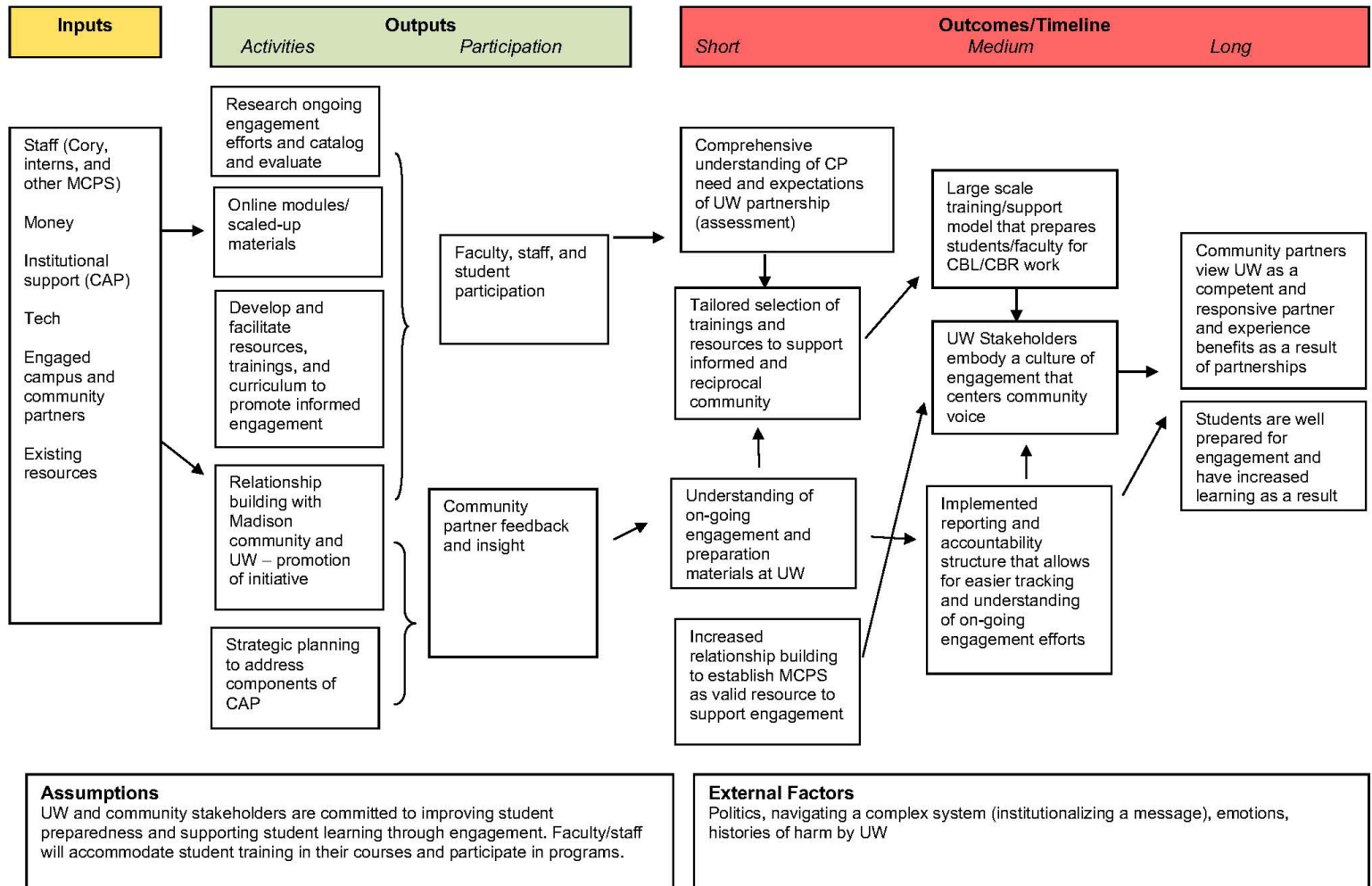
- “Empower the community.”
- “Asset mapping!”
- “Clarify intentions and expectations.”

Power, Privilege and Positionality

- “Self-awareness, self-reflection, self-critique.”
- “The implicit bias iceberg is a wonderful tool. The spectrum of cultural safety. Thank you!”
- “I found the cycle of socialization heuristic to be very powerful and useful!! I plan to share it with my students.”
- “How important education at UW-Madison can be: one person at our table is a fresh(wo)man and exposed to important concepts for the first time.”
- “The cycle of socialization and being more aware and more conscious of each individual’s background.”
- “Being mindful of people’s feelings/concerns. Everyone comes from different backgrounds and cultures. Be kind!”
- “I need to re-evaluate the standards I hold adults to vs kids/teens to in terms of how I expect them to handle a microaggression, adults get triggered too.”

PROGRAM: COMMUNITY ENGAGEMENT PREPARATION LOGIC MODEL

Situation: Addressing the Civic Action Plan Recommendation #1 by developing a system that promotes the increased preparation of students, faculty, and other university stakeholders to enter into community partnerships and learning experience in a more prepared and competent manner.



Rev. 7/09

COMMUNITY ENGAGEMENT PREPARATION WORKSHOP CURRICULUM

Learning Outcomes by Presentation & Audience

Introduction to Community Engagement (Applicable to all audiences)

- Articulate individual motivations and goals for community engagement/“service”
- Define cultural humility and recognize its implications for engaging appropriately with communities
- Recognize the role of root causes in informing the social issue and engagement
- Understand best practices and key considerations for engaging with communities

Entering, Engaging and Exiting Communities (Students)

- Understand how to analyze a community partner’s mission, history, and context and how those factors inform engagement
- Contrast different principles of community engagement and define their own principles
- Apply active listening and relationship building strategies to their engagement
- Explain the importance of sustainability as it relates to community engagement

Entering, Engaging and Exiting Communities (Faculty/staff)

- Develop strategies for preparing students to engage with community
- Apply active listening and relationship building strategies to their engagement with students and community
- Explain the importance of sustainability as it relates to community engagement
- Understand best practices for community voice into university efforts

Power, Privilege and Positionality (Students)

- Examine their own identities and consider their implications for shaping engagement
- Apply an equity lens to engagement as it relates to partnerships, impact, and power
- Develop personal understanding of allyship and growth opportunities related to it (lifelong learning)

Power, Privilege and Positionality (Faculty)

- Examine their own identities and consider implications for shaping engagement with community and students
- Apply skills for addressing and facilitating critical and challenging classroom conversations and situations
- Analyze the impact of power and positionality on community partner relationships and consider strategies to disrupt such barriers
- Weigh personal understandings of community and social issues to identify growth areas

Preparing Students for Community Engagement (Faculty and Staff audiences)

- Articulate the importance of student preparation for community engagement and identify preparation needs specific to their course/program
- Understand how to leverage core components of community-engaged learning pedagogies to increase student preparation and success
- Consider skills and practices to engage with challenging conversations and issues in the classroom
- Identify opportunities to improve community partnerships and integrate community voice and knowledge into the classroom/program
- Consider the role of cultural and intellectual humility within community engagement

Community Engaged Leadership (Student organization focus)

- Examine the alignment of community to one's individual values
- Describe the role of community within the UW Madison Leadership Framework
- Recognize role of self-directed learning within community engagement
- Implement strategies to present and explore the information from the presentation with other students within their groups or students they work with

International Community Engagement (Students)

- Analyze their motivations for participating in international community engagement as opposed to local or national engagement
- Identify how these motivations may affect or direct how they engage with communities
- Identify challenges unique to international engagement not present in local or national engagement and methods to overcome these challenges
- Question how their personal and national identities impact how they're perceived and treated abroad
- Recall common examples of how well-meaning international community engagement has not benefited, or harmed, communities
- Evaluate critically how their program will affect communities in both short and long term.

International Community Engagement (Faculty and Staff audiences)

- Analyze their own identity, position of power, and how this impacts their relationship with communities abroad
- Prepare to discuss issues such as power, privilege, and discrimination with participating students. Emphasis on personal and national identities
- Utilize core community engagement principles when developing program curricula
 - Use community input to plan the program/ project
 - Students and staff actively engage with and receive feedback from community throughout the project
 - Perform follow-up and maintain contact with community to learn about long term impacts from the project



Morgridge Center
for Public Service

UNIVERSITY OF WISCONSIN-MADISON