



MORGRIDGE CENTER FOR PUBLIC SERVICE

ANNUAL REPORT | 2020-21

PREPARED JUNE 2021

TABLE OF CONTENTS

Letter from the Director	3
Morgridge Center Staff	4
Student Staff and Graduate Student Fellows	6
Advisory Board	9
Internal Programs and Initiatives	10
Office Administrations and Financials	13
Development	14
2020-21 Gifts and Grants	16
Communications and Marketing	17
Badger Volunteers	19
Co-Curricular Events and Programs	22
Additional Partnerships	23
BadgersVote	24
Community-based Learning	27
Community-based Learning Course Development Grants	28
Community-based Research Grants	29
Wisconsin Idea Fellowships	33
Morgridge Fellows	34
Community-Engaged Scholarship Programming	35
UW South Madison Partnership	36
Civic Action Plan	37
Community Engagement Preparation	39
Awards	43
Appendices	46



CAMPUS ADMINISTRATIVE AFFILIATION

School of Education

LOCATION

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Madison, WI 53706

BUSINESS HOURS

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LETTER FROM THE DIRECTOR

Greetings,

I hope you and your family are doing well as we live and work in the “new normal.”

Since March 2020, all staff have been working remotely, while continuing to advance the important work of the Morgridge Center for Public Service. With direction and guidance from university leadership including Chancellor Blank and Dr. Hess, Dean of the School of Education, we are looking forward to returning to campus late summer and having an active fall semester with our students, faculty, staff and community partners.

Despite the challenges of the pandemic, the Morgridge Center team remained resilient in work that demonstrates the value of collectively investing in and seeking opportunities that improves society. We are grateful to our supporters, including John and Tashia Morgridge, our Board of Advisors and our university and community partners, for believing in and supporting the Morgridge Center’s vision and mission.

In this annual report, you will find evidence that we are advancing the center’s vision and mission, which is closely aligned with the public mission of our great university. A few highlights include:

- Excellent work by our Voter Engagement and Civic Learning Coordinator Zachery Holder and the BadgersVote Coalition work that led to UW–Madison being selected a Voter Friendly Campus 2021–22, one of 235 colleges and universities in the county.
- The Morgridge Center exceeded its expectations for support for community-based research and funded eleven community-based research projects for 2021-22.
- The Badger Volunteers (BV) program, UW–Madison’s largest volunteer program, continues to empower students to become civically responsible citizens through education, leadership development, critical reflection, while supporting community partnerships focused on community-identified priorities. This past year, our BVs remained engaged in service with our community partners — fall 2020 we had 178 BVs and spring 2021 we had 243 BVs, all working virtually.
- We are conducting a civic engagement study to understand underrepresented racial and ethnic minority students’ civic engagement activities at UW–Madison. We have 53 completed surveys and five interviews. We plan to complete the remaining 10 interviews by mid-August 2021, and will begin data analysis at that time, findings will be disseminated spring 2022.
- We have been diligent in advancing recommendations regarding the Civic Action Plan (CAP), and are working on developing a strategic plan to publicize the CAP and Outcomes.

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

Sincerely,



Earlise Ward, PhD, LP
Faculty Director, Morgridge Center for Public Service
Professor, School of Nursing

MORGRIDGE CENTER STAFF

STAFF TRANSITIONS

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 was 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 oversaw the Morgridge Center's communications and marketing plan. We are grateful for her many contributions to the Center's work. In late May she transitioned on from the Center to take the director of volunteer programs position at Second Harvest Foodbank of Southern Wisconsin. We are thrilled that we'll still be able to work together in her new role.

Beth Tryon, assistant director of community-engaged scholarship (CES), retired from full-time work after 11.5 years with the Morgridge Center. It's difficult to think about the Morgridge Center without Beth's contributions to professional development, teaching, scholarship on-campus, in Madison, across the state, nationally and globally. She has modeled the way for so many of us when it comes to the importance of centering community voice and relationships built on reciprocity. Beth has worked tirelessly to build the CES portfolio including launching the Morgridge Fellows program, and a doctoral minor/master's certificate in CES with her team and the civil society & community studies program, securing a campus sanctioned CBL course designation in the course guide, and recently supporting the development of a tenure and promotion subcommittee that successfully supported the acceptance of revised guidelines to include engaged scholarship.

Beth's legacy at the Morgridge Center will live on through numerous programs, relationships, collaborations, and students and staff whose lives she touched. We're guessing she will stay connected to the UW South Madison Partnership space which she helped to found located on South Park street, along with her work nationally with the Engagement Scholarship Consortium's "Outreach and Engagement Professionals Network", which she also helped to found and lead. While we will miss Beth dearly, we wish her all the best in her move to Florida where she will be helping care for her aging parents and returning to her roots in art and music. We are incredibly grateful for everything she has given to the Morgridge Center!

Thank you all for your contributions to our campus and community!

PROFESSIONAL STAFF

Associate Director

Lisa Chambers

Voter Engagement and Civic Learning Coordinator

Zachery Holder

Assistant Director of Civic Engagement and Communications

Cristina Johnson

Department Administrator

Dean Ladwig

Community-Engaged Scholarship Specialist

Haley Madden

Achievement Connections Campus Coordinator

Lauren Moy

Assistant Department Manager

Cristina Nino

Badger Volunteers Coordinator

Anya Piotrowski

Community Engagement Preparation Specialist

Cory Sprinkel

Assistant Director of Community-Engaged Scholarship

Elizabeth Tryon

Faculty Director

Earlise Ward

Communications and Marketing Specialist

Xai Xiong

HIRING

Zachery Holder joined the Morgridge Center family as the new voter engagement and civic learning coordinator in late September. Zachery comes to us from UW Housing where he served as the residence life coordinator at Chadbourne Hall. He brings a strong commitment to serving and supporting students as they develop the knowledge, skills, and commitments to increase and sustain participation in the democratic process. His work will enhance our ability to increase voting rates on campus for students of color, students in the STEM fields and graduate students — all populations that were underrepresented in UW's 2016 voter turnout rates. Zachery co-chairs the BadgersVote Coalition and supports the Student Vote Coalition mobilizing to get students registered and voting on campus. We are thrilled to have Zachery's passion and commitment to supporting community-campus partnerships in working together to increase voter engagement and civic learning at UW.

Lauren Moy joined the Morgridge Center this as the new achievement connections campus coordinator serving in a half-time position. Lauren is a junior majoring in biology and Spanish with a certificate in Chinese professional communications. She has experience working for a non-profit theater organization and the Minnesota Zoo, and has a passion for connecting with others to create a supportive community based approach to educating and understanding. We are thrilled that Lauren has brought her lens as a UW student as she recruits peers to participate in virtual tutoring opportunities at area high schools.

CC Vang completed his term as the AmeriCorps Achievement Connections Campus Coordinator in July. We want to thank CC for his amazing two years of service to the Morgridge Center in collaboration with the United Way of Dane County and Madison Metropolitan School District where he placed many UW–Madison students as math tutors within the high schools in Madison and Middleton. His contributions extended well beyond the parameters of the program. He supported the Morgridge Center by offering numerous presentations to prospective UW–Madison students and their families highlighting the work of the Center and encouraging civic involvement. He also stepped in during staffing transitions to support the Badger Volunteers Executive Committee and served as a mentor for many Badger Volunteers Leaders and Morgridge Center interns during his tenure.

We are thrilled to share that CC has started a master's program at UW–Madison's School of Human Ecology and thankfully re-joined the Morgridge Center in August as the graduate project assistant! CC will be working on several critical community-based research projects with Dr. Ward, including a descriptive study to better understand how and where racial and ethnic minority students at UW–Madison are engaging in civic and public service. We are thrilled that CC can fulfill this important role at the Center.

STUDENT STAFF

The Morgridge Center for Public Service employed 38 student interns in over 11 different positions in 2020-21.

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. Other responsibilities included tracking program data, planning education and workshop sessions, assisting with orientations, writing and distributing a Badger Volunteers newsletter, supporting and serving on the Badger Volunteers Executive Board.

BADGERSVOTE COALITION INTERN

The BadgersVote Coalition continued the momentum of the Big Ten Voting Challenge to prepare campus for the 2020 Presidential Election, with a focus on voter engagement programs and initiatives. Our vote interns supported the efforts of the BadgersVote Coalition, BadgersVote Student Coalition and the 2020 Big Ten Voting Challenge.

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. The intern's main responsibilities include conducting outreach presentations to students, faculty, student organizations and attending relevant virtual 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 ENGAGEMENT EDUCATION INTERN

This year our community engagement education (CEE) interns (2) joined the Morgridge Center team. The CEE interns played an integral role in ensuring UW student and staff readiness for community engagement. The interns presented well over 15 presentations throughout the academic year to community-engaged courses, programs, and more, around topics such as cultural humility and equitable relationships.



Badger Volunteers Interns

Melissa Her
Ashley Nelson
Cait Christenson
Natalie Tesch

Campus Outreach Intern

Victoria Soto

Community-Based Learning Interns

Danielle Wendricks
Kayla Cotton
Bertha Gonzalez
Catherine Torner

Community Outreach Intern

Bhavini Persuad

Marketing and Communications Intern

Erin Gretzinger

Operations Interns

Ali Baker
Mory Keita
Alejandro Gonzalez-Cibrian
Saffiatu Barrie
Tianna Gray

Social Media Interns

Emma Gleed
Emily Her

Community Engagement Education Intern

Angela Lor
Katie Koppen

Peer Advisors

Samantha Battenberg
Karina Melendez

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.

ENGAGEMENT PREPARATION PROGRAM INTERN

This role coordinated all functions connected to the Morgridge Center's 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 8,000 students, assisted with website maintenance, published featured stories and kick started our first ever podcast, GridgeFridge.

OPERATIONS INTERN

The Morgridge Center employed five operations interns. When the Morgridge Center's physical space was open pre-COVID-19 these students greeted visitors at the front desk. During the closure, they 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 engaging with the community. 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, interns held a webinar on civic engagement amid a pandemic in collaboration with students from Stanford University, University of North Carolina at Chapel Hill and Brown University. The peer advisors also created a presentation designed to facilitate learning and reflection on the various pathways to civic engagement and aided in supporting Registered Student Organizations (RSOs) for the Student Organization Partnership Program (SOPP). In 2020-21 the peer advisors scheduled 40 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 ninth year of collaboration between the Institute for Research on Poverty and the Morgridge Center.



Poverty Studies Media Intern

Simon Guma

Transportation Intern

Nicole Minerva

Vote Everywhere Ambassadors

Shreya Bandyopadhyay
Beth Allen

Big Ten Challenge Voting Intern

Tamia Fowlkes

BadgersVote Social Media Interns

Abigail Lehman
Ashley Harris

Campus Voter Project Democracy Fellows

Julia Warheit
Sofia Miller
Kayla Schwartz

Campus Election Engagement Program Fellows

Morgan Snyder
Katie Pollock

League of Women Voters Interns

Angela Maloney
Makayla Pesch

Engagement Preparation Intern

Jenna Harb

UW South Madison Partnership Intern

Tina Marshalek

SOCIAL MEDIA INTERN

The social media intern assisted the communications and marketing specialist in running Morgridge Center social media accounts, including Facebook, Twitter and Instagram. The social media intern also assisted in developing unique and creative graphics for the 2020 Presidential Election and other various projects.

TRANSPORTATION INTERN

In the past year in response to COVID-19 guidelines they could not coordinate rides as they usually would, but instead they ensured there was a better data model for tracking the needs of programs like CBL courses, Badgers Volunteers, Achievement connections and SOPP.

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 two 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.

GRADUATE PROJECT ASSISTANT

The graduate project assistant provided ongoing support for special projects. Most recently, research data collection was conducted to examine underrepresented racial-ethnic minorities (UREM) student engagement and experiences in Community-Based Learning via volunteerism and civic engagement (CBL). Additionally, this graduate student is responsible for supporting the Civic Action Plan (CAP) Implementation through logistics and tracking the progression of the CAP plan.

Community-Engaged Scholarship Graduate Fellow

Laura Livingston

Graduate Project Assistant

CC Vang

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

Beth Allen: UW–Madison Undergraduate Student in Political Science and Social Work, Newman Civic Fellow '21

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

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

Shehrose Charania: UW–Madison Undergraduate Student in Health Promotion and Health Equity, Newman Civic Fellow '20

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

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

Brenda Gonzalez: Director of Community Relations

Maitreyee Sanjiv Marathe: UW–Madison PhD student in Electrical and Computer Engineering and 2020-21 Morgridge Fellow

Karen Menendez-Coller: Executive Director, Centro Hispano

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

Christina Olstad: UW–Madison Dean of Students

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

Jules Reynolds: UW–Madison PhD Student, Department of Geography and Nelson Institute for Environmental Studies

Mary Rouse: Community Outreach Liaison and Ex officio Board Member

Linda Vakunta: Deputy Mayor, City of Madison

John Zumbrunnen: Vice Provost for Teaching and Learning

INTERNAL PROGRAMS AND INITIATIVES

We feel it is important to start our updates by acknowledging that we navigated while in the midst of two pandemics this year which impacted all of us directly and indirectly in ways that we could not have imagined even last February. Here is a summary of the high-level shifts that we have made to our programming and practice as a result, and more details can be found throughout the document.

HOW WE PRIORITIZED COMMUNITY AND THE SAFETY OF ALL DURING COVID-19 PANDEMIC:

- Centered community by waiting to reach out until this summer through the “Community Conversations” project which consisted of one-on-one conversations with community partners who were able/interested to speak with us about their changing approaches/identifying opportunities for collaboration with the Morgridge Center and UW.
- Solicited opportunities both from community and campus, populating a matching crowd-sourced document where we will assist in matching resources from campus with community engagement opportunities.
- Worked with the Office of Business Engagement and University Relations to adopt a CRM (Customer Relations Management) platform called Salesforce that will create a more sustainable, comprehensive way of enhancing our ability to serve as matchmakers and boundary-spanners.

HOW OUR PROGRAMMING AND SERVICES ADAPTED AS A RESULT:

- Shifted our Badger Volunteers program from team-based community-engagement to individual, virtual engagement — matching over 150 UW volunteers as tutors, mentors.
- Supported faculty members who had been teaching their courses using a CBL approach by either finding virtual engagement opportunities or financially compensating community experts to serve as guest lecturers, bringing their knowledge to the virtual classroom.

EXAMPLES OF HOW WE HAVE RESPONDED TO THE PANDEMIC OF SYSTEMIC RACISM:

The Morgridge Center is prioritizing work to combat white supremacy culture and work toward being an organization that strives to live its racial and social justice values by:

- Shifting the focus of our 2-day summer planning retreat from strategic planning to elevating our internal racial justice work.
- Created monthly equity and advocacy meetings where space is held to build our skills and to also hold up a critical race lens and assess our programs, services and processes.
- Implemented changes in how we run meetings (now rotate facilitation, co-create a shared agenda, are less concerned with efficiency which allows for more input, shared ownership of decision-making, changed the name of our “Leadership Team” to “Directors’ Team” in an attempt to use less hierarchical language, start meetings with a centering/acknowledgment and honoring of where individuals are mentally that day given our different ways of being in the world and varying ways we’re experiencing challenges given the pandemics, we’ve been doing personal check-ins so that we can get to know each other a bit better and know where/how we are as we enter that shared space, formalizing processes/creating policies that we all feel comfortable with and have in writing so that new staff members are more easily on boarded into our culture.
- Conducted a research project with CC and Earlise to learn more about how our underrepresented students are civically engaging with community. Over the years we have seen lower participation of underrepresented minority students in our Badger Volunteers Program. This project aims to understand the needs of underrepresented students, to inform and guide our programming, to ensure all students are able to become civically engaged citizens.

CIVIC ACTION PLAN

The Morgridge Center has used this past year to reignite and reorganize aspects of UW's Civic Action Plan Implementation Committee. In February 2021, we hosted a half-day retreat to reorient new and continuing committee members on proposed paths forward for this important work. We instituted a number of changes to ensure better reporting and efficiency of committee member time to best support cross-institutional collaboration. Most notably, we also initiated a small working group to focus on communication regarding UW's Civic Action Plan. We hope to improve ways in which UW tells our story of community engagement, both to colleagues on campus, as well as the community.

With our newly implemented changes to our committee structure and reporting process, we hope to continue to strategically and continually advance the recommendations outlined in the Civic Action Plan and continue to develop as an equitable, engaged university.

Please see **page 39** for the full executive summary on how our community engagement preparation specialist is advancing Civic Action Plan recommendation #1.

STUDENT DEVELOPMENT COMMITTEE

In the spring of 2021, Morgridge Center staff initiated a Student Development Committee intended to apply a more intentional and critical lens to the ways in which we support the development of our student interns and program participants as engaged and capable leaders. Through this committee, we aim to provide our student interns with a scaffolded learning experience throughout their time with us and develop shared supervisory frameworks and strategies throughout our staff.

EQUITY AND INCLUSION – CONTINUING TO GROW AS AN EQUITABLE AND ANTIRACIST CENTER

The Diversity, Equity and Inclusion (DEI) Committee was co-chaired by Associate Director Lisa Chambers and Vic Soto, Morgridge Center operations intern and senior majoring in social work with a certificate in Chicana y Latinx Studies. The committee was comprised of 11 individuals. This year two subcommittees were formed to do specific work and to allow for greater participation between meetings. The anti-racism resources and materials committee focused on developing an online resource library for all center staff to access. The unpack messages and content from movies/TV/books subcommittee hosted conversations based on a specific pre-viewed episode or article. We will conduct our climate survey again in the fall, allowing professional and student staff at the Morgridge Center to benchmark and identify priorities for equity and inclusion work for the year.

WELLNESS

The Morgridge Center is dedicated to supporting an organizational culture that supports individual and collective wellness and well-being. Our Wellness Team supported weekly wellness moments, led by different student and professional staff members, to offer activities, resources, and events that promote holistic well-being. We also had 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 adapted to our new virtual world. While we couldn't support our own and each others' wellness in the office, we tried 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 could.

SUSTAINABILITY

The Morgridge Center Green Team during the 2020-2021 academic year continued to carry on the work done in previous years. The team continued to carry on the commitment of the Morgridge Center to operate in a sustainable way and educate ourselves and others about living sustainably in both the workplace and at home. While the 2020-2021 academic year was a relatively slow year for the team we are looking forward to many things in the 2021-2022 academic year. We are planning on refreshing our collaboration with the folx in the UW–Madison Office of Sustainability. We will also be working on planning educational sessions, regular “fun facts” sharing, and some fun sustainability challenges throughout the year.

OFFICE ADMINISTRATION AND FINANCIALS

OPERATIONS

Supervised by the department administrator along with the assistant department manager, 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.

BUDGET AND ENDOWMENT

BUDGET STATUS

The Morgridge Center's income is on target with projections, and expenditures are projected to be significantly under budget due to the effects of the pandemic on many of our programs and events. Total budgeted expenditures amounted to \$1,645,572. Final expenditure numbers will be available in late summer of 2021.

ENDOWMENT

At the end of FY21, the Morgridge Center endowment book value stands at \$13.1 million. A portion of the interest from the endowment provided \$691,283 towards expenses – covering 42% 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 were paused due to the fact that we weren't transporting our students to direct engagement sites, so our fiscal needs were reduced and at the same time, many of our funders shifted their support directly to nonprofit and direct service organizations.

GIFTS AND GRANTS

2020-21 gifts and grants totaled \$19,070. 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 16 for the full breakdown of 2020-21 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 2021-22:

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 continue 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 2020 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 continue to support the voter engagement and civic learning coordinator position that we received funding for in 2020-21, which resulted in incredible growth in the numbers of students who voted, but also increased civic learning overall. We will also be able to 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 and be civically engaged.

This is just a sampling of our dreams and ambitions.

2020-21 GIFTS AND GRANTS

DONOR	DESIGNATION	AMOUNT
CORPORATIONS, BUSINESSES, FOUNDATIONS AND COMMUNITY ORGANIZATIONS		
American Family Insurance Group	Wisconsin Idea Undergraduate Fellowships	\$5,000.00
Eugene J. Eder Charitable Foundation, Inc	N/A	\$10,000.00
INDIVIDUALS		
Karen Crossley	Individual Donation	\$150.00
James Hahn	Individual Donation	\$200.00
Carrie Karow	Individual Donation	\$75.00
Casey Klofstad	Individual Donation	\$150.00
Corey Little	Individual Donation	\$120.00
Mary Lynch	Individual Donation	\$2,500.00
Maureen Miner	Individual Donation	\$50.00
Michael Thornton	Individual Donation	\$500.00
Allison Timmerman	Individual Donation	\$100.00
Robbie Vannaman	Individual Donation	\$225.00
TOTAL		\$19,070.00

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 2020-21. Below are some of the highlights (2020-21 figures July-June).

TWITTER

The Morgridge Center Twitter account continued its strong presence this year, gaining 67,678 more impressions. We also engaged with students this year through various contents including Morgridge Center awards, informational stories and more.

@MorgridgeCenter	2020-21 Total
Impressions	636,778
Link Clicks	810
Retweets	456
Liked Tweets	856

FACEBOOK

The Morgridge Center continued its Facebook strategy by sharing and tagging student photos and content. The Facebook page saw an increased of 305 in “Liked Page” from users. The Badger Volunteers Facebook page also continued to be an important resource for that program.

/MorgridgeCenter	2020-21 Total
Daily Reach	37,586
Engaged Users	3,160
Liked Page	464

INSTAGRAM

Between 2019-20 and 2020-21, there was a 17% increase in followers, 3% increase in reach, and 21% decrease in impressions. The Morgridge Center Instagram had a total of 114 posts.

morgridgecenter	2020-21 Total
Followers	1,471
Reach	47,551
Impressions	56,269

MORGRIDGE MAIL WEEKLY NEWSLETTER

The Morgridge Mail digital newsletter went out every Monday morning during the pandemic in 2020-21 and remained a very successful tool for informing students about our virtual programming as well as community partner virtual opportunities.

The average open rate decreased from 34.1% to 33.6% and the number of subscribers increased by 1362.

Morgridge Mail	2020-21 Total
Subscribers	8,467
Avg. Open Rate	33.6%
Avg. Click Rate	1.7%

COVID-19 WEB PAGE

We created a resource web page to help support individuals who may have been impacted by COVID-19. Those web pages included donation and volunteer resources, pathways to service and updates and resources to our programming. In addition, we developed and featured fellow Badgers in “Badgers Give Back” — which highlighted students who were involved with their community in big and small ways.

COMMUNITY ENGAGEMENT PREPARATION VIDEOS

Our communications team helped develop a series of community engagement preparations videos with our Community Engagement Preparation Specialist Cory Sprinkel leading the project. As part of UW’s Civic Action Plan, these online community engagement videos were produced to help better prepare UW affiliates for community engagement that is equitable, culturally relevant and respectful. A total of 11 videos were produced ranging from “Words of Wisdom” to “Roles of Relationships in Community Engagement.”

ORIGINAL CONTENT

Thirty-nine stories were published to morgridge.wisc.edu in 2020-21, 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 re-publication. We also began to highlight former students who were employed by us to get an insight on how their lives have transcended post-grad. The most popular stories included:

- “University of Wisconsin–Madison Joins Campuses Nationwide in Effort to be “Voter Friendly”
- “Morgridge Center Alumna Takes Intern Experience with her Across the Globe”
- “Haley Madden Hired as Assistant Director for Community-Engaged Scholarship”

PRINTED MATERIALS

Because of COVID-19, there were no printed materials utilized.

MEDIA MENTIONS AND PUBLICITY

The Morgridge Center garnered 33 unique media mentions in 2020-21, including coverage associated with the 2020 Presidential Election. The Morgridge Center received mentions in the following outlets:

Badger Herald	CNBC	LA Times	UW News
Campus Vote Project	Daily Cardinal	Madison 365	WKOW News
Capital Times	Inside Higher Ed	New York Times	Wort 89.9FM
Chronicle of Higher Ed	Isthmus	Oprah Winfrey Network	

SERVICE OUTSIDE THE CLASSROOM



OVERVIEW

This year the Morgridge Center coordinated the 12th year of the Badger Volunteers program. We welcomed Cait Christenson as the new educational programming intern and Valerie Buroker, Emily Cooper, Michael DeLeers, Jaylina Karmacharya, Noah Kirchner, Shuka Konishi and Lauren Krahrl to the Badger Volunteers Executive Board.

The fall 2020 semester was the first semester the program was completely virtual and students did not volunteer in teams. In addition to program changes in response to the COVID-19 pandemic, a new educational requirement was added to the overarching program structure. Badger Volunteers are now required to attend one workshop a semester. Workshops seek to deepen student development and reflection on topics ranging from asset based community development and power to privilege and the pathways of civic engagement. At the end of the semester, we celebrated and thanked Melissa Her for her dedication to Badger Volunteers as she stepped away from her role as the community development intern to pursue opportunities within her graduate program.

At the beginning of the spring 2021 semester, the Badger Volunteers team welcomed Ashley Nelson as the new community development intern. Badger Volunteers continued to engage in volunteer opportunities reflective of community partner-identified virtual volunteer needs. At the end of the semester, we celebrated the graduation of the following Badger Volunteers Executive Board members: Ishan Chakravarty, Michael DeLeers and Lauren Krahrl. We also celebrated the graduation of Natalie Tesch, a member of the executive board and the Badger Volunteers media intern. We said goodbye to Cait Christenson, who finished her internship and will be pursuing new opportunities as she finished her undergraduate studies next year.

EDUCATIONAL SESSIONS AND ED SOCIALS

The Badger Volunteers Executive Board Educational Committee planned and hosted seven workshops and education sessions in the fall semester and eight education sessions and nine workshops in the spring semester. Hosted virtually, the education sessions sought to deepen student knowledge of topics tied to the three Badger Volunteers focus areas of education, public health and sustainability. Workshops sought to broaden student knowledge and reflection of power, privilege, identity, systemic issues and the pathways to civic engagement as they all relate to what students see and experience when engaging in community.

The biggest shift to educational opportunities, in addition to the new workshops, was the development of monthly reflections for all Badger Volunteers and updates to the reflections students completed after each education session or workshop. The emphasis on reflection was intentional with the hopes of creating space and opportunities for students to connect learning opportunities to their actions and experiences in our community.

HIGHLIGHTS

Even though much of the program was different due to the COVID-19 pandemic this year, we were able to begin new and exciting partnerships with Girls Scouts of Wisconsin — Badgerland; Facilitated Language Studies programs at Plymouth High School in Plymouth, Wisconsin and East and West High Schools in Madison; Schools of Hope at Patrick Marsh Middle School and Prairie

View Middle School; and United Way of Dane County’s 2-1-1 COVID hotline.

Additionally, the Badger Volunteers Executive Board Community Development Committee hosted six socials for Badger Volunteers to connect virtually and build community, including a slow flow yoga event with inner fire yoga at the end of the spring 2021 semester.

Due to COVID-19 and the unique format of the Badger Volunteers program this academic year, we do not have data on the number of hours students collectively volunteered but can estimate the total hours to be 267 hours in the fall semester and 409.50 for the spring semester.

BV MEDIA

E-Newsletter	2020-21 Total
Distributed	7
Subscribers	277
Avg. Open Rate	64.7%
Avg. Click Rate	28.1%

Instagram	2020-21 Total
Posts	28
Stories	87
Followers	200
Likes per Post	11.7

Facebook	2020-21 Total
Posts	100
Followers	1774
Followers gain	41

BADGER VOLUNTEERS 2020-21 NUMBERS

	TOTAL VOLUNTEERS	BV LEADERS	COMMUNITY PARTNER SITES	HOURS SERVED
FALL 2020				
BV Sustainability	11		1	
BV Public Health	6		1	
BV Education	161		15	
TOTAL	178		17	
SPRING 2021				
BV Sustainability	14		1	
BV Public Health	59		3	
BV Education	170		19	
TOTAL	243		23	
2020-21 TOTALS	451		23*	

* UNIQUE TOTAL NUMBER OF COMMUNITY PARTNERS FOR THE YEAR

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.

BADGER VOLUNTEERS WORKSHOP SESSIONS

Please see [APPENDIX A3](#) for a full listing of Badger Volunteers workshop sessions.

CO-CURRICULAR EVENTS AND PROGRAMS

PEER ADVISING

The peer advisors (2) provided one-on-one advising and outreach to individual students and campus groups interested in engaging with the community. 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, interns held a webinar on civic engagement amid a pandemic in collaboration with students from Stanford University, University of North Carolina at Chapel Hill and Brown University.

The peer advisors also created a presentation designed to facilitate learning and reflection on the various pathways to civic engagement and aided in supporting Registered Student Organizations (RSOs) for the Student Organization Partnership Program (SOPP). In 2020-21 the peer advisors scheduled 40 appointments, helping students better connect to local community organizations.

BE THE CHANGE BASH

This year's virtual 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 coordinated and managed by a group of professional and student staff at the Morgridge Center. This year we were excited to announce the naming of our undergraduate student award the “Senator Fred Risser Undergraduate Excellence in Civic Engagement Award.” Senator Risser, an extraordinary leader and public servant who retired this year after 50 years of service, introduced by Chancellor Blank, was there to recognize the first recipient of the newly named award.

Another highlight of this year's Be the Change Bash recognition ceremony was the introduction of a new award from the Morgridge Center for student activism, called The Activism Award. Hazel Symonette, a longstanding leader, activist, and campus teacher/educator presented the award. The event was well-attended and enjoyed by all. We look forward to returning to an in-person event this next year.

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 through collective workshops and assessing individual progress.

The 2020-2021 program supported ten returning RSOs who had a limited range of pathways to public service due to the pandemic. The program was conducted virtually for the entire year, but RSOs were still able to participate in Morgridge Center programs and workshops. SOPP participants attended two required workshops. The fall workshop was titled, “Introduction to Community Engagement in a Virtual World,” and it helped prepare them for meaningful, responsible and respectful community engagement in both virtual and in-person settings.

The spring semester workshop was titled, “Leadership Transitions and Community Engagement.” Here, RSOs learned about why community connections fail as well as how they can combat these challenges during the onboarding process. RSOs also met with the SOPP intern once every semester to track their progress and help with specific needs.

Due to the virtual setting of the program, the Morgridge Center was unable to provide RSOs with transportation services for community-based work, printing services and use of the center's spaces for RSO meetings. We were still able to promote the RSOs' news and virtual events through Morgridge Mail. The mini-grant program was paused for the fall semester and reopened in the spring.

At the end of the 2020-2021 academic year, we re-opened the SOPP application for the 2021-22 school year. We admitted four new student organizations, some with established community partners and some without. The 2021-22 SOPP program thus consists of twelve RSOs: four new, eight returning. We are anticipating a strong return as in-person pathways to public service become available to those in the program.

PUBLIC SERVICE FAIRS

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

IMPACT CONFERENCE

The national IMPACT conference was fully virtual and free to attend this year. Two students from the Morgridge Center registered and attended the conference to learn more about student-focused community engagement projects throughout the country. These students had a chance to discuss what they learned in a student-led discussion with conference attendees from Madison College. 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 seventh 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 part-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 Brooke Rhodes for volunteer work in Middleton High School.

BadgersVote is a campus-wide initiative that strives to provide UW–Madison students with everything they need to know in order to participate in their elections. The BadgersVote Coalition is comprised of many individuals, units and departments across campus and the city of Madison. BadgersVote hosts voter education campaigns, information events and other student-oriented opportunities to drive student civic and voter engagement. As a public institution the university must be non-partisan including the work of BadgersVote.

Voting naturally fits in with a campus culture that emphasizes civic engagement which is emphasized in the Wisconsin Idea and the third recommendation of the Civic Action Plan. Historically, young people have been the target of voter suppression tactics including but not limited to residency requirements, strict voter ID laws and inaccessible polling places. While the process can seem complicated, with a little education and engagement, students are able to successfully navigate the process of registering and voting.

The global pandemic compounded navigating these restrictions. However, the pandemic created further innovation in voter education and engagement. We created pathways for students who were concerned about health/safety, including mail-in absentee voting, physically distanced/masked in-person voting (absentee and on Election Day) and curbside voting.

This academic year housed four elections: August 2020 Primary, November 2020 Presidential Election, February Wisconsin Primary 2021, and April Wisconsin State-Wide 2021 Election. The following strategies were utilized this year to promote voter engagement and education:

- **Voter Engagement and Civic Learning Coordinator:** A new position was made possible by a grant through the Andrew Goodman Foundation to hire a full-time staff member to oversee campus efforts for voter engagement and civic learning. Zachery Holder, was hired to fill this position serving previously as a coalition member from University Housing.
- **Messaging:** Campus communicated with students throughout the fall via email, social media and virtual events to educate and engage them in the voting process.
- **Early in-person absentee voting on campus:** Campus hosted two weeks of in-person absentee voting Oct. 20-30 at three convenient locations (Memorial Union, Union South and East Campus Mall). This was a very popular option as it allowed students to complete the entire process, from registering to casting a ballot, in a one-stop location of their choosing. They also had the opportunity to return later if, for example, they need to bring additional documentation. We were able to offer voter ID printing on location for all three polling places.
- **Electronic issuance of voter ID:** In October 2020, students who did not have a WI driver's license, U.S. passport or other approved form of voting ID were able to download their university-issued voter ID from the university's website. Previously the ID could be obtained in person at the Wiscard office or via email request. Now students have multiple options to obtain their ID. This simplified the process for the polling location voter ID stations.
- **Increased student interns:** This academic year collaborations between the Andrew Goodman Foundation, Campus Vote Project, Campus Elections Engagement Project, The League of Women Voters and the Morgridge Center resulted in the hiring of 11 student interns who made the vote team.
- **Text Message Platform:** Utilizing the texting platform that the Andrew Goodman Foundation supported connected with 900 individuals received alerts via texting BadgersVote to 56525.
- **Interactive Voter Engagement Tool:** A google survey created by the League of Women Voters of Dane County allowed people to navigate to resources based on their individual circumstance related to voter registration. This form was linked on vote.wisc.edu.

- **League of Women Voters Hotline:** A helpline that individuals could call or text to interact with community volunteers to answer their questions and navigate resources during the election was utilized and promoted through multiple communication outlets.
- **Toolkits:** Outreach was done across campus to share resources including newsletter blurbs, social media post, events reminders, faculty announcements, and canvas slides was created to support the mass distribution of election information. Lessons were learned from fall 2020 to create a more well-developed toolkit for spring 2021.
- **vote.wisc.edu:** The main campus resource for voting is housed under vote.wisc.edu which received 58,187 visitors in 2020 with an average time of 4 minutes and 30 seconds on the site. That brought our total visits to 191,736 since the creation of the website and the average time of 2 minutes and 22 seconds on the site.
- **Election Day Polling Locations:** Campus was able to host several polling locations:
 - Fall 2020: Memorial Union, Chazen Art Museum, University Club, Nicolas Recreation Center, Wisconsin Energy Institute and Eagle Heights Community Center
 - Spring 2021: Memorial Union, Chazen Art Museum, University Club, Wisconsin Energy Institute, and Eagle Heights Community Center. Due to a last-minute community need the UW Arboretum was also added.

The BadgersVote Student Coalition, in collaboration with ASM, the Andrew Goodman Foundation, Campus Vote Project, Campus Elections Engagement Project, The League of Women Voters, the City Clerk's Office, units and departments across campus, have hosted many virtual/events to increase voter participation and engagement during COVID-19:

- **Zoom the Vote:** A four-week series of one-hour long Zoom presentations about all things voting.
- **Pod-Cast Your Vote:** A podcast dedicated to increase voter engagement by reminding all students of the power they hold to change the world.
- **Virtual Voting Office Hours:** The School of Education and League of Women Voters volunteers is hosted virtual office hours where voting questions were answered.
- **Democracy in the Park:** City of Madison poll workers helped register voters, answer questions about the voting process and accepted the delivery of absentee ballots.
- **Student Vote Organizers:** We hired 16 energized individuals to mobilize peers, share voting resources, sign peers up for voter registration sessions and pledge to vote.
- **Power the Polls:** Strategic marketing and outreach was used to recruit poll workers, particularly students, to fill gaps here in Madison. The efforts led to recruiting 673 poll workers.
- **UW Athletics:** A collaboration with UW athletics supported registering all 23 athletic teams and the spirit squad.
- **Couch Parties:** Several of our interns and SVOs took advantage of different organizations hosting these events to engage their peers.
- **Partnerships with Hillel:** Programs were held in collaboration with our community partner Hillel to host a TikTok video competition and a Spooktacular Minute to Win It event. Both of which focused on engagement in democracy and voter education.
- **Candidate Forums:** Leading up to the April 2021 election, two different candidate forums were hosted to support student interaction with the candidates. The first was a live Pod-Cast Your Vote episode with the District 8 Alder candidates. The second was state-wide campus collaboration with the State Superintendent candidates.
- **University Housing:** Strategic collaboration ensured outreach was directed at many first-time voters who lived in the Residence

Halls including:

The Madison City Clerk and NextGen who provided voter registration forms with housing addresses and postage marked envelopes to all housing residents via hall mailboxes.

Supporting over 100 students in isolation and quarantine housing on Election Day via the “hospitalization” process.

To raise awareness for the spring 2021 April election, a pledge to engage campaign was hosted specifically for residence hall students.

- **Wisconsin Campus Voting Summits:** UW–Madison participated in two summits designed to engage Wisconsin voters on college and university campuses in September 2020 and March 2021 with the Campus Vote Project.
- **Voterpalooza:** ASM hosted with BadgersVote Student Coalition a get out the vote event on East Campus Mall prior to the April 2021 elections.
- **BadgersVote Youtube Series:** The series was complemented by several shorter videos highlighting voter resources, ways to engage, and calls to action. We also allocated funding to video collaborations with Wisconsin known personalities which were shared through our social media channels:

Kristen Brey from As Goes Wisconsin (11,550 views on social media)

Charlie Berens from Manitowoc Minute (8,900 views on social media)

Bucky and the Bucks Bango Collaboration (12,600 views social media)

Finally, UW–Madison participated in several national voter engagement efforts which resulted in recognition for our efforts:

- **ALL IN Campus Democracy Challenge:** As a Presidential Commitment Campus, UW has participated in this challenge since 2016. The challenge recognized colleges and universities for their commitment to increasing student voting rates, and the challenge encourages higher education institutions to help students form the habits of active and informed citizenship, make democratic participation a core value on their campus, and cultivate generations of engaged citizens who are essential to a healthy democracy.
- **National Study of Learning, Voting, and Engagement (NSLVE):** This study offers colleges and universities an opportunity to learn about their student registration and voting rates. UW–Madison has joined more than 1,000 campuses across all 50 states in participating in NSLVE. This study is the first and only to objectively examine student and institution-level data on student voting and share these data with participating campuses. The 2020 data will be issued in September of 2021 and will be utilized to inform long-term strategic planning.
- **Big10 Voting Challenges:** UW–Madison continues to be committed to engaging in a friendly competition amongst the Big 10 institutions to increase voter turnout. This challenge is what sparked the BadgersVote coalition. This year we participated in the additional challenge of having our students take the Pledge to Vote. The results of this competition will be based on the 2020 NSLVE data.
- **Voter Friendly Campus:** UW–Madison received this designation for 2020-2022. To earn this designation a campus created a report based on the reflection on the goals set within the ALL IN-Campus Action Plan. The full report for Voter Friendly campus for UW–Madison can be found [here](#).
- **Students Learn Students Vote Coalition Recognition:** The Students Learn Students Vote Coalition, a national nonpartisan network dedicated to increasing college student voter participation, presented the university with a 2020 Students Learn Students Vote Award on for removing barriers and increasing access to voting. UW–Madison has won a national award for developing an innovative method of providing voter ID to students during the 2020 presidential election.

COMMUNITY-BASED LEARNING

2020-21 COMMUNITY-BASED LEARNING HIGHLIGHTS

5,983

TOTAL CBL
STUDENTS

128

CLASSES
TAUGHT

149,575

TOTAL
HOURS

NUMBER OF STUDENTS ENROLLED EACH SEMESTER

Summer 2020: **580**

Fall 2020: **2752**

Spring 2021: **2651**

HOURS OF CBL EACH SEMESTER

Summer 2020: **14,500+**

Fall 2020: **68,800+**

Spring 2021: **66,275+**

SCHOOLS AND COLLEGES WITH MOST CBL COURSES

1. College of Letters & Science (29)
2. School of Education (26)
3. School of Human Ecology (14)
4. College of Agriculture and Life Sciences (12)
5. School of Social Work (12)

PROGRAMS WITH MOST CBL COURSES

1. Rehab Psychology and Special Education (16)
2. Social Work (12)
3. Environmental Studies (9)
4. Civil Society and Community Studies (9)
5. Landscape Architecture (6)

CBL COURSE DEVELOPMENT GRANTS 2020-21

COURSE DEVELOPMENT GRANTS 2020-21

- Amy Hilgendorf, Co-Create: Community-Based & Applied Research Lab
 - Nathan Larson, Mindfulness & Restorative Environments
-

1. Co-Create: Community-Based & Applied Research Lab

Amy Hilgendorf, Associate Director of the Center for Community and Nonprofit Studies

This new course, “Co-Create: Community-Based & Applied Research Lab,” in which upper-level undergraduate and graduate students in the School of Human Ecology programs can practice applied research, evaluation, and outreach skills in the service of community partners.

This will be a course-based adaptation of our center’s Co-Create initiative, in which staff leverage the toolbox of community-based and applied research to answer nonprofit organizations’ practical questions. Co-Create projects have included program evaluations, needs assessments, research-informed program development, and stakeholder engagement efforts, among others. Students who work on our Co-Create teams regularly report on the value of these applied experiences to their skill development and their understanding of the challenges of the third sector and ways to address them.

Through this course version, they will be able to extend this opportunity for hands-on learning to more students, especially students in the Community and Nonprofit Leadership BS and certificate programs and Human Ecology MS programs, who will apply these skills in their future work, and in the Civil Society & Community Research PhD and Community Engaged Scholarship PhD minor programs, in which future researchers will enhance their skills for community partnership.

They also hear from many nonprofit organizations and community groups who have interest in Co-Create project partnerships but do not currently have funds for contracting with them in the current structure. Accordingly, this course can extend real world impact to more nonprofit organizations and community groups, especially to BIPOC-led, small, and/or newer organizations who may benefit most.

2. Mindfulness & Restorative Environments

Nathan Larson, Planning and Landscape Architecture

In this experiential learning course, students will explore the intersection of mindfulness practices and design of restorative environments that support well-being in public places—including school gardens and parks—with a focus on health equity and social justice. Students will co-design restorative environments through a participatory planning process with partners at two school communities in the Madison Metropolitan School District (MMSD) and with members of the Mindfulness in MMSD team.

COMMUNITY-BASED RESEARCH GRANTS 2020-21

1. The Indigenous Learning Lab Phase 2

Aydin Bal, Professor, Rehabilitation Psychology and Special Education

The Indigenous Learning Lab Phase 2 is a continuation of the Indigenous Learning Lab project in Northwoods High School (NHS) in Northern Wisconsin wherein the research participants collectively design and implement a culturally responsive behavioral support system (CRBSS) to address the persistent problem of racial disproportionality in school discipline affecting the educational opportunities of Indigenous students. In the 2019/20 academic year, the Learning Lab members designed a new culturally responsive behavioral support system. In the 2020/21 academic year, the Lab members (Learning Lab Implementation Team-LLIT) are engaging in institutional preparation wherein they create enabling contexts such as increased buy-in from the school stakeholders and operationalizing the new behavioral support system within the school. In the 2021/22 academic year, the LLIT will fully implement the system, monitor the progress of implementation, and plan for sustainability. This project is of dire need in the NHS community for the following reasons: 1) Northwoods High School, serving Ojibwe youth, has been a site of suffering for the Indigenous community. The indigenous students in NHS represent only 20% of the student population at the school, yet receive 100% of expulsions, 64.3% of in-school suspensions and 52.2% of out-of-school suspensions (School Data and Wisconsin Department of Public Instruction, 2019). This project is one of the efforts to close the gap of racial disproportionality; 2) the school system is typically “prescribed” by outside experts who may not have a comprehensive understanding of the history and context of the community, particularly pertaining to educational injustices such as patterns of racial disproportionality. In the Indigenous Learning Lab project, the local stakeholders are the experts of identifying problems and solutions. Their experiences and values are funds of knowledge in the systemic transformation process. They collectively design, plan for implementation, implement, and monitor the new behavioral support system. This project offers a new paradigm in situating the school stakeholders as the subject of transformation, not as the object of the work.

2. Engaging youth in reimagining school food

Jennifer Gaddis, Assistant Professor, Civil Society and Community Studies

This project uses community-based participatory research conducted in collaboration with undergraduate students enrolled in CSCS 375: Human Ecology of Food and Sustainability, the Madison Metropolitan School District (MMSD), and youth-serving community organizations to uplift the perspectives of MMSD students who qualify for free or reduced-price meals. The team will engage both UW–Madison students and K-12 students in the process of collecting data, analyzing data, and making recommendations for how to reimagine MMSD’s school food program and cafeterias in ways that promote student belonging and contribute to building sustainable and healthy school communities. Students’ access to and experiences in school food programs are an important, but often overlooked, contributor to school climate and student belonging. In MMSD, as in many U.S. school districts, there is an observable distinction between students who eat school breakfast and lunch, often due to economic necessity, and those who bring food from home or purchase items a la carte. Furthermore, with large numbers not participating and paying into these programs, districts struggle to provide nutritious, appealing, and culturally-appropriate meals for students, as well as high-quality jobs for staff. Increased participation and dollars into the MMSD meal programs can be an important step towards improving student health and school climate.

3. Preserving and Amplifying the Lives, Landscapes, and Knowledges of Driftless Women in Agriculture

Caroline Gottschalk Druschke, Associate Professor, English

UW–Madison faculty, staff, and students will work alongside the Vernon County Ag Women’s Network (including women from Vernon, Monroe, Crawford, and Richland Counties), relying on a suite of methodologies from the humanities (oral

history collection, building drawings, photo voice, comics, and participatory mapping), to document the voices and perspectives of Vernon County women. Together, they will explore four central questions: 1) what is your connection to this land and this place? 2) what are the cultural dynamics at play in this place? 3) what strengths do women bring to agricultural lives and communities in this place? 4) how can we make women's lives and experiences and expertise more visible? The Vernon County Ag Women's Network, co-founded by Dani Heisler-Wodill and Julie Larson, is open to any woman who works, or has worked, in the industry, whether in feed sales, farming, production or otherwise, and works to bring women together to share, learn and grow together. The central focus of this project is to gather together, curate, and amplify the expertise of Vernon County women in agriculture.

4. Black Homeschooling: Aspirations, Challenges and Opportunities

Rachel A. Johnson, PhD Candidate, Educational Policy Studies

This research study highlights the learning experiences of Black homeschoolers in the Midwest. This project centers Black caregivers and youth who homeschool with the goal of understanding why and how Black families provide home-based education outside of mainstream schools. While the literature on Black homeschooling is growing, there remains little known about how Black youth understand their homeschooling experiences. This study will partner with Black homeschool youth to document their experiences. Using various techniques, Black homeschool youth in this project will capture and share what identifying as Black/African American and homeschooling means to them. Further, this project can provide additional insight for educators, parent groups, administrators, and policy makers interested in creating equitable educational spaces for Black people in communities, K-12 education, and higher education.

5. Diversity, Equity, and Inclusion in Waunakee

Gavin Luter, Managing Director of UniverCity Year

The Village of Waunakee knows that it needs to have better awareness among their citizens and village staff about their history in relation to Native Nations people. This partnership brings the Village into stronger relationship with the Ho-Chunk Nation (on whose land Waunakee is located). One class, taught by Jessie Conaway, is helping the Village of Waunakee by conducting staff training, community education sessions, completing a cultural management plan, planning for permanent installations around the village to honor the Ho-Chunk Nation, mapping cultural assets in the area, and creating a land acknowledgment statement with the village. The main drivers of this project are Village Board President, Chris Zelner, Village Administrator, Todd Schmidt, and Tom Wilson, Waunakee resident and Administrator for the Town of Westport.

6. The People's Emergency COVID Relief Fund & Political Education

Carolina Sarmiento, Assistant Professor, Civil Society and Community Studies

The mission at the P.O.W.E.R. Collective is to produce and support critical scholarship and community projects led by students, community members, and professionals of color at UW-Madison and across the state of Wisconsin. In light of the devastating COVID-19 world pandemic, the P.O.W.E.R. Collective is focusing on supporting their community-based partners including Freedom Inc, Harambee Village, Urban Triage, and Voces de la Frontera, each of which serves Black communities and nonblack communities of color in the Dane County Area. This project additionally plans to bring undergraduate students of color interested in community-based research to attend of political education "cyphers" around the motivations guiding this COVID relief effort, and best practices for developing community-engaged scholarship couched in the experiences that P.O.W.E.R. had collaborated with their community-partners. Drawing from hip hop epistemology, the P.O.W.E.R. Collective utilizes the term "cypher" to reflect their commitment to uplifting and co-creating space alongside their community partners. They plan to first, collaborate

with community partners on relief efforts over the Summer of 2021 given the urgency of the situation and worrisome trends in COVID-19 related issues in the community, and then offer 2 political education cyphers for undergraduate students in the fall semester, 2021. Creating community between undergraduate and graduate students that really centers relief for community needs during the pandemic will prove to be beneficial to the greater social life of Dane County.

7. Dreamer's Middle School College Access Program

Claudia Triana, graduate student in Educational Policy Studies

An estimated 98,000 undocumented students graduate from high school each year in the United States, yet only a small fraction of those (about one-fourth) go on to attend college. The availability of in-state tuition for undocumented students is a significant factor in their decision to enroll in postsecondary education. In Wisconsin, in-state tuition has not been available for undocumented students since the Doyle administration, and state-financial aid programs have never been an option. Undocumented students in Wisconsin face considerable financial obstacles in accessing college, at \$38,634 out-of-state tuition is more than three times the cost of in-state tuition. Even if financial barriers can be mitigated, undocumented students also face challenges with college admissions requirements, immigration related psychological and social burdens that affect student's mental health, ineligibility to many public benefits, and lack of access to or awareness of professional and occupational opportunities upon graduation, to name a few. These daunting and overwhelming obstacles are the impetus for starting Dreamers of Wisconsin (DoW). This community-based organization's mission is to reduce the barriers undocumented students face in accessing and thriving in higher education. While financial limitations are one of the biggest obstacles undocumented and DACAmented students face, the reality is that many undocumented students are often tracked at early grade-levels. Once in high school, they have already missed out on the opportunities that make them college-ready. This project is a Middle School College Access Program (MSCAP) pilot for Dane County, which would create a college pipeline for undocumented students. Fostering a culture where students expect to go to college and receive exposure to opportunities after they graduate needs to begin before they even get to high school. Dreamers of Wisconsin believes it is critical to present our undocumented youth with academic options early on their academic trajectories. The pilot would include workshops on different types of universities and their admission processes, limited scholarships and funding opportunities available, and how to plan for high school as an undocumented student, providing a holistic orientation to college preparation. Further, middle school participants will be paired with an undocumentor to serve as a college advisor.

8. Promote Trust and Collaboration in Queer Media Ecology: A Community Coalition for Health Equity

Yidong Wang, PhD candidate in the School of Journalism and Mass Communication

"Queer We Are, Together We Heal" is a multimedia campaign addressing the needs of LGBTQ+ communities around health equity during the Covid-19 pandemic. In the campaign, a coalition of community organizations collaborated to document the impact of the pandemic on different sections of the community, identify structural designs aggravating health disparities, and raised awareness of an intersectional approach to equity. More broadly, this project explored ways how community resources can be better coordinated to serve marginalized groups (based on race, gender, sexuality, age, disability, etc.) and how inter-group trust can be cultivated to elevate the community capacity to address common challenges. This project has convened a coalition of community organizations in Madison. The next step will be scaled up the coalition to cover other areas of Wisconsin.

Facebook campaign: <https://www.facebook.com/QueerHealthEquity>

Our Lives article, featuring interviews with community partners: <https://ourliveswisconsin.com/article/queer-we-are-together-we-heal/>

9. Menominee Tribal Community Forest Outreach Plan

Angela Waupochick, graduate student in Forest and Wildlife Ecology

Project funding will support education and outreach work focused on forest health and management of the Menominee Forest. The team will establish a working group composed of community leadership, educators, organizers and interested membership that will identify ways to incorporate teachings of tribal forest history, ecology, tribal and federal policy, and forest management into existing, appropriate tribal venues and networks. The team will also conduct a broad survey of the tribal membership, and discussions with youth and community leaders will be used to identify specific ways to inform and engage tribal members in forest management decisions. Lastly, project funding will supplement two tribal youth internships to support existing forest research work during the 2021 field season. We will develop these internships to engage tribal youth in tribal forestry operations, expose them to potential career opportunities, and ensure maintenance of the tribe's legacy of sustainable forestry management.

10. Cia Siab (Hope) in Wisconsin: A HMoob (Hmong) Story

Choua Xiong, graduate student in Educational Policy Studies

This is a community-led, community-driven exhibit that centers the theme of hope to understand HMoob youth, elders, LGBTQ, and women lived experiences of war, historical trauma, memory, resilience, and healing. We write HMoob instead of the common spelling Hmong/Mong to accurately depict the correct pronunciation of this group. The exhibit will showcase HMoob artifacts, objects, and artistic representations of ways HMoob contest and remake memories despite national silence in the American and HMoob story of war, and the ways the HMoob found belonging in reclaiming and adapting communal practices. This grant proposes to conduct community-based participatory research with trauma-informed methods to explore the following questions: 1) How do HMoob in Wisconsin tell (or don't tell) stories about the Secret War and the Vietnam War? 2) How do HMoob in WI contest the silences and absences in the American and HMoob story of war? 3) What are the ways the HMoob found belonging in reclaiming and adapting communal practices? While most exhibits on the HMoob have examined HMoob history, from war in Laos to resettlement and adaptation in the U.S., and HMoob traditional cultural practices, few have examined the ways the HMoob experience can also shed light on the intergenerational battlefields of national and ethnic memory at home in the U.S.

11. Collectively Imagining Life After Coal: Participatory Focus Groups for Grassroots Social Change

Garret Zastoupil, PhD candidate in Civil Society and Community Studies

In May 2020, in the middle of the novel coronavirus pandemic and corresponding economic crisis, Great River Energy, announced that it was closing the Coal Creek Station, a coal-based electrical power plant in rural McLean County, North Dakota. Additionally, the mouth-mine owned by NACCO Industries, Falkirk Mine, is set to close alongside the power plant. As the largest coal-power electrical facility in the state of North Dakota, and largest employers in McLean County, the closures of Coal Creek and Falkirk Mine will impact the entire county, as these two entities employ over 700 residents and account for 67% of income in the county. This closure of the coal industry is part of a larger trend throughout the United States and much of the global north and south, of electrical organizations shuttering nonrenewable power extraction and production facilities and bringing renewable energy sources online. Dakota Resource Council (DRC), a state-wide grassroots environmental group is organizing in McLean County to support the development of a just transition that supports the economic and environmental sustainability of the region during the closure of the coal industry. This community-based research project with Dakota Resource Council seeks to collaboratively shift the belief of rural residents in their capacity to envision and enact a different future for the county. DRC is currently building a resident-led organization in McLean County to promote participatory development during the transition. This study seeks to complete a series of participatory focus groups with both specific community groups and community residents throughout McLean County. These focus groups will be used to understand residents' beliefs about the health of the local community economy, perceptions of community efficacy to create grassroots change, and identify sites of collective power within the community.

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. The Wisconsin Idea Undergraduate Fellowships program is guided by a Wisconsin Idea Fellowship graduate intern, who is supervised by the assistant director for community-engaged scholarship.

In 2020, nine WIF projects were carried out, and a full listing of those projects can be found in **APPENDIX C**.

Twelve new projects for 2021-22 were announced in spring 2021. A full listing of those projects can also be found in **APPENDIX C2**.

American Family Insurance continues to partner with the WIF program, awarding \$5,000 to projects that demonstrate a plan for long-term sustainability.



2020-21 WISCONSIN IDEA FELLOWS

Joel Baraka
Mildred Chome
Amita Doiphode
Eden Foster
Vaishnavi Gundamraj
Sanjana Kumar
Lennox Ochieng
Anusha Ray Dey
Sidney Schrage
Clara Yu
Julia Zacher
Christy Zheng

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

The letters (D) and (I) indicates whether the project is international or domestic.

MORGRIDGE FELLOWS

The third year of our Morgridge Fellows program has been a year of growth and exploration, as our group met virtually and experienced the pandemic as a community together.

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.

The pandemic was an undercurrent throughout our gatherings. We tried to create a space where we could share freely and honestly, dream expansively, and work together through the problems and challenges that arose.

While we grew together as engaged scholars, we also supported each other as humans navigating challenging circumstances that touched all our lives differently.

See **APPENDIX E** for full bio of the 2020-21 Morgridge Fellows.

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

Laura Livingston, 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.



2020-21 MORGRIDGE FELLOWS

Angela Richardson

Bolz Center for Arts Administration
at the School of Business

Caroline Gottschalk Druschke

English Department

Claire Barrett

University Health Services

Dan Grupe

Center for Healthy Minds

Jules Reynolds

Department of Geography
and The Nelson Institute

Kim Whitmore

School of Nursing

Maitreyee Sanjiv Marathe

Department of Electrical and
Computer Engineering

Nathan Larson

Department of Planning
and Landscape Architecture

Susan Andreae

Department of Kinesiology

Vivian Tamkin

Department of Obstetrics
and Gynecology

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:

- Tenure and Promotion Process - Community Engaged Scholarship and Diversity, Equity, and Inclusion - co-sponsored by the Office of Diversity, Inclusion, and Funding (ODIF)
- Graduate Career Diversity Panel - co-sponsored by the Center for the Humanities
- Black, Indigenous, and People of Color Graduate Student Panel on Community Engaged Scholarship - co-sponsored by ODIF
- How Every Graduate Student Can Promote Social Change - co-sponsored by the Graduate School Office of Professional Development.

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:

- Community engagement & the case for the rigor of relationship-building — Michael Maguire, Faculty Associate in Civil Society and Community Studies
- How therapists make meaning of sex trade: A proposed qualitative exploration — Anna Pederson, doctoral student in Counseling Psychology
- Autoethnography and minoritized college student-engaged participatory action research — MaiNeng Vang, Bailey Smolarek, & Matthew Wolfgram, Center for Research on College-Workforce Transitions/Wisconsin Center for Education Research
- Students supporting students: UW–Madison's Occupational Therapy Student Collaborative Learning with Parenting and Pregnant Adolescents in Madison — PhD, OTR/L Jessie Loeb: SAPAR Childbirth, parenting, and Adult Roles educator Allie Korbel: MSOT student Yasmeena Ougayour: MSOT/PP-OTD student Libby Hladik: OTR/L, PhD student
- Playing Ball on Running Water — Dr. Patti Coffey, Department of Psychology
- Perspectives of Key Stakeholders Regarding Retention HIV Care: A qualitative interview study with people living with HIV, community pharmacists, and social workers. — Adati Tarfa, PharmD, MS Graduate Student Health Services Research in Pharmacy

OTHER EVENTS

- CBL instructor reflection space — Each semester, we hosted an open space for instructors of CBL courses and community engagement practitioners to gather to discuss challenges, offer solutions, and be in community together.
- How African-American parents in low-income communities navigate child care needs: An exploratory study in Dane County, Wisconsin — Georgia Allen, CEO and Co-Founder of Soaring Independent Cooperative and Gretchen Trast, M.Ed student

UW SOUTH MADISON PARTNERSHIP

Opened in 2015, the UW–Madison South Madison Partnership (UWSMP) is a physical place designed to foster mutually beneficial relationships between campus and community by responding to community-identified needs and reducing barriers to access. Located in the Villager Mall on South Park Street, the space — equipped with a classroom, conference room, private meeting areas and university resources — allows community members to engage with UW–Madison students, faculty and staff in an accessible, meaningful way.

In 2019 the partnership consistently hosted 14 weekly programs; reserved an average of 70 hours of space use weekly; and partnered with 36 community organizations and a variety of 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 (ADRC), 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 2020 REVIEW:

From calendar year 2018 to 2019 the UWSMP saw an 18% increase in space use, a continuation of the growth trajectory present since the facility opened in 2015. Similar growth was seen in the number of ongoing programs and courses which has increased from 6 in 2015 to 14 in 2019. Not only has the space seen an influx of new program partners, but existing partners have been able to expand and deepen their offerings. Prior to the pandemic, the number of program attendees who access the space averaged more than 1,100 each month.

UW–Madison staff, faculty and students have worked hard to build strong relationships in the south Madison community and this sustained growth indicated a need for a larger space. In August 2020 UWSMP moved to a neighboring suite in the Villager Mall on South Park Street to allow for partnerships to grow and programs to expand. This new location is approximately four times larger than the prior space and includes multiple classrooms, office space, a co-working space, a computer lab and additional adaptable areas.

During the pandemic Community Relations/UWSMP staff and a few core partners worked out of the space on regular basis in order to meet the needs of program participants and community partners while following health safety protocols. The following programs used the space during the fall 2020 and spring 2021 semesters:

- The Odyssey Project had 1-4 staff members working in the space several times per week to run remote learning opportunities for their participating students and families. This work included packing for monthly supply and food delivery.
- The Neighborhood Law Clinic held occasional meetings with clients who could not meet remotely or needed to sign documents in-person.
- The ADRC used the space to film some of their exercise classes for online participants, and to pack deliveries to their participants; during the spring of 2021 there has also been monthly meal pick-ups. The UWSMP is also working with the ADRC to schedule monthly blood-draws for research participants on site.

In addition to meeting the current needs of core partners in the new UWSMP space, Community Relations/UWSMP staff have also been working with a variety of campus and community partners to plan for future sustained use of the space once it is safe for more consistent in-person work and programming. The UWSMP space and partners plan to reopen in fall 2021 to continue in this important space connecting our campus with the South Madison community.

CIVIC ACTION PLAN (CAP)

The CAP is comprised of nine recommendations. Below are some highlights of accomplishments from 2020-21. We chose just a few examples from some of the recommendations.

RECOMMENDATION #1: Ensuring preparation of students, staff, faculty involved in curricular and co-curricular engagement

Campus Lead: *Morgridge Center Community Engagement Preparation Specialist Cory Sprinkel*

See [page 39](#) with accomplishments of Recommendation #1

RECOMMENDATION #4: Institutionalize and publicize obvious entry points for community members and potential partners to access and connect with community-engagement activities occurring on- and off-campus

Campus Leads: *School of Human Ecology Executive Director of the Center for Community and Nonprofit Studies Mary Beth Collins*

Highlights:

- Creating a public-facing inquiry form that will be available on websites of Community Campus Connector (C3) members (units on campus that work directly with community), including the Morgridge Center, the UW South Madison Partnership (UWSMP), and the Center for Community and Nonprofit Studies (CommNS). This form will allow community partners to input their priorities and questions as they seek to connect with UW–Madison. The form will link to Salesforce (CRM) for simple tracking and will automatically alert a team of community engagement professionals on campus, who will follow-up personally with each inquiry to appropriately connect them to people at UW. This is being supported by the AmeriCorps*VISTA role hosted by Community Relations and the CommNS.

RECOMMENDATION #6: Institutionalize support for quality community-engaged work in traditional academic processes and departments

Campus Leads: *Morgridge Center Faculty Director Earlise Ward and Assistant Director of Community-Engaged Scholarship Haley Madden*

Highlights:

- Spring 2020, all four divisional committees approved new tenure and promotion guidelines to better recognize community-engaged scholarship in the tenure portfolio. During spring 2021, tenure and promotion subcommittee members worked with the Biological Sciences Divisional Committee chairs to review their tenure and promotion rubric to include substantive criteria to enhance evaluation of community-engaged scholarship in their tenure and promotion cases.
- The Morgridge Center again exceeded its expectations for support for Community-Based Research and funded eleven CBR projects for 2021-22.

RECOMMENDATION #7: Invite university personnel who serve in off-campus settings to communicate their knowledge of community assets, interests, and priorities, thereby creating a campus culture that values two-way communication with community

Campus Lead: *Director of Community Relations Brenda Gonzalez*

Highlights:

- The UW South Madison Partnership (UWSMP) and Community Relations staff including director, Brenda Gonzalez, moved to a new space that is over four times the size of its previous location at the Villager Mall at South Park Street. This growth will not only meet the current demand for space, but also offer room for sustained growth over time. In increasing the capacity for new programming, new collaborations with community partners, and expanded access including fully staffed hours, the UWSMP aims to be a gateway to the university in South Madison and beyond. We thank Chancellor Blank for her support of the growth and sustainability of UWSMP.
- Along with the expansion of space at UWSMP, they secured a full-time staff member dedicated exclusively to maintaining and helping with the expansion of the services.
- In spring 2021 Brenda and her staff launched the Community Relations video discussion series, “Community Chats” featuring leaders working for social change in our Madison and UW–Madison communities. The series provides opportunities to highlight connections across our campus and the community.
- The LaMarr Billups Award recognizes a member of our campus and Madison community who does outstanding work in building connections between UW–Madison and the broader community. Dr. Ruthanne Chun, Associate Dean for Clinical Affairs and Director of UW Veterinary Care was selected as the 2021 LaMarr Billups Awardee. A virtual award reception was held June 22, 2021 and hosted by Brenda Gonzalez, Earlise Ward, and Chancellor Blank.

RECOMMENDATION #8: Catalogue the amount and extent of engagement in WI to better understand and manage activities in Dane County and other counties

Campus Lead: *School of Human Ecology Executive Director of the Center for Community and Nonprofit Studies Mary Beth Collins*

Highlights:

- In collaboration with C3 units, Community Relations worked to introduce Salesforce (CRM) as a tool to increase knowledge of community engagement efforts throughout campus. This knowledge will allow better collaboration between units and ensure a better experience for community partners. This work has also been supported by the AmeriCorps VISTA member hosted by Community Relations and the Center for Community and Nonprofits Studies. This role has increased capacity to focus on collaborative work such as coordinated intake and tracking of community requests to the university in South Madison and beyond. We thank Chancellor Blank for her support of the growth and sustainability of UWSMP.

RECOMMENDATION #9: Support innovative models of CBL and other student engagement

Campus Lead: *Morgridge Center assistant director of civic engagement and Voter Engagement and Civic Learning Coordinator Zachery Holder*

Highlights:

- Voter engagement work has continued beyond a major election cycle thanks to the addition of the voter engagement and civic learning coordinator role. Spring 2021 was the first semester that the BadgersVote Coalition maintained regular meetings outside a general election. The coalition and the vote team efforts centered this semester around the state election for the Superintendent for Public Instruction. This included staffing ID print stations and creating messaging around how students could obtain their voter ID.
- Continued to support efforts for the February primary election. However, due to low voter turnouts, efforts centered on outreach and engagement initiatives to raise awareness of the importance of the election.
- UW–Madison was selected Voter Friendly Campus 2021 – 2022, one of 235 colleges and universities in the county.

COMMUNITY ENGAGEMENT PREPARATION YEAR 2

1 Launched new online learning modules aimed at increasing student preparation for meaningful community engagement.

- Produced a series of videos incorporating community partners and campus community members. Also serve as valuable communication assets.
- At least 150 students completed one or more of the online training modules.
- At least seven (7) courses utilized training modules this year
- See **page 42** for module assessment findings

2 Increased dissemination and outreach of preparation training materials.

- Facilitated 20 workshops to community engaged courses or programs.
- Partnered with School of Family Medicine and Community Health for strategic integration of community engagement preparation throughout resident curriculum.
- Developed ongoing partnerships with Humanities Exchange Scholars, Social Justice Hub students, and Department of Population Health.
- See **page 40-41** for workshop assessment findings

3 Created new Morgridge Center Graduate Liaison positions to increase relationships with and support offered to academic departments.

- Program will launch in academic year 2021-22
- Four (4) Graduate students have been selected for the role

4 Using program funds, increased funding available for existing Community-based Learning and Research grants.

YEAR 3 OBJECTIVES

- Creating additional online modules related to International Engagement and Community-based Research
- Increased partnerships with courses, student organizations, programs and departments
- Revise and Modernize Resource Library to serve as a central learning and support hub for community engaged scholars, instructors, staff, and students
- Further formalize and document aspects of the role to support transition and sustainability after Year 3

Strategic Needs:

- Increased staffing to support relationship formation between community partners and the university (i.e. community director/ liaison)
- Increased funding to support ongoing capacity to expand and centralize this work (through staffing and systems)

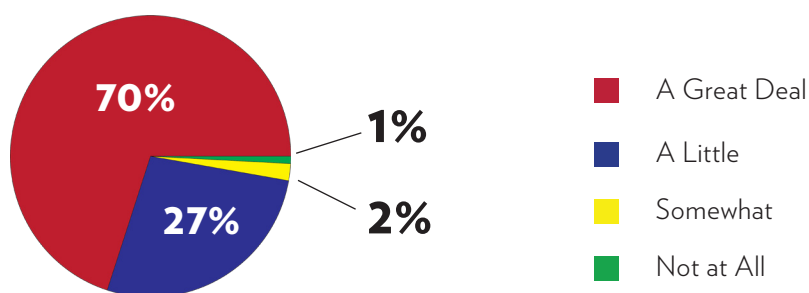
WORKSHOP AND MODULE ASSESSMENTS

Community Engagement Preparation Workshops

Qualitative feedback themes — Prompt: What was most helpful about this workshop?

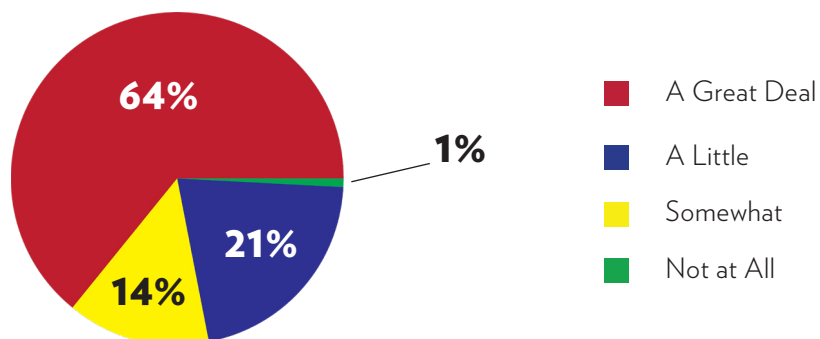
- Reflection and increased self-awareness
- New understandings (i.e. asset-based community)
- Stronger understanding of listening and relationships
- Humility - both intellectual and cultural

Workshop increased Understanding of "Cultural Humility"



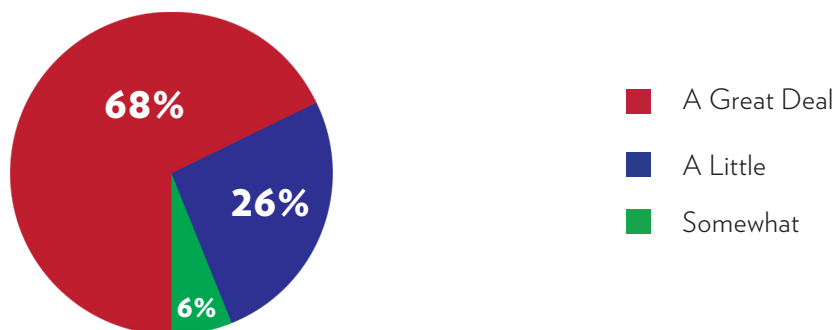
The breakdown follows as: 1 individual indicated not at all, 23 individuals indicated a little, 2 individuals indicated somewhat, 59 individuals indicated a great deal.

Workshop increased Understanding of "Power and Privilege"



The breakdown follows as: 1 individual indicated not at all, 18 individuals indicated a little, 12 individuals indicated somewhat, and 54 individuals indicated a great deal.

Workshop increased Understanding of "Equitable Relationships"



The breakdown follows as: 0 individuals indicated not at all, 22 individuals indicated a little, 5 individuals indicated somewhat, and 58 individuals indicated a great deal.

WORKSHOP AND MODULE ASSESSMENTS

Community Engagement Preparation Workshops

- # of survey results = 316
- Approximately 150 students completed one or more of the three module options

Student, Self-Reported Learning Outcomes Emphasized:

- Understanding and valuing of Cultural and Intellectual Humility
- Recognition of power, positionality, and privilege as it relates to entering and engaging with communities
- Awareness of the possibility of ill-planned community engagement causing harm
- The importance of working with and listening to community partners, relationship building
- Increased valuing of strong communication and active listening
- The need for and value of continuous reflection
- Recognition of implicit bias and ability to challenge assumptions

Anecdotal Data from Conversations with Course Instructors

“ I also had a senior neuroscientist in the class who’s headed off the med school who said that module was a bit of a life changer. That he knew so many people who complete “service” to get into med school, and that he’s had the same attitude, and that these modules, coupled with our work with Stories from the Flood this semester, prompted him to dramatically rethink how he works with patients, attend to empathy and humility, put others’ needs first, and consider his influence on the world. ”

“ A huge majority of students offered that the modules helped them explore issues of privilege that they hadn’t thought about, and the idea that “service” can very often do harm really stuck with students. The modules were a huge value-added, and I’d love to see faculty be mandated to take them across campus. ”

“ A student today said one of the most valuable things in my class was hearing from you at the start of class — they said they had lots of classes in their 5 year undergraduate career but that was the first time anyone talked about being a decent human being! ”

AWARDS

ACHIEVEMENT CONNECTIONS VOLUNTEER AWARD

Brooke Rhodes

Brooke Rhodes is an outstanding junior at Middleton High School, participating in National Honor Society, Debate Club, and Link Crew. This is her first year volunteering with Achievement Connections and has stood out among her other peers tutors for her patience, dedication and devotion.

During her sessions, Brooke continuously demonstrates concepts and encourages students to reference previous problems and take notes. She takes a great deal of time outside of her session preparing materials including handwritten notes, and in addition to working on math, she has taken the time to build a rapport and a positive relationship with her student.

BADGER VOLUNTEERS TEAM AWARD

There was no BV Team Award this year.

ENGAGED ALUMNI AWARD

Megan Miller ('09)

Megan Miller has been engaged with the Morgridge Center and its program since her time in undergrad, here at UW-Madison. After her undergraduate career and work with AmeriCorps, Megan joined the Morgridge Center team as the assistant director of civic engagement and communications, leading the Morgridge Center's co-curricular programming. Even after leaving the Morgridge Center, Megan continues to advocate for voter access and encourages students to remain civically engaged.

EXCELLENCE IN ENGAGED SCHOLARSHIP AWARD

Mirva Johnson

The Excellence in Engaged Scholarship Graduate Student Award acknowledges a graduate student who aims to better connect campus and community through service-learning, engaged teaching, or leading and participating in community-based research while addressing community-identified issues.

Mirva Johnson maintains the highest ethical standards within the academic fields of folklore and linguistics as well as in her relationships with community partners. Her commitment to social change is based in the responsibility and care she takes to help communities maintain cultural traditions, identities and their heritage languages.



2020-21

AWARD RECIPIENTS

Achievement Connections Volunteer Award

Brooke Rhodes

Engaged Alumni Award

Megan Miller ('09)

Excellence in Engaged Scholarship Award

Mirva Johnson

Fred Risser Excellence in Engaged Undergraduate Student Award

Tamia Fowlkes

Ginsberg Family Award

Danielle Wendricks

Louis Korenman Badger Volunteers Award

Akshay Kalra

Newman Civic Fellowship

Beth Allen

Outstanding Community Partner Award

Centro Hispano of Dane County (Centro)

School of Education Student Staff Achievement Award

Victoria Soto

Student Activism Award

UW-Madison
BIPOC Coalition

FRED RISSE EXCELLENCE IN ENGAGED UNDERGRADUATE STUDENT AWARD

Tamia Fowlkes

Previously the Excellence in Civic Engagement Undergraduate Award, Morgridge Center for Public Service has named the Excellence in Civic Engagement Undergraduate Award after Senator Fred Risser. The Fred Risser Excellence in Civic Engagement Undergraduate Award recognizes an undergraduate student who has made civic engagement integral to their college experience.

Whether she is registering students to vote, writing an article about her community, in conversation with policymakers and activists, or advocating for legislation on the Student Council, Tamia Fowlkes remains determined to see tangible change in our community. Tamia roots her leadership in the desire to empower and motivate young people to voice the changes that are desperately needed in our communities and through active civic engagement she reminds us that the future can be bright.

GINSBERG FAMILY AWARD

Danielle Wendricks

From 1993 to 2017 The Meyerhoff Undergraduate Excellence Awards for Leadership, Service and Scholarship have recognized students who have made outstanding leadership and service contributions to the University and/or the surrounding communities while maintaining a record of academic excellence. The awards are named after our benefactor, Harvey “Bud” Meyerhoff from Baltimore, Maryland. Mr. Meyerhoff, a successful businessman and philanthropist, is a 1948 graduate of UW–Madison.

Beginning in 2018 the Ginsberg Family Awards will continue this tradition of recognizing outstanding student leaders. The Ginsberg family has chosen to offer these awards in honor of the late Dean of Students Paul Ginsberg (Dean of Students from 1970-1987) in recognition of his profound impact on the campus community.

Danielle Wendricks has dedicated her college experience to connecting campus and community and making the work of Morgridge more accessible to the Madison community. She has advised countless students on volunteer opportunities, led workshops on responsible civic engagement, supported professors in implementing community-based learning approaches in their classrooms and supported logistical programming at the UW South Madison partnership. She currently serves as the internal director of the Open Seat Food Pantry where she organizes volunteers to staff three weekly food distributions across campus, and she also serves as an intern for the Literacy Network. Dani says, to pay it forward, wherever life takes her, she will work intentionally to foster spaces where community can flourish.

LOUIS KORENMAN BADGER VOLUNTEERS AWARD

Akshay Kalra

Akshay Kalra continues to be a positive figure for the students he works with at Jefferson High School by stepping into important leading roles, as well as building genuine relationships with them in order to better understand their needs. Akshay is enthusiastic, ready to learn and eager to serve. Akshay has grown in his skills, and has helped others grow in theirs, ultimately exceeding his goals as a Badger Volunteer.

NEWMAN CIVIC FELLOWSHIP

Beth Allen

Beth Allen combines her interests in politics and voter engagement to help combat the inequities in underrepresented voter communities (STEM majors, BIPOC students and graduate students) and to make campus a more inclusive place. Her experiences working at the Morgridge Center for Public Service and in the Wisconsin Governor’s Office have helped inform and reinforce her passion for voter engagement and social justice.

OUTSTANDING COMMUNITY PARTNER AWARD

Centro Hispano of Dane County (Centro)

The Morgridge Center Outstanding Community Partner Award is given annually to a community partner who has demonstrated excellence in partnering with a university entity to provide opportunities for students to engage in and learn from the community. Centro Hispano of Dane County (Centro) is a community hub and has become the leading social service provider for Latinos in the county. The agency serves 2,500 families and over 6,000 individuals annually and utilizes strategic planning and program evaluation, in order to develop mutually beneficial partnerships between the university and Centro.

SCHOOL OF EDUCATION STUDENT STAFF ACHIEVEMENT AWARD

Victoria Soto

The School of Education Student Staff Achievement Award recognizes a recipient who presents a positive image of the school through exceptional work and demonstrates creativity, problem-solving, excellent customer service, or other activities that go beyond the ordinary expectations of their role as a student hourly worker.

Victoria (Vic) Soto has been an operations intern at the Morgridge Center for three years, staffing the front desk, helping students interested in learning more about the center's programs and working on the day-to-day operations of the Center.

Vic has provided leadership to the Morgridge Center, from taking the lead on projects, to co-leading the Diversity, Equity, and Inclusion committee. She models vulnerability in meetings, creating a culture of sharing authentically, which helps enhance relationship building.

Vic initiated a monthly series of social activities to help build community, with a variety of opportunities from early morning coffee to late-night studying, to volleyball games. She launched and led a program to build relationships between interns and staff they don't normally work with. This allows student workers to have another person to turn to if they have issues of bias, or want to grow their networks. This is now a core part of maintaining the team and culture at the center.

STUDENT ACTIVISM AWARD

UW–Madison BIPOC Coalition

Student activism is crucial to our campus' growth and it is highly deserving of recognition. Indeed, activism is a key pathway of public service and allows students to engage in multiple methods of civic engagement through activities such as organizing, policy change, or advocacy. As such, the Morgridge Center is pleased to offer this newly developed award that seeks to recognize student activists and their impact on our campus in the current moment — not just years later in a historical reflection, as is often the case.

Student activists have always played a vital role in improving our campus community. The UW–Madison BIPOC Coalition has brought the fight for Black liberation to the forefront of issues addressed by both the university and the greater Madison community throughout a tumultuous year. Students joined together out of the recognition that their collective voice was more powerful than their individual efforts and aim to continue advocating for BIPOC students on campus moving forward.

APPENDIX A:

BADGER VOLUNTEERS 2020-21 COMMUNITY PARTNERS

PARTNER	FOCUS
Friends of Lake Wingra	Sustainability
Facilitated Language Studies Program — East High School	Education
Facilitated Language Studies Program — Plymouth High School	Education
Facilitated Language Studies Program — West High School	Education
Girl Scouts of Wisconsin — Badgerland	Education
Goodman Community Center	Education
Madison Catholic Charities Adult Day Center	Public Health
Odyssey Project	Education
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 - Patrick Marsh Middle School	Education
Schools of Hope - Prairie View 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
Tenant Resource Center	Public Health
United Way of Dane County	Public Health
Velma Hamilton Middle School	Education
West High School - Tutoring Center	Education

APPENDIX A2:

BADGER VOLUNTEERS 2020-21 EDUCATION SESSIONS

FALL 2020

Domestic Violence as a Public Health Issue
October 5

Public Policy and the Upcoming Election
October 15

Gender-related Health Policy
October 20

Mentoring Madison's Youth in a Global Pandemic
October 26

Mental Health in Wisconsin, during COVID-19
October 28

Public Health Responses to COVID-19
November 10

Virus Research at UW
November 13

SPRING 2021

Suicide Prevention on Campus
March 15

Volunteer Impact on those Living with Memory Impairment
March 23

Multi-sector Approach to Sustainable Community Change
March 25

Supporting Adolescents in their Education and Health
March 31

Homeschooling and Educational Equity
April 5

Education and Social Justice
April 9

Native Food Sovereignty
April 22

APPENDIX A3:

BADGER VOLUNTEERS 2020-21 WORKSHOP SESSIONS

FALL 2020

Introduction to Community Engagement
October 1

Voting in the Upcoming Election
October 7

Introduction to Social Identity
October 16

Power and Privilege
October 22

Strategies for Change in Social Justice
November 5

Incarceration and Recidivism in Dane County, Wisconsin
November 23

Social Justice and Public Affairs
December 4

SPRING 2021

Entering, Engaging, and Exiting Communities
March 3

Using Social Entrepreneurship to advance Social Justice
March 16

Pod-Cast Your Vote: The April 6th, 2021 Election
April 1

Racial Bias and its Implications in Community-based Work
April 13

The Philosophy and History of Race
April 15

Restorative Justice Organizing
April 19

Community-based Research in Health to Achieve Justice
April 21

Social Justice and Public Affairs
April 27

How to Care for Yourself while Caring for Our Community
April 30

APPENDIX B: COMPLETE LIST OF 2020-21 CBL COURSES

SUMMER 2020

Communication Sciences & Disorders 790
Practicum in Communication Disorders

Legal Studies/Social Work 694
Criminal Justice Field Observation

Nursing 511
Community Supports for People with Dementia

Nursing 590
Planetary Health and Social Justice

Rehabilitation Psychology & Special Education 300
Individuals with Disabilities

Rehabilitation Psychology & Special Education 330
Behavior Analysis: Applications to Persons with Disabilities

Rehabilitation Psychology & Special Education 630
Internship in Rehabilitation or Special Education

Rehabilitation Psychology & Special Education 880
Clinical Practicum

Rehabilitation Psychology & Special Education 890
Clinical Practicum

Rehabilitation Psychology & Special Education 910
Clinical Rehabilitation Counseling – Internship

Social Work 800
Field Practice and Integrative Seminar III

Social Work 801
Field Practice and Integrative Seminar IV

Spanish 319
Medical Spanish

FALL 2020

Agriculture and Applied Economics 323
Cooperatives

Art 338
Service learning in art

Art 393
Internships in Art

Chican@/Latin@ Studies 530
Community-based Research and Evaluation

Civil and Environmental Engineering 578
Senior Design Capstone

Civil Society and Community Studies 335
Communicating with Key Audiences

Civil Society and Community Studies 501
Infrastructure/Operations of Nonprofit Organizations

Civil Society and Community Studies 501
Nonprofit Board Leadership

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

Civil Society and Community Studies 600
Community Issues and Action Capstone

Communication Sciences and Disorders 790
Practicum

Counseling Psychology 620
Supporting the Homeless in Schools

Curriculum and Instruction 362
Drama for Teaching and Learning

Curriculum and Instruction 506
Strategies for Inclusive Schooling

Design Studies 341
Design Thinking – Inspire, Innovate

English 245
Seminar in the major — Writing rivers

Environmental Studies 402
Community Environmental Scholars Seminar

Environmental Studies 600
Capstone

Environmental Studies 600
Capstone

Environmental Studies 600
Capstone

Environmental Studies 972
Conservation Planning

Geological Engineering 479
Geological Engineering Design

Human Development and Family Studies 663
Developmental and Family Assessment

ILS 357
Peer Mentor Seminar

Integrated Science 240
Service with youth in STEM

Integrated Science 341
Service with Youth in Stem Practicum

Journalism 445
Creative Campaign Messages

Kinesiology 527
Principles of Strength and Conditioning

Landscape Architecture 375
Landscape Architecture Seminar

Landscape Architecture 610
Landscape Architecture Seminar

Landscape Architecture 668
Restoration Ecology

Law 768
Consumer Health Advocacy and Patient-Centered Care Clinical

Legal Studies 400
Impact on Health

Legal Studies 694
Criminal Justice Field Observation

Pharmacy Practice 525
Pharmacy Practice Experience III

Pharmacy Practice 625
Introduction Pharmacy Practice Experience V

Physical Therapy 541
Culture and Diversity in Health Care

Psychology 399
Service Learning in Psychology

Psychology 601
Issues in Prisoner Reentry

Public Affairs 871
Public Program Evaluation

Public Affairs 881
Cost-Benefit Analysis

Public Health 780
Evidence-Based Decision Making

Real Estate 611
Residential Property Development

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

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

Rehabilitation Psychology & Special Education (RPSE) 630
Internship in Rehabilitation or Special Education

Rehabilitation Psychology & Special Education (RPSE) 880
Rehabilitation Counseling Psychology-Supervised Practicum I

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

Rehabilitation Psychology & Special Education (RPS) 910
Rehabilitation Counseling Psychology-Internship

Social and Administrative Pharmacy 911
Research Seminar in Social and Administrative Pharmacy

Social Work 400
Field practice and Integrative Seminar I

Social Work 420
Poverty and Social Welfare

Social Work 422
Social Issues in Aging

Social Work 800
Field practice III

Social Work 835
Advanced Social Work Practice in Mental Health

Social Work 836
Mental Health Policies and Services

Soil Science 449
Soil Management

Spanish 319
Spanish Language Practice: Medical Spanish

Urban and Regional Planning 912
Planning Workshop

SPRING 2021

Art 338
Service Learning in Art

Art 393
Internships in Art

Chican@/Latin@ Studies 525
Latin@ Mental Health

Civil and Environmental Engineering 578
Senior Design Capstone

Civil Society and Community Studies 501/743
Nonprofit Board Leadership II

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

Civil Society and Community Studies 600
Capstone

Civil Society and Community Studies 811
Community-based Research

Computer Science 402
Introducing Computer Science to K-12 Students

Counseling Psychology 525
Latin@ Mental Health Services

Counseling Psychology 620
Supporting the Homeless in Schools

Curriculum and Instruction 506
Strategies for Inclusive Schooling

Dance 232
Intro of Dynamics of Dance Therapy

English 245
Seminar in the Major — Writing rivers

Environmental Studies 600
Capstone – Last Child in the Park: How
Kids and Birds can Save the World

Environmental Studies 600
Capstone

Gender & Women's Studies 660
Internship

Human Development and Family Studies 663
Developmental and Family Assessment

Integrated Science 240
Service with Youth in STEM

Integrated Science 341
Service with Youth in Stem Practicum

Kinesiology 300
Practicum in Kinesiology

Kinesiology 365
Practicum in Adapted Physical Education

Kinesiology 516
Physical Activity for Diverse Abilities

Landscape Architecture 321
Health Promoting Environments

Landscape Architecture 611
Practicum in Landscape Architecture

Legal Studies 400
Impacts of Social and Legal Issues on Health

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

Pharmacy Practice 426
Pharmacy Practice Experience II

Pharmacy Practice 526
Pharmacy Practice Experience IV

Pharmacy Practice 626
Pharmacy Practice Experience VI

Psychology 601
Issues in Prisoner Reentry

Public Affairs 860
Workshop – International Public Affairs

Public Affairs 869
Workshop in Public Affairs

Real Estate 611
Residential Property Development

Real Estate 651
Green – Sustainable Development

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

Rehabilitation Psychology & Special Education (RPSE) 630
Internship

Rehabilitation Psychology & Special Education (RPSE) 880
Rehabilitation Counseling Psychology-Supervised Practicum I

Rehabilitation Psychology & Special Education (RPSE) 910
Internship

Social Work 400
Field practice and Integrative Seminar I

Social Work 800
Field practice III

Social Work 801
Field practice IV

Social Work 836
Advanced Social Work Practice in Mental Health

Spanish 319
Spanish language practice: Medical Spanish

APPENDIX C: COMPLETED WIF 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 C2: ON GOING WIF PROJECTS

1. The National Student Speech Language Hearing Association Diversity, Equity, and Inclusion Research Internship (D)

Students: Julia Zacher and Sanjana Kumar

Academic Advisor: Kimberly Mueller

Community Partners: Robert M. La Follette High School and Madison West High School

The NSSLHA Diversity, Equity, and Inclusion Research Internship Project aims to inform high school students, especially students of color, in the Madison Metropolitan School District (MMSD) about the field of communication sciences and disorders (CS&D). The goal is to educate these students on the careers available in both speech pathology and audiology by providing related resources and opportunities. Students will be able to explore their interests in CS&D by applying to a summer internship in The Communication in Aging and Neurogenic Diseases Laboratory (CCANDL). By introducing these careers at the high school level, young students will be better equipped to financially plan for and build a competitive application for future study in CS&D.

2. Portable Library Box (I)

Student: Lennox Ochieng

Academic Advisor: Nancy Kendall

Community Partner: Peacemaker International

The Portable Library Box project aims to assist young primary school-goers in under-resourced public primary schools in Nairobi, Kenya. These schools currently have a shortage of literacy materials, with most of them resorting to forcing individual students to buy their own. Given that these schools are in low-income communities, this hinders most students from accessing literacy materials. The portable library boxes will be used to store storybooks and other literacy materials that can support learning of the English and Kiswahili languages in young primary level pupils in selected schools.

3. Freedom, Inc: Southeast Asian and Black Communities Keeping Each Other Safe (D)

Students: Christy Zheng and Clara Yu

Academic Advisor: Cindy I-Fen Cheng

Community Partner: Freedom, Inc.

Freedom, Inc.: Southeast Asian and Black Communities Keeping Each Other Safe aims to address food security through Freedom, Inc.'s Food Pantry Program that feeds Madison's Southeast Asian and Black communities. In addition, through community discussion panels led by the leaders of Freedom, Inc., The project will foster joint healing and educate community members and UW-Madison students about the ways to combat the racially discriminatory experiences imposed by America's system. With the adverse effects of COVID-19 felt most severely by marginalized populations, Christy and Clara hope to foster community in this time of division.

4. Mvaha Wa Chiche (I)

Student: Mildred Chome

Academic Advisors: Nancy Kendall & Kate McCleary

Community Partner: Kesho Kenya

Mvaha Wa Chiche is an initiative that seeks to inform, and educate girls on STEM careers, through the introduction of STEM core concepts and a diverse range of female role models mentors, and technical experts in the STEM field. The initiative incorporates a mentorship program in the hopes of addressing the socio-economic barriers that the girls in Kilifi, Kenya face in pursuit for education.

5. Bringing Education Home: Introducing the 5 STA-Z Board Game as an Educational Resource in the Kyangwali Refugee Camp (I)

Student: Joel Baraka

Academic Advisors: Nancy Kendall & Kate McCleary

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

Due to the COVID-19 crisis, learning for many refugee children in Kyangwali refugee camp has been distracted. The 5 STA-Z game seeks to: (1) offer an at-home, play-based learning opportunity, particularly important during this pandemic, and (2) introduce a new approach to learning and education delivery within some of the most under-resourced communities like refugee camps.

6. La Follette High School Pantry Project (D)

Student: Sidney Schrage

Academic Advisor: Michael Maguire

Community Partner: La Follette High School

The Madison La Follette High School Pantry Project's goal is to intervene food insecurity and to provide resources on equitable and responsible volunteering for students at Madison La Follette High School. This project will establish the necessary infrastructure for a food pantry at La Follette High school. Sidney will also engage students in learning about food justice, helping them grow into passionate, involved community members. The goal is to establish a needed community resource at La Follette High School and develop high school student's leadership and community engagement skills.

7. The Perspectives Project (I)

Students: Amita Doiphode, Anusha Ray Dey and Vaishnavi Gundamraj

Academic Advisor: Claudia Guzman

Community Partner: National Alliance of Mental Illness – Dane County

The Perspectives Project aims to introduce cultural sensitivity specific to Asian Americans and people of color as a mental health resource at UW–Madison. Working with NAMI Dane county, the project will provide a culturally sensitive mental health workshop series and social media campaign for students who do not feel comfortable with current services. It will also host counseling sessions for students who struggle to navigate their mental health under parental pressure to bridge the generational gap between parents and their children. Amita, Anusha, and Vaishnavi hope to fill the gap of mental health education and diminish the stigma around mental illnesses in P.O.C. communities.

8. Building on a Dream: Empowering Girls in Rural Kenya (I)

Student: Eden Foster

Academic Advisor: Lesley Sager

Community Partner: Tharaka Women's Welfare Program

This project seeks to build on the work of Aniceta Kiriga and the Tharaka Women's Welfare Project to lower the prevalence of Female Genital Mutilation (FGM) and improve health education in the Tharaka region of Kenya. After witnessing the harmful effects of FGM in her community, Kiriga developed the Alternate Rite of Passage (ARP), an annual community event meant to replicate the positive aspects of coming-of-age rituals without needing to undergo FGM. Once in Kenya, Eden will collaborate with Kiriga to design empowering health education 'playbooks' incorporating culturally relevant sexual health materials, which will be distributed to over 250 girls during each ARP ceremony.

APPENDIX E: 2020-21 MORGRIDGE FELLOWS

ANGELA RICHARDSON, AESTHETICS AND BUSINESS PROJECT COORDINATOR, BOLZ CENTER FOR ARTS ADMINISTRATION AT THE SCHOOL OF BUSINESS

As the aesthetics and business project coordinator, Angela coordinates art-based learning activities for business faculty, staff, and students. She received her MFA from UW–Madison. Angela is also a performer and visual artist, focusing on drawing, installation, and dialogue; her work investigates how artistic, intuitive, embodied approaches to research can yield different perspectives than scientific, empirical, and mechanical ones. Previously, she served as a project assistant to cartoonist and author Lynda Barry, arts program manager for the Division of the Arts, a multimedia designer at the Center on Education and Work, and a freelance media and event producer.

CAROLINE GOTTSCHALK DRUSCHKE, ASSOCIATE PROFESSOR, ENGLISH

Dr. Druschke directs an interdisciplinary group of researchers working at the intersection of public engagement and natural resources management. Through the study of rhetoric, her team builds critical theory and conducts social and ecological research and public outreach about stream restoration, migratory fish passage, trout conservation, dam removal, wetlands restoration, watershed-based agricultural outreach and coastal storm impacts. Dr. Druschke's work aims to better understand and intervene in dynamic, multi-species aquatic systems. Currently, she is working with the Driftless Writing Center on the Stories from the Flood project.

CLAIRE BARRETT, HEALTHY ACADEMICS SPECIALIST, UNIVERSITY HEALTH SERVICES

Dr. Barrett graduated from UW–Madison with a joint PhD in educational psychology and civil society and community research in 2017. As part of her dissertation, Dr. Barrett 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. Dr. Barrett previously served as the assistant director of academic engagement for the Center for First-Year Experience and now is the healthy academics specialist at UHS Prevention Services and Campus Health Initiatives, and specializes in working with faculty, instructional staff and TAs to implement systems, policies and environments that promote student wellbeing.

DAN GRUPE, ASSOCIATE SCIENTIST, CENTER FOR HEALTHY MINDS

Dr. Grupe received his PhD in psychology from UW–Madison. Dr. Grupe is interested in understanding the psychological and brain characteristics that make certain individuals more resilient to the effects of chronic and traumatic stress. He uses behavioral, peripheral physiological, and neuroimaging methods to understand why and how different individuals experience potentially stressful events in dramatically different ways. He also conducts mechanistic behavioral intervention research, primarily using mindfulness-based interventions, in an effort to provide individuals with skills and strategies to increase stress resilience, and uses these studies to test hypotheses about underlying mechanisms of stress resilience.

JULES REYNOLDS, DOCTORAL STUDENT, DEPARTMENT OF GEOGRAPHY AND THE NELSON INSTITUTE

Jules holds an M.S. in Agroecology from UW–Madison. As a political agroecologist, she researches resilient change within community-based agroecological systems in Wisconsin. She conducted community-engaged work with agricultural communities in Malawi and in Oregon prior to coming to Wisconsin, and has shaped community-engaged curriculum for agroecological and agricultural-based courses at UW. When she's not on campus, she works for a local cidery out in Mt. Horeb.

KIM WHITMORE, ASSISTANT PROFESSOR, SCHOOL OF NURSING

Dr. Whitmore is interested in better understanding and addressing the needs of families of children with special healthcare needs. Her current research is focused on examining the respite needs of family caregivers to inform the development of a care delivery system that promotes family self-management in families of children with special healthcare needs across the lifespan to optimize individual and family outcomes while promoting health equity. Dr. Whitmore also serves as an affiliate on the public health program faculty at the UW School of Medicine and Public Health. Previously, she worked as a home-care nurse manager, local health officer and policy section chief and state health plan officer for the Wisconsin Division of Public Health.

LINDA M. PHENG, PHD CANDIDATE, DEPARTMENT OF EDUCATIONAL POLICY STUDIES

Grounded in her identity as the daughter of Khmer refugees, Linda's research centers the voices of Southeast Asian American communities to examine the policies, practices and contexts that impact their experiences in- and out-of-school spaces. She has investigated these areas through various qualitative research projects which make use of a variety of methodologies, including in-depth interviews, participant observations, ethnographic fieldwork, textual analysis and surveys. Her dissertation project examines how a community-based youth program in Philadelphia works with Southeast Asian American high school youths to cultivate critical consciousness around race and class inequalities in their schools and communities; and, in turn, how youth use this knowledge to negotiate and challenge the effects of neoliberal education and urban reforms in their schools, communities and city.

MAITREYEE SANJIV MARATHE, GRADUATE STUDENT, DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

Maitreyee is a graduate student advised by professor Giri Venkataramanan and is a student member of the Wisconsin Electric Machines and Power Electronics Consortium. She has worked at SELCO Foundation, a leading organization in the rural electrification space in India. She has also worked at the Centre for Renewable Energy and Sustainable Technologies, India in collaboration with UW-Madison for the study and deployment of real-world microgrids. Her graduate work on microgrids involves exploring the nexus between healthcare and energy resilience, assessing energy needs of medically fragile families and developing microgrid-technology based solutions.

NATHAN LARSON, DIRECTOR, CULTIVATE HEALTH INITIATIVE, ENVIRONMENTAL DESIGN LAB, DEPARTMENT OF PLANNING AND LANDSCAPE ARCHITECTURE

Nathan works in partnership with colleagues representing various organizations and sectors on initiatives and networks focused on health equity, nature and garden-based education, food systems, climate action, and well-being. He currently works on the Cultivate Health Initiative—a joint public health project of the nonprofit Rooted and the UW Environmental Design Lab with support from the Wisconsin Partnership Program—to grow and sustain the school garden network and movement in Wisconsin through policy, systems, and environmental changes. Nathan also serves as a co-lead on the Dane Climate Action Team and on the advisory council for the national School Garden Support Organization Network. Previously, Nathan served as the education director at Rooted.

SUSAN ANDREAE, ASSISTANT PROFESSOR, DEPARTMENT OF KINESIOLOGY

Dr. Andreae focuses on health equity and health promotion. She received her MPH and PhD from the University of Alabama at Birmingham, and then completed a postdoctoral fellowship with the UAB Division of Preventive Medicine. Her research interests include the development, evaluation, and management of family-centered chronic disease self-management programs delivered by community peer coaches.

VIVIAN TAMKIN, POSTDOCTORAL FELLOW, DEPARTMENT OF OBSTETRICS AND GYNECOLOGY

Vivian L. Tamkin received her PhD in counseling psychology, with a minor in child clinical psychology from Southern Illinois University, Carbondale in 2009. She also holds a MA in marriage and family therapy from Pacific Oaks College and Children's School in Pasadena, California as well as state licensure (CA) as a psychologist. Dr. Tamkin has over a decade of experience in graduate-level clinical training/ supervision and direct service provision to children and families in high need, low resourced neighborhoods of color, specifically, with the African American community. Broadly, Dr. Tamkin is interested in the larger problem of disparities in access to high quality, inclusive health care for African Americans. She is particularly interested in developing and testing culturally-based and community-driven strategies to improve the African American mother and infant mortality rates. As such, as a HDRS postdoctoral fellow, Dr. Tamkin will incorporate her years of clinical experience, rooted in an ecological systemic perspective, to examine health outcomes of African American mothers and infants in the first year postpartum/postnatal.



Morgridge Center
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UNIVERSITY OF WISCONSIN-MADISON