



MORGRIDGE CENTER

FOR PUBLIC SERVICE

ANNUAL REPORT | 2024-25

PREPARED JUNE 2025

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CAMPUS ADMINISTRATIVE AFFILIATION

Division for Teaching and Learning

LOCATION

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

BUSINESS HOURS

M-F: 8:30 a.m. – 5:00 p.m.

CONTACT

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

LETTER FROM THE DIRECTOR

Dear Friends of the Morgridge Center,

The Morgridge Center for Public Service is proud to serve as a hub for civic engagement and community connection at the University of Wisconsin–Madison. For more than 30 years, we have worked to fulfill the Wisconsin Idea by connecting campus and community to address serious social problems. Today, few challenges are more urgent than the deep disconnection and declining civic trust that threaten the cohesion of our democracy and communities. The students, faculty, staff, administrators, and community partners who bring our mission to life remind us every day that public service is not just an ideal—it is a practice.

As we mark this milestone year and prepare for the center's 30th anniversary, we do so with both celebration and purpose. In a time of polarization and uncertainty, the work of the Morgridge Center has never been more critical. We continue to play a vital role in fostering connection, trust, and understanding—between the university and the broader community, and among students, faculty, staff, and partners across all walks of life.

The heart of our work is in the relationships we build. In my own life, opportunities to serve alongside others have been the greatest antidotes to the disconnection and distrust we so often encounter. When we work together across lines of difference—whether racial, political, generational, or cultural—we gain more than a shared goal; we gain perspective, empathy, and a deeper sense of belonging. I've learned not only what I have to offer, but how much I have to learn. Immersing myself in community—my own and others'—has helped me understand why people may interpret or respond to the same situation differently. These experiences have deepened my awareness of my own perspective, how others see me, and how to navigate the tensions that sometimes arise between the two.

I've learned to disagree respectfully, to take a stand when needed, and to know when to listen and reflect. Most importantly, I've found that when we engage across difference with humility and curiosity, we often emerge with greater understanding, stronger relationships, and a more unified sense of purpose. By facilitating such engagements, these are the kinds of transformations and insights that the Morgridge Center has fostered for the past 30 years—and the kind of work we must continue to nurture long into the future.

This important work would not be possible without the tireless dedication of our extraordinary staff, the passion and creativity of our students, the commitment of faculty and instructors across disciplines, and the wisdom and generosity of our community partners. We are equally grateful for the university leaders and units across campus who continue to collaborate with us to expand the reach and impact of our shared work. Thank you for the vital role you have played in helping us reach this milestone.

I am deeply honored to be part of the Morgridge Center tradition. Together, we will continue to connect campus and community to solve real-world problems, strengthen civic life, and prepare the next generation of public-minded leaders.

Here's to the next 100 years.

With gratitude and in service,

 James Wright, Ed.D

Faculty Director
Morgridge Center for Public Service

MORGRIDGE CENTER STAFF

STAFF TRANSITIONS

Brittany Colón transitioned from her role as director's administrative assistant here at the center to become the operations coordinator at Disability Rights Wisconsin (DRW) in early February. We miss her dearly! Brittany supported the directors and center in a multitude of ways – she coordinated logistics, managed scheduling, and was often the point of contact for our board members and other campus and community leaders. Brittany also contributed immensely to our center's culture – someone who brought sunshine to each and every meeting and event. She was also a trusted support for numerous students who were connected to our work. We know that her incredible skills, knowledge, and experiences are being put to good use at DRW, an organization (and families) that are near and dear to her heart. We wish her the very best and are incredibly grateful to her for her significant contributions to the center and our lives.

Elizabeth Kolb served as the AmeriCorps campus recruiter for the United Way of Dane County's Achievement Connections program. She strengthened the direct line of communication with AmeriCorps peers with on-site high school placements; instituted a tracking system to monitor frequency of tutoring sessions; and cleaned up an internal drive for improved functionality and usage. In addition to her program, she supported center-wide initiatives: co-led the wellness committee and planned activities for students and staff; workshop design and facilitation for center-wide volunteers; and a source of mentorship to our student leaders. Elizabeth will be starting a master's program at Marquette University this fall.

James Zimmerman served as the Badger Volunteers assistant program manager and will transition out of his role at the end of June. James' contributions have been immeasurable. This included: providing staff and community partners with technical support for the GivePulse (BadgersEngage) integration to improve volunteer placement and tracking; contributing content to the Carnegie Elective Classification for community engagement application; collaborating with our pro and student staff on workshops/retreats/events; and being a great thought partner to improve support of community partners. Most importantly, James was a strong and sought out mentor to UW-Madison students. James will be missed!

Thank you for your contributions to our campus and community!

HIRING

Dave Lassen joined the center as our new assistant director for community-engaged scholarship in April. He comes to us from the University of Notre Dame where he served as the community-engaged learning program director at the Center for Social Concerns. He brings nearly 10 years of experience with community engagement administration, research, and teaching with a strong commitment to the value of engaged learning and equitable community partnerships in higher education. Special thanks to Community-Engaged Scholarship Specialist Cory Sprinkel who served as the interim assistant director for community-engaged scholarship for 11 months prior to Dave joining the team.



Professional Staff

Faculty Director
Travis Wright

Directors' Administrative Assistant
Brittany Colón

Community-Engaged Scholarship Specialist
Cory Sprinkel

Administrative Director
Lisa Chambers

Administrative Manager
Mai Nou Her

Badger Volunteers Assistant Program Manager
James Zimmerman

Assistant Director of Administration
Dean Ladwig

Marketing Manager
Xai Xiong

Achievement Connections Coordinator
Elizabeth Kolb

Assistant Director of Community-Engaged Scholarship
Dave Lassen

Co-Curricular Program Manager
Shelby Fosco

Administrative Specialist
Shannon Abolins

Assistant Director of Civic Engagement
José Luis Ramirez. Jr

Badger Volunteers Program Manager
Lara Miller

Undergraduate and Graduate Student Staff

The Morgridge Center employed over 20 undergraduate and graduate student staff in over 15 different positions in 2024-25.



See **APPENDIX A** for full description of each student staff position.

See **APPENDIX A2** for full description of each student staff that graduated.

Badger Volunteers Team

Maia Ninan
Surina Marced Martinez
Michael Mitchell

Community-based Learning Interns

Quinn Henneger
Grace Van Voorst
Lydia Zajichek
Yunqian Huang

Communications and Marketing Intern

Ruby Sandeman

Multimedia Design Intern

Molly Nichols

Operations Interns

Heaven Williams

IT Operations Intern

Ella Santoro

Transportation Intern

Chloe Kelm

Fiscal Intern

Reeya Anand

Peer Advisor

Choua Yang

Literacy Program Student Intern

Adrian Jauregui

After-School Programs Intern

Estrella Garza

Civic Engagement Interns

Vanessa Ivanov
Kayley Bell

Student Organization Preparation Intern

Madeline Seuring

UW South Madison Partnership Intern

Dharshita Nellore

Community Engagement Education Interns

Alicia Obiakor
Kristhel Vernaza Sanchez

Co-Curricular Program Assistant

Sarah Bybee

Community-Engaged Scholarship Graduate Assistant

Sara Gia Trongone

Community Engagement Graduate Assistant

Diamond Urey

Student Staff Transitions During the Year

Reeya Anand transitioned into the fiscal intern after Shannon Abolins departed the Morgridge Center.

Molly Nichols was hired in November and Chloe Kelm transitioned to the transportation intern.

Yunqian Huang departed the Morgridge Center after the fall semester.

Grace Van Voorst and Sarah Bybee were hired in the spring semester.

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

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

Nidia Bañuelos: Assistant Professor, Division of Continuing Studies and Chican@ & Latin@ Studies at UW-Madison

Emily Auerbach: Professor of English; Co-Director/Founder, UW Odyssey Project

Brenda Gonzalez: Director of Community Relations

Elizabeth Hetrick: Director, IT Business Relationship Management, Exact Sciences

Amanjot Kaur: 2024 Newman Civic Fellow; UW-Madison Undergraduate Student

Alexis London: Executive Director, Bayview Foundation

Karen Menéndez Coller: Executive Director, Centro

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

Christina Olstad: UW-Madison Dean of Students

Mary Rouse: Community Outreach Liaison and Ex officio Board Member

Wren Singer: Executive Associate Vice Provost for Teaching and Learning

Jessica Lee Stovall: Assistant Professor, African American Studies with affiliations with the Curriculum and Instruction and Education Policy Studies departments at UW-Madison

Linda Vakunta: Deputy Mayor, City of Madison

Laura Whitmore: Operations Manager, Madison School and Community Recreation

INTERNAL PROGRAMS AND INITIATIVES

WE BELONG COMMITTEE

The Morgridge Center is committed to fostering a vibrant and inclusive culture. The UW's Survey Center assisted us in administering a climate survey to our student and professional staff members this year. Committee members and professional staff reviewed the compiled data and identified items for future consideration.

WELLNESS COMMITTEE

The Wellness Committee was reinvigorated this year with the efforts of professional staff members Lara Miller and Elizabeth Kolb. The committee's aim is to promote health, balance, and community well-being among professional and student staff at the center. The committee organized a variety of wellness-focused events aimed at encouraging participants to explore campus resources, connect with others, and prioritize their mental and physical health. Some highlights are the Red Gym Wellness Scavenger Hunt, where teams of staff members explored resources and opportunities for wellness right in and around the Red Gym in a fun competition and the End of the Year Comfort Food Potluck, which brought outgoing and incoming student interns together to build relationships and foster belonging all while delighting in everyone's favorite comfort foods. Additionally, the committee partnered with Wheelhouse Studios for a guided art project to reduce stress and foster mindfulness and scheduled regular wellness walks to promote physical activity and provide informal opportunities for connection and reflection in a relaxed, outdoor setting. A Teams channel and bulletin board in the center are frequently used to share wellness messages and resources as well.

SUSTAINABILITY

During the 2024-25 academic year the Morgridge Center Green Team under the direction of staff lead, Dean Ladwig with the assistance of a great team, 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. We continued our collaboration with the folx in the UW-Madison Office of Sustainability completing our re-certification of our platinum level office certification, which is the highest level attainable. In 2025-26, we will be looking forward to working on certifying our meetings and events as green events, as much as possible. During 2024-25 we planned regular "fun facts" sharing in our Teams channel, some fun sustainability challenges throughout the year, and some Green Team outings that included Blue Mounds State Park and an outing to St. Vincent DePaul Dig and Save. We are planning many similar events as well as some new events in 2025-26.

PROGRAMMING BOARD

This year Morgridge Center professional staff Lara Miller and Cory Sprinkel worked with student interns across our various programs to develop a new programming board. This structure was selected to ensure our interns who regularly coordinate events were collaborating to maximize our educational programming offerings, supporting students already connected to our Center and also offering additional entry points to students we haven't yet connected with. This year the programming board helped to coordinate 56 events, including Morgridge Center's existing Community Engagement workshops, reflective discussion-based events around many focus-based issues (environmental justice, access to healthcare, food insecurity on campus, etc.), hosting speakers and workshops highlighting the missions of campus and community partners, providing leadership development and creating fun events to build community among student volunteers and the Madison community. Moving forward, this structure is intended to ensure our programming is student-led and responsive to the needs of our students and community partners.

OFFICE ADMINISTRATION AND FINANCIALS

OPERATIONS

Supervised by the assistant director for administration and the administrative manager, the administrative 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, that include our transportation options program, fiscal processes, special events, and more. They also took on short- and long-term projects to assist with many of the Morgridge Center's program and other operational needs.

ENDOWMENT AND BUDGET

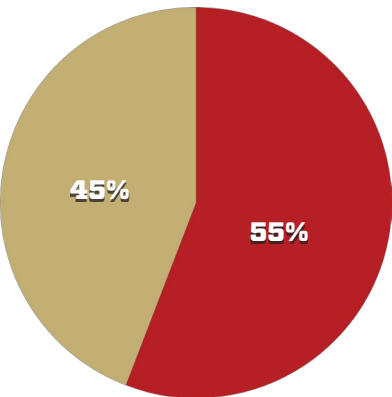
ENDOWMENT

At the end of FY25, the Morgridge Center endowment book value stands at \$13.1 million. A portion of the interest from the endowment provided \$772,000 towards expenses – covering 44% of anticipated expenditures.

BUDGET STATUS

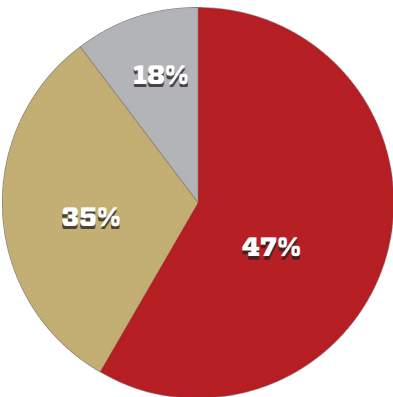
The Morgridge Center's income is on target with projections, and expenditures are projected to be under budget. Total budgeted expenditures amounted to \$1,770,047. Final expenditure numbers will be available in late summer 2025.

101 BREAKDOWN



- Salaries: \$476,430
- Service and Supplies: \$384,001

233 BREAKDOWN



- Salaries: \$409,705
- Service and Supplies: \$298,184
- Fringes: \$155,079

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. Development efforts have begun to resume with refreshing some of our processes but were still paused this year. Due to the fact that we weren't transporting our routine amounts of students to direct engagement sites, 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

2024-25 gifts and grants totaled \$60,000. 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 over a third of current operating costs, these additional gifts and grants are crucial for our operation. See [page 12](#) for the full breakdown of 2024-25 gifts and grants.

OUR VISION FOR THE FUTURE

Over the past several years, the Morgridge Center has experienced significant growth in staff, student engagement, and the breadth of our programming. Yet our vision for the future is even more ambitious. In light of shifting financial landscapes across higher education – including at UW–Madison – external funding will play a critical role in our ability to respond effectively to evolving community and campus needs.

In the coming year, we will collaborate closely with the UW Foundation, alumni, and partners to develop a comprehensive fundraising strategy. Below are key development priorities identified for 2025–26:

1. Expanding Mentoring and Tutoring Opportunities for Students in the Madison Community

Roughly 75% of current Morgridge Center volunteer placements involve tutoring and mentoring youth in the Madison area, reflecting both the strong interest of UW students and the urgent need among community partners. With many local organizations experiencing reduced federal and philanthropic support, Morgridge Center is committed to scaling up its mentoring and tutoring initiatives.

New funding will allow us to expand our programming, strengthen partnerships, invest in training and educational materials, and build a robust system for continuous improvement and impact assessment. With a new full-time educational programming manager joining our team, we are poised for strategic growth – but additional financial support is essential. Funding will also support faculty engagement, allowing more instructors to integrate tutoring and mentoring into their community-based learning courses.

2. Broadening Our Reach to Serve Communities Across Wisconsin

As the state's flagship public university, UW–Madison has a responsibility to serve communities well beyond Dane County. Morgridge Center envisions expanded opportunities for students to engage in meaningful service across Wisconsin – including returning to their home communities in new roles or building relationships in unfamiliar areas through shared learning and contribution.

We also aim to strengthen the flow of community insight and wisdom back to campus, shaping a more reciprocal, responsive understanding of public service. With adequate funding, we can create pathways for deeper student-community partnerships statewide, ensuring all Wisconsinites feel connected to the university's public mission.

3. Nurturing Civic Identity, Engagement, and Connection

The Morgridge Center is committed to supporting UW–Madison students in developing as civically engaged, socially responsible leaders. Funding in this area will expand programs that help students reflect critically on their civic roles and participate actively in public life.

This includes support for experiential learning, interdisciplinary coursework, and campus-community collaborations that foster democratic dialogue, civic responsibility, and collaborative problem solving. A key component of this work is the expansion of nonpartisan voter education and mobilization efforts, ensuring that students are equipped with the knowledge, tools, and confidence to engage meaningfully in the electoral process.

By investing in programs that connect students with real-world civic challenges and encourage active participation in democratic institutions, this priority aims to cultivate a strong sense of belonging, purpose, and civic agency – preparing UW–Madison students to lead with integrity on campus, in their communities, and throughout their lives.

4. Supporting Engaged Scholarship and Faculty Outreach

We seek to promote a campus culture that values and rewards public scholarship. With targeted funding, the Morgridge Center aims to offer annual grants that support faculty in conducting community-engaged research and integrating community-based learning into their teaching.

These grants will encourage rigorous, collaborative projects that address defined community needs in Wisconsin, modeled after the Baldwin Wisconsin Idea Endowment – but with a distinct focus on research and scholarship. Supporting faculty in this way reinforces the university's public mission and expands the impact of academic expertise beyond the boundaries of campus.

In addition, we seek to establish named faculty chairs in Public Service or Public Impact to recognize and elevate the work of exemplary engaged scholars. These chairs would provide both recognition and financial support for faculty members who demonstrate sustained commitment to advancing the public good through their teaching, research, and outreach. By creating permanent, prestigious roles dedicated to public engagement, UW–Madison can more visibly affirm its commitment to the Wisconsin Idea and inspire the next generation of faculty to pursue impactful, community-centered scholarship.

This is just a sampling of our dreams and ambitions.

2024-25 GIFTS AND GRANTS

DONOR	DESIGNATION	AMOUNT
CORPORATIONS, BUSINESSES, FOUNDATIONS AND COMMUNITY ORGANIZATIONS		
American Family Insurance Group	Wisconsin Idea Undergraduate Fellowships	\$20,000.00
Evjue Foundation	Badger Volunteers	\$15,000.00
Housing Ministries	Wisconsin Idea Undergraduate Fellowships	\$25,000.00
Madison Civics Club	Voter Engagement	\$5,000.00
TOTAL		\$65,000.00

COMMUNICATIONS AND MARKETING

Focusing on our three main audiences – students, faculty and staff, and community members – the Morgridge Center executed a comprehensive digital and social strategy in 2024-25. Below are some of the highlights (2024-25 figures July-June).

PODCAST

GridgeFridge saw a steady production with one episode produced a month from September to May. This year we produced the long-form narrative episode focused on food insecurity titled *"Nourish or Neglect: Combating Food Insecurity at UW-Madison"*. The episode produced this year with the most plays was *"Unveiling Academia's Realities and the Value of Voting: A Dialogue with Dr. Barry Burden"*.

GridgeFridge	2024-25 Total
Episodes Produced	8
Total Plays	154
Consumed Hours	240
Spotify Listeners	26%
Apple Listeners	53.8%
Followers	44

INSTAGRAM

Between 2023-24 and 2024-25, there was a 120% increase in impression. This year the Morgridge Center crossed 2,000 followers. Reels and videos averaged 203 seconds average watch time. The Morgridge Center reel featuring the Badger Volunteers intern on February 25 reached a record-high 13,000+ views.

@morgridgecenter	2024-25 Total
Followers	2,077
Reach	216,053
Impressions	323,990
Content Interaction	7,970
Profile Activity	1,087

MORGRIDGE MAIL WEEKLY NEWSLETTER

The Morgridge Mail digital newsletter went out every Monday in 2024-25 and remained a very successful tool for informing students about our programming as well as community and campus partner opportunities.

Morgridge Mail saw the most clickthroughs in December with 230. The Badger Volunteers registration announcement sent in August and January saw the highest click-to-open rate with 11.83% and 10.73%.

morgridgecenter	2024-25 Total
Subscribers	8,318
Total Sends	276,903
Total Opens	76,117
Total Clickthrough	4,191
Avg. Open Rate	1.56%
Avg. Click-to-Open	6.61%

GRIDGEFRIDGE PODCAST

We kicked off the fifth season of GridgeFridge, the Morgridge Center's podcast that is dedicated to connecting community, campus, and student voices that foster, shape, and cultivate a thriving democratic society. We produced one long-form narrative episode focused on food insecurity at UW-Madison. We also produced seven one-on-one conversational episodes. These episodes were narrated and driven by the GridgeFridge host with additional voices from students, faculty, constituents, campus, and city partners.

ELOQUA MARKETING AUTOMATION

Eloqua is an Oracle product that executes both email marketing (simple mass email campaigns) and marketing automation (multi-step, automated marketing workflows). You can send graphic and trackable emails to on- and off-campus recipients. Recipient lists can be segmented by characteristic or interaction. Website visits and email interactions (opens, clicks, sends) are tracked in dashboards and reports. At UW-Madison, hundreds of campus departments use Eloqua. This is our third year using Eloqua.

ORIGINAL CONTENT

Twenty-nine stories were published to morgridge.wisc.edu in 2024-25, 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 continued to highlight former students who were employed by us to get an insight on how their lives have unfolded post-grad. Some notable stories include:

- “Leading with Purpose: Yunqian Huang’s Commitment to Community and Inclusion”
- “Threads of Change: Jordyn Czyzewski and the Rise of ReWear It Wisco”
- “Badger Volunteer Turned Peace Corps Advocate: Emily Merkel’s Journey to Kenya”

MEDIA MENTIONS AND PUBLICITY

The Morgridge Center garnered 17 unique media mentions in 2024-25. The Morgridge Center received mentions in the following outlets:

- | | | | | |
|---------------|-----------|---------|--------|---------|
| Badger Herald | Cap Times | Isthmus | NBC 15 | UW News |
|---------------|-----------|---------|--------|---------|

SERVICE INSIDE THE CLASSROOM

2024-25 COMMUNITY-BASED LEARNING COURSE HIGHLIGHTS

3,254	130	84,200	See APPENDIX C for a full listing of community-based learning courses offered in 2024-25.
TOTAL CBL STUDENTS	CLASSES TAUGHT	TOTAL HOURS	

NUMBER OF STUDENTS ENROLLED

Total Students: **3,254**

NUMBER OF CBL COURSES EACH SEMESTER

Summer 2024: **9**

Fall 2024: **58**

Spring 2025: **63**

Total Courses: **130**

DEPARTMENTS WITH MOST CBL COURSES

1. Rehabilitation Psychology and Special Education
2. Kinesiology
3. Environmental Studies
4. Department of Planning and Landscape Architecture

NEW 2024-25 COMMUNITY-BASED LEARNING COURSES

- LACIS 440: Applying Spanish Language Skills at an Immigration Law Clinic
- Landscape Architecture 562: Urban Design and Open Space Systems
- Curriculum and Instruction 329: Practicum in Arts Teaching
- Dance 373: Introduction to Dance and Community
- Landscape Architecture 560: Plants and Ecology in Design
- Environmental Studies 600: Building Resilience to Heat

COMMUNITY-BASED LEARNING INTERNS

Our team of three CBL interns supported a total of 19 courses this year. They worked with instructors to liaise with community partners and orient students to community engagement, as well as facilitate reflections to support students in developing deeper understandings of their engagement.

WISCONSIN IDEA CONFERENCE 2025

Two hundred community members, students, faculty, and staff attended the conference. Breakout sessions included groups from Second Harvest Foodbank, Humorology, Division of Extension, Wisconsin Partnership Program, and more showcasing their community-engaged efforts to strengthen and reinvigorate the Wisconsin Idea.

New to this year's conference agenda, participants were invited to attend a table and poster session to learn more about the community-engaged work happening across the state and campus. The conference featured a fireside chat with Madison Metropolitan School District Superintendent Dr. Joe Gothard and School of Education Dean Marcelle Haddix. The chat between Gothard and Haddix highlighted and stressed the need for adaptive partnerships. Both leaders underscored the significance of trust, storytelling, and practical applications in community work.

COMMUNITY-UNIVERSITY PARTNERSHIP AWARDS

Community-university collaborations, whether connected to research, teaching, or ongoing projects or initiatives, are a clear embodiment of the Wisconsin Idea and demonstrates UW's interest in advancing research and knowledge relevant to Wisconsinites, as well as global communities. UW-Madison appreciates the continuous role community partners play in advancing such collaborations and shaping effective impacts.

All CUPA winners were awarded \$5,000 to support the continuation and sustainability of their partnerships. Funding may be used to support any activities of the partnership, including but not limited to developing a new project, advancing community-based research or learning, or supporting ongoing projects or activities.

See **APPENDIX G** for a description of the 2025 CUPA winners.

CREANDO COMUNIDAD

In our second year of the Creando Comunidad program, nine students successfully completed the program. These students met monthly throughout the academic year to deepen their understanding of community engagement and learn from local leaders from a diverse array of careers. Some of our guests this year included folks from the City of Madison's Sustainability Office, local alders, Centro, UW's Department of African American Studies, and more.



Partners and Presenters

Center for Community and
Nonprofit Studies

City of Madison

Second Harvest Foodbank

Center for Aging Research
and Education

Wisconsin Partnership Program

Volunteer Engagement
Practitioners Network

UniverCity Alliance

Division of Extension

Humorology

Madison Metropolitan
School District



2024-25 Morgridge Fellows

The seventh year of the Morgridge Fellows program was an outstanding success.

We also added in monthly small group meetings to workshop individual project goals and ideas, as well as general questions and challenges that arose.

See **APPENDIX F** for full bio of the 2024-25 Morgridge Fellows.

Quote from a Morgridge Fellow about the impact of the program

"On a campus as large as UW-Madison, it is easy to live within silos. In my particular silo, there are very few folks who engage in community-centered teaching or research."

The Morgridge Fellowship helped me branch out into the diverse and flourishing community-engaged ecosystem that largely exists outside of departments like mine. In doing so, I learned a great deal about promising strategies for this sort of work, as well as useful supports that exist on our campus."

Amanda Fowler

Doctoral Student
Department of Curriculum and Instruction

Michael Childers

Professor
School for Workers

Chell Parkins

Inaugural Arnhold Director
Dance Education

Morgan Shields

Undergraduate
Program Manager
Department of Kinesiology

Felipe Gomez

Assistant Community
Engagement Coordinator
Morgridge Institute for Research

Ryan Stowe

Assistant Professor
Chemistry

George Meindl

Associate Teaching Professor
Department of Forest and Wildlife Ecology

Samantha Bosco

Postdoctoral
Research Associate
Department of Forest and Wildlife Ecology

Hilary Habeck Hunt

Doctoral Candidate
Nelson Institute for Environmental Studies

Shamya Karumbaiah

Assistant Professor
Department of Educational Psychology and Data Science

L. J. Randolph Jr.

Assistant Professor
World Language Education

Tony Chambers

Director for Community Well-Being
Center for Healthy Minds

Linnea Hjelm

Doctoral Candidate
Department of Civil Society and Community Studies

Virginia Downing

PhD Candidate
Educational Policy Studies

Matthew Wolfgram

Associate Researcher and Principal Investigator
Wisconsin Center for Education Research

COMMUNITY-BASED LEARNING AND RESEARCH GRANTS

The implementation of a rolling application process has proved successful and has increased access to these funds, such that we have exhausted all of our available grant funds for the year. We're excited to be able to support so many innovative and collaborative projects and will continue to offer a rolling application process moving forward.

FUNDING FOR COMMUNITY-ENGAGED SCHOLARSHIP

Collectively awarded: \$81,100 to 5 (CBL) grants + 9 (CBR) projects

FIVE CBL COURSES AWARDED CBL GRANTS: \$24,100

Instructor	Department	Proposed Course Title	Community Partner
Lindsay Flowers	Music	Music Community Engagement	Various (Ongoing course)
Rebecca Corrs	School of Education	Sustainable Development Internship	UniverCity Alliance / SDG-related international projects
Diego Roman	Curriculum and Instruction	Rural Education in Diverse Communities: The Case of Wisconsin	Arcadia, WI School District
Revel Simms	Chicano and Latino Studies	Community-Based Research (CHICLA 329)	Tenant Resource Center
Sue Robinson	Journalism	Community-Based Madison Commons: Journalism and Strategic Communication: J475/Madison Commons Directed Study: 699	Odyssey Project, Community Shares of WI

NINE FACULTY AND GRADUATE STUDENTS AWARDED CBR PARTNERSHIPS: \$57,000

Researcher	Department	Project Title	Community Partner
Virginia Downing	Educational Policy Studies	Engaging college students with disabilities in action research for transformational change on campus	Racine Unified School District

Researcher	Department	Project Title	Community Partner
Sabrina Kabakov	Department of Kinesiology	Community organizers' and school leaders' perspectives of the partnerships and processes in creating affinity spaces for Black girls	Gilda's Club, Gigi's Playhouse
Jessica Lee Stovall	African American Studies	Building a Black Center	Center for Black Excellence and Culture
Amy Washbush	Civil Society and Community Studies	Community leadership in philanthropic donations	Centro Hispano, GSAFE, Center for Community Stewards
Kyla Smith	Nelson Institute for Environmental Studies	Collective utility systems change	Blacks for Political and Social Action
Angelica Euseray	Educational Leadership and Policy Analysis	Food and nutrition security for people with intellectual and developmental disabilities in WI	Black Girl Magic, MMSD
Allison Caudil	Department of Kinesiology	Understanding the community needs of families with a child who had both down syndrome and leukemia diagnosis	Wisconsin Board for People with Developmental Disabilities
Vignesh Ramachandran	Geography Department	Working class life in the wake of digital Taylorism	Desis Rising Up and Moving, NYC delivery drivers
Matthew Wolfgram	Wisconsin Center for Educational Research	In search of authentic approaches to middle school engagement: creating spaces for conversation with Black families on school district engagement	University of Wisconsin-Whitewater Disability Justice Collective

WATER@UW CBR GRANTS

Through a collaboration with Water@UW, we awarded an additional \$50,000 to community-based research projects that had an explicit focus on questions and issues related to water.

Instructor	Proposed Course Title	Community Partner
Athena Nghiem	Grounded in the community: From data-focused investigations of groundwater sustainability to informing action in Richland County	Clean WI, Southwestern WI Regional Planning Commission
Hannah Richerson	Good water: Supporting the Lac Courte Oreilles fight to bring quality drinking water to a tribal community in need	Lac Courte Oreilles Band of Lake Superior Ojibwe
Christopher Zahasky	Crystalline hydroecology explorations for environmentally sustainable extraction	Stratford WI Small business owners; Marshfield Agricultural Research Station; WI DNR
Anna Bierbrauer	From Stormwater to canopy: Evaluating passive irrigation and structural soils for urban climate resilience in Madison, Wisconsin	City of Madison; Sasaki Design Firm
Chris Lewis/Claudia Calderon	Best water management practices for climate resilience and justice under smallholder market production in Chiquimula, Guatemala	Asorech

COMMUNITY-ENGAGED SCHOLARSHIP (CES) EVENTS

- Reflecting on community-based water research: Lessons Learned from Water@UW-Madison Seed Grant Program (March 2025)
- Engaging young people in research and evaluation – Linnea Hjelm, Department of Civil Society and Community Studies (April 2025)
- Co-developing research agendas with older community members (February 2025)
 - Center for Aging Research and Education – Board of Older Adult Advisors
- Responsible community engagement in federal and national grant proposals (March 2025)
 - Collaboration with Morgridge Institute for Research, UniverCity Alliance, College of Letters and Sciences, and the Center for Urban Population Health
- UW & You: Community voice in research (May 2025)
 - Collaboration with Wisconsin Network for Research Support, the Carbone Cancer Center, and the Wisconsin Alzheimer's Institute

BadgersEngage, launched through the software platform GivePulse, brings community together to drive social impact. Our previous Dolt dashboard had become obsolete for data tracking and posting events and volunteering opportunities.

Our team launched BadgersEngage in the summer of 2024 to over 80 students and 56 unique opportunities. After fine tuning BadgersEngage, we have hosted engagement sessions, along with migrating all data to GivePulse.

Though this is our first year using BadgersEngage, we are becoming more confident that it will help showcase our commitment to civic engagement.

Engagement sessions are staff/student staff led programs that the Morgridge Center puts on for continuous learning within students' experience here at UW-Madison. Engagement sessions are open to all students unless specified by program requirements. Engagement sessions are held in the fall and spring of the academic year.

This year the Morgridge Center had over **50** (51) engagement sessions with over **600** (615) total registrants.

597,706

TOTAL HOURS OF SERVICE
INCLUDING THE DOIT
DASHBOARD AND GIVEPULSE

1,262

ENGAGEMENT SESSION
HOURS OF PROGRAM
ATTENDANCE

See **APPENDIX B2** for a full
list of engagement sessions put
on by our staff, student staff, and
presenters.



Below are a few testimonials from students who have participated with our engagement sessions on GivePulse.

"Although I had reflected on my own role and how the community was affected by it, I had not fully considered the impact on the community once I was gone. Although leaving a community may result in some feelings of accomplishment, it can also cause feelings of uncertainty and loss. I see how crucial it is to exit with consideration and make sure the community survives beyond my departure."

"I am now volunteering with Madison Street Medicine after connecting with them at the fair."

"I enjoyed completing this event! I learned a lot about math tutoring and got to share my experience with newer tutors."

"I had a great time; it was also a nice break for my mental health to be creative and paint."

"I never knew about the greenhouse at UW-Madison and it was a delighted surprised. It was cool being able to see so many fruits or things that I was familiar with being grown right here in Madison. I also was surprised at how much time and effort the greenhouse takes to uphold."



SERVICE OUTSIDE THE CLASSROOM

OVERVIEW

This year marked the 17th year of the Badger Volunteers program. Program Manager Lara Miller continued to manage and expand the reach of Badger Volunteers on campus and in the community through new community partner onboarding, strengthened relationships with campus colleagues, and developing new thematic areas for the program while Assistant Program Manager James Zimmerman pivoted to offer more center-wide support for the BadgersEngage on GivePulse implementation and specific education-related initiatives.



The BadgersEngage on GivePulse implementation continued to be a learning curve for both, but their hard work resulted in the successful completion of a full year of Badger Volunteers registration and management on the new platform. A smaller but mighty intern team comprised of Surina Martinez, Maia Ninan, and Michael Mitchell helped orient students to the new platform while managing communication and engagement sessions for all volunteers in the expanded thematic areas: isolation intervention & companionship, community education and afterschool programming, food & resource security, awareness raising and affinity Spaces, and urban farming and community gardening.

This year marked a significant transition as MSCR afterschool opportunities and Schools of Hope tutoring programs were moved out of the Badger Volunteers framework and integrated into a new center-wide initiative. This strategic shift was designed to better align with the unique needs of these longstanding community partners, with a particular focus on fostering deeper, more consistent volunteer engagement over the course of a year. By repositioning these programs outside of the traditional semester-based model of Badger Volunteers, the new structure supports year-long volunteer commitments, enhancing continuity and relationship-building between volunteers, students, and site staff. This change reflects a broader goal of increasing impact and responsiveness within youth-serving partnerships while continuing to uphold the center's commitment to reciprocal community engagement.



We kicked off the year with another very successful session of Summer Badger Volunteers, engaging exactly 100 volunteers in 56 various opportunities. At the beginning of both fall and spring semesters, we adhered to and strengthened our excellent recruitment strategy developed the year prior, including continued sponsoring presence at the Student Org Fair, campus wide recruitment emails, and large recruitment events as part of Wisconsin Welcome. Although the removal of MSCR and Schools

of Hope from the BV portfolio resulted in slightly lower numbers for Badger Volunteers this year, it also allowed us more room to strengthen impact with our over 70 remaining community partners while adding new organizations to the fold, such as our newest partners Door of Hope, Holy Wisdom Monastery, Jamarek, and MMSD Nutrition. We continued to solidify processes, structures, and expectations this year contributing to a much deeper sense of community and ownership over the program by all Badger Volunteers.

Throughout the year, the Badger Volunteers interns served as the main point of contact for 30 to 35 teams, keeping the lines of communication open between team leaders, community partner contacts, and the Morgridge Center. They also served as members on the inaugural Morgridge Center Programming Board, helping to create opportunities for

deeper learning, reflection, and community building by co-planning and facilitating a large variety of engagement sessions.

In May, we celebrated seniors Surina Martinez and Maia Ninan as they graduated and left campus for their next steps in life. We are excited to have Michael Mitchell continue to support us for one more semester before his graduation in December 2025.



HIGHLIGHTS

GivePulse: This year Badger Volunteers saw its first full year of conducting Badger Volunteers registration completely on the new GivePulse platform. Although it was a huge lift for our staff, students, and community partners to transition to this new program, we are already able to see the benefits from having a more intuitive, centralized platform to support recruitment and registration efforts.

Who's Your Neighbor?: We continued our "Who's Your Neighbor?" initiative this year with two successful events. We believe that opening up dialogue between community members can lead to not only a deeper sense of belonging, but also a greater sense of accountability and action for the common good in that community. Offered as an engagement session open to all students, these sessions provided an opportunity for students to be in conversation with members of the Madison community doing amazing things. In the fall, we hosted author and civility speaker Matt Glowacki, Rooted-Badger Rock Neighborhood Center Manager Shyelle Aikens, and MMSD Multicultural Service Coordinator Cory Foster. In the spring, we hosted Achievement Connections Program Manager Tandeep Kaur and Rooted Inc's Volunteer and Administrative Coordinator Casey Hart (The Beacon's Alisha Henning had to cancel last minute due to her child's illness). Both events brought together students, staff, and community members for a shared meal and conversations ranging from origin stories to favorite pastimes to personal definitions of community.

Growth: As the Badger Volunteers program has grown over the years, so too has the scope and depth of the work our volunteer teams are doing on the ground. Historically, our efforts have been organized around three broad focus areas: education, sustainability, and public health. These categories provided a helpful starting point for organizing our impact, but changes in community context and the overarching intersectionality of these focus areas have made it difficult to classify our opportunities as belonging to one focus area. In response, our team took this year to develop and transition to five thematic buckets that more accurately reflect the specific, on-the-ground work our Badger Volunteers are supporting every semester:

- Urban Farming & Community Gardening
- Food & Resource Security
- Isolation Intervention & Companionship
- Community Education & Afterschool Programming
- Awareness Raising & Affinity Spaces

What ties all of these efforts together is sustainability. Whether we're improving food systems, supporting access to healthcare, strengthening education, or helping communities adapt to climate change, sustainability isn't just one of our priorities – it's the foundation that underpins every initiative we undertake.

BADGER VOLUNTEERS 2024-25 NUMBERS

The rest of the spring semester went by in a blur (a very successful blur as we had our highest numbers since before the pandemic!) as Badger Volunteers staff were fully engaged in implementing our brand new software program, GivePulse. Although being a center-wide adoption of the software, Badger Volunteers was identified as the greatest immediate need and therefore was assigned to pilot the new system for the 2024 Summer Badger Volunteers session. James and Lara, along with other key staff in the center and on campus, worked tirelessly to learn the details of what GivePulse offers and how it can support our efforts now and in the future. We successfully built out the Badger Volunteers summer registration process on the new platform, trained ourselves and our community partners on how to use it, and are currently using the platform to register and manage over 100 summer Badger Volunteers at over 20 community partner sites.

	OPPORTUNITIES TO CHOOSE FROM	TOTAL VOLUNTEERS	HOURS SERVED	BADGER VOLUNTEERS COMMUNITY PARTNERS AND SITES
SUMMER 2024				Please see <u>APPENDIX B</u> for full listing of Badger Volunteers community partners.
Sustainability	11	17	307	
Public Health	22	40	513	
Education	23	43	555	
TOTAL	56	100	1375	BADGER VOLUNTEERS EDUCATION SESSIONS
FALL 2024				Please see <u>APPENDIX B2</u> for a full listing of education sessions.
Sustainability	10	27	642	
Public Health	49	124	2211	
Education	52	119	1604	
TOTAL	111	270	4457	
SPRING 2025				
Sustainability	12	39	797	
Public Health	51	144	2060	
Education	58	138	2082	
TOTAL	121	321	4939	*COMMUNITY PARTNERS THROUGHOUT THE YEAR
2024-25 TOTAL	288	691	10,771	58*

CO-CURRICULAR EVENTS AND PROGRAMS

PEER ADVISING

The peer advising program provided individual students and campus groups with one-on-one advising support to engage with the Madison off-campus community. In 2024-25, the peer advisor scheduled 35 appointments, helping students connect to local community organizations.

STUDENT ORGANIZATION PARTNERSHIP PROGRAM (SOPP)



The Student Organization Partnership Program (SOPP) at UW–Madison supports Registered Student Organizations (RSOs) and community partners in establishing lasting and mutually beneficial relationships through workshops, individual meetings, and reflection sessions. SOPP aims to meet the community engagement needs of UW–Madison students and facilitate enduring partnerships with local organizations. This initiative enhanced the quality and quantity of community-based work carried out by Morgridge Center affiliated RSO's. This past academic year, SOPP supported 13 organizations.

BADGER VOLUNTEERS – TUTORING & MENTORING

The Badger Volunteers – Tutoring & Math provides outreach and recruitment support to increase the number of UW–Madison mentor/tutors for elementary, middle, high school aged youth, and adults. This is a partnership between the Morgridge Center and the following: United Way of Dane County's Achievement Connections & Schools of Hope programs; Urban League of Greater Madison's Schools of Hope program; the Madison Education Partnership; Goodman Center's *START Literacy Initiative; the Literacy Network; Madison Metropolitan School District; Middleton Cross Plains Area School District; AmeriCorps; and UW–Madison's Work Study office. UW–Madison students took part as both volunteer and paid work study mentors/tutors.

Our center provided transportation support to mentors/tutors whose sites were more than a 35-minute bus ride away from campus. Our relationship with the United Way of Dane County's Achievement Connections program has been in place for the last 11 years. This math-focused program is aimed at raising graduation rates by ensuring that high school students pass algebra their freshman year and succeed as they continue to geometry. This past year, the Morgridge Center hosted an AmeriCorps member to serve as Achievement Connections AmeriCorps Campus Recruiter. In 2024-25, these programs hosted 99 UW–Madison students, of which 37 students took part as work-study tutors placed in a 1:1 relationship.

PUBLIC SERVICE FAIRS

This year, the fall and spring Public Service Fairs once again served as vital bridges between campus and community. With over 70 community partners in attendance across both events, the fairs created meaningful opportunities for students to explore service, internship, and volunteer roles with local organizations. The fall fair welcomed more than 115 students, while the spring fair saw over 120 students engage in conversations centered on public service and civic engagement. These events continue to play a crucial role in connecting UW–Madison students with pathways to make a positive impact beyond the classroom.

EARTH DAY PROGRAMMING

Led by Sarah Bybee, as part of UW–Madison’s annual Earth Week of Service and in celebration of Earth Day on April 22, the Morgridge Center organized a series of volunteer opportunities to engage students in environmental stewardship across campus. Bucky’s Big Event: Earth Day of Service, was a week-long initiative that included hands-on service projects in collaboration with local partners such as Allen Centennial Garden and the Lakeshore Nature Preserve. Over the course of the week, students worked to clean up native plant gardens, remove invasive species, and contribute to ecological restoration efforts. Events drew 20 to 30 volunteers per site. In addition to these outdoor efforts, we partnered with Re-Wear It to host a campus clothing swap, promoting sustainable fashion and reducing textile waste. Together, these events offered students meaningful ways to give back to the land while building community through service.

IMPACT CONFERENCE

The National IMPACT Conference took place at Virginia Commonwealth University this past February. The Morgridge Center covered the cost for our attendees. Three undergraduates and one professional staff member, Elizabeth Kolb, took part to learn more about student-focused community engagement and socially responsible projects throughout the country. Our attendees also presented at this year’s conference, highlighting their approach, programs, and work. Choua Yang and Estrella Garza co-presented “Supporting First-Generation and Low-Income College Students Volunteering Off-Campus” while Heaven Williams presented on “Language Deprivation in Deaf Children and the impact of Social reaction”. This conference serves as a professional development opportunity and vehicle to showcase the work of our student leaders and staff with colleagues in the field.



VOTING AT UW-MADISON

BADGERSVOTE COALITION TRANSITION

This year marked an important transition for the BadgersVote Coalition. In an effort to centralize Get Out The Vote (GOTV) messaging and programming, the management of the coalition shifted from the Morgridge Center to the Division for Teaching and Learning. This strategic move was designed to enhance campus-wide coordination, unify the institutional voting message, and ensure that all areas of campus are actively included in voter engagement efforts. While the Morgridge Center remains a committed partner in BadgersVote, this transition supports a more integrated and sustainable approach to civic engagement across the UW-Madison community.

GET OUT THE VOTE PROGRAMMING

This year, the Morgridge Center's Get Out the Vote (GOTV) efforts focused on building a culture of civic engagement across campus through dynamic, accessible programming. We kicked off the year with Vote Tie-Dye, a Wisconsin Welcome event that engaged over 160 new students, introducing them to the Morgridge Center as their one-stop-shop for voting resources. Throughout the academic year, we facilitated over 40 highly attended education sessions by request — reaching students in residence halls, libraries, classrooms, and student organization meetings.

These sessions were designed to meet students where they are, providing timely, nonpartisan information about registration, voting rights, and how to participate in local, state, and national elections. In addition to peer-led education, we partnered with the Center for Community and Nonprofit Studies to host Education for Democracy, a thought-provoking panel that explored the role of higher education in sustaining democracy.

Featuring a disciplinary diverse group of scholars, the panel focused on how colleges and universities can prepare students to be informed, engaged citizens through research, teaching, and institutional values. Other key events included Planting Seeds for Democracy, a community-building event focused on civic identity, a public forum with Congressman Mark Pocan and Republican candidate Erik Olsen, and several alder forums that connected students directly with local leaders. Through this multifaceted approach, we empowered students to see civic engagement as a core part of their college experience and lifelong responsibility.



VOTER REGISTRATION DRIVES

Through a coordinated campus-wide initiative, we hosted over 21 voter registration events in collaboration with student organizations, volunteers, and campus partners. These events were strategically held in high-traffic areas across UW-Madison to ensure accessibility and visibility. As a result, we successfully registered more than 2,000 students to vote, empowering the campus community to engage in the democratic process and reinforcing our commitment to civic engagement.

POLL WORKER RECRUITMENT

Poll worker recruitment was a key component of our civic engagement strategy this year, as we worked to ensure students not only vote, but also take active roles in the democratic process. At every program – from education sessions to public forums and voter engagement events – we consistently promoted opportunities to serve as poll workers. Our goal was to build a robust team of student poll workers who reflect and represent the campus community, while gaining hands-on experience with the electoral process. These efforts helped demystify election work for students, positioning them as essential contributors to a fair and accessible voting experience in our local community.

VOTER ID PRINT STATION

This year, the Morgridge Center continued its commitment to reducing barriers to civic participation by offering a portable voter ID printing station for UW–Madison students. Recognizing that obtaining a valid, voter-compliant ID can be a challenge, we made this resource easily accessible across campus. The ID printer was stationed at the Morgridge Center and also brought to numerous programs and voter registration events throughout the semester. We helped ensure that more students had the proper identification required to vote in Wisconsin, directly supporting equitable access to the ballot box and reinforcing our mission to empower student voters.

VOTERPALOOZA

Voterpalooza was an event designed to promote civic engagement and increase voter turnout at UW–Madison during the November Presidential Election. Voterpalooza was held during the Wisconsin Welcome at the Sett in Union South. A music festival event like Voterpalooza was a wonderful opportunity to engage students in music and the arts, build community in the Madison area, support cultural enrichment, and most importantly, promote civic engagement. Voterpalooza supported local musicians and artists and allowed them to reach a large audience. This event engaged with hundreds of university students and Madison residents in the civic engagement process and provided opportunities to raise awareness and turnout for the Tuesday, Nov. 5 election.

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.

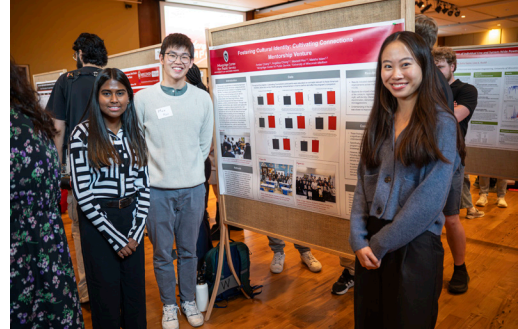
The program is funded by the Provost’s Office at a rate of \$43,000 per year. The Wisconsin Idea Undergraduate Fellowships program is guided by a Wisconsin Idea Fellowship graduate student, who is supervised by the assistant director of community-engaged scholarship.

Sara Gia Trongone, the community-engaged scholarship graduate assistant, noted that this was an exceptionally competitive fellowship cycle and the volume of applications received speaks to the power of the program and UW–Madison students’ commitment to the Wisconsin Idea.

The number of projects and students doubled from last year, making this year’s application cycle the most competitive since its inception.

Projects receive both logistical support as well as financial support – up to \$7,000 for teams and \$5,000 for individual projects depending on project scope and duration. A portion of each project’s funding can be awarded to students as a scholarship, allowing them to pursue a WIF project using time they might have otherwise worked a job. Some projects will begin this summer, and some will last through next May.

Ten new projects for 2025–26 were announced in spring 2025. A full listing of those projects can also be found in **APPENDIX E**.



2025–26 WISCONSIN IDEA FELLOWS SELECTED

Khadijah Dhoondia
Iqra Arif
Bisma Arif
Musaab Tareen
Ansah Khan
Ilhan Mohamed
Alyssa Nielsen
Lesley Ramirez
Gabrielle Joe
Nama Pandey
Victoria Rens
Emily Hokanson
Alexis Wergin
Akanksha Denduluri
Amy Yi
Reem Itani
Amy Liang
Jeeva Premkumar
Ndinda Kasyoka
Nischal Bista

See **APPENDIX E** for a full description of 2025–26 Wisconsin Idea Fellow projects.

MORGRIDGE CENTER AWARDS

ENGAGED ALUMNI

Dr. Ejura Salihu

Dr. Salihu took part in our Morgridge Fellows program in 2023-24, where she honed community-engaged scholarship skills, built new collaborations while sustaining existing ones, mentored students, and contributed to projects addressing critical public health issues. Since graduation, she has continued to live out the Wisconsin Idea by continuing work focused on hard-to-reach populations to improve their access and health outcomes.

Dr. Salihu is centering community voices in intervention design and implementation efforts.

EXCELLENCE IN ENGAGED SCHOLARSHIP GRADUATE STUDENTS

Molly Clark-Barol

Molly has had extensive collaboration points with FREE, a statewide community organizing network of women impacted by the criminal justice system. From her nominator: "Ms. Clark-Barol exhibits a very high level of understanding of community and social issues, taking time to understand complex organizational, cultural, systemic, and civic dimensions of mass incarceration and reproductive justice...Of note, I have been especially impressed by all the external funding Ms. Clark-Barol has helped FREE secure through grant writing."

As shared by an organizer with FREE: "Molly has taught me so much since I started as the Dane Co. Community Organizer for FREE Movement. There were a lot of things that I did not know when coming into this position such as the process of strategic planning for our causes and issues, but through this past year Molly showed up for me in many ways, always letting me know too, that she is always here to help me. I am looking forward to learning more from her as we move forward in our work."

FRED RISSE EXCELLENCE IN ENGAGED UNDERGRADUATE STUDENT

Ximena Sánchez

Ximena has demonstrated commitment to civic engagement through her leadership, advocacy, and community service and has actively contributed to multiple organizations' executive boards that uplift marginalized communities, particularly within the Latine and undocumented student populations. The organizations that she's worked with include the Multicultural Student Center, DREAMers of UW-Madison, ChiLaCSA, Lambda Theta Alpha Latin Sorority, Inc., and the Latine Pre-Law Student Association.



2024-25

AWARD RECIPIENTS

Engaged Alumni Award

Dr. Ejura Salihu

Excellence in Engaged Scholarship Graduate Student

Molly Clark-Barol

Fred Risser Excellence in Engaged Undergraduate Student

Ximena Sánchez

Louis Korenman Badger Volunteers

Norah Paulsen

From her nominator: "Her personal growth has transformed her into a leader who not only recognizes the barriers that affect her community but actively works to positively influence them, ensuring that others have access to opportunities and support."

LOUIS KORENMAN BADGER VOLUNTEERS

Norah Paulsen

Norah Paulsen recently graduated with distinction from UW-Madison with a bachelor of science in molecular and cellular biology, along with certificates in classical studies and leadership. She has made Badger Volunteers an integral part of her college experience since spring 2023. Norah started out volunteering with a variety of education-focused organizations before finding her calling with Goodman Community Center's Older Adult Walking Club, where she volunteered for her entire last year on campus. Norah was nominated for this award by Goodman's Volunteer Manager, Abigail Sibilski, who recognized her as an essential asset to the program through her fun and authentic way of engaging older adults in relationship building and active learning.

During her first semester with Goodman, Norah went above and beyond to develop a mile tracking chart, which has allowed senior participants to track the total number of miles that have walked over the past year and celebrate their active accomplishments together. As Abby wrote in her nomination form, Norah "serves as a great role model for other volunteers and community members, as she demonstrates her desire to learn about the individuals she is working with, treating volunteerism as a two-way street, where both participants and volunteers gain something from the relationship that is built. It is volunteers like her that keep our programs running and help them grow." We are incredibly proud of the community impact Norah made through Badger Volunteers and wish her the best of luck as she enters medical school in the fall.

APPENDIX A: STUDENT STAFF

TRANSPORTATION INTERN

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

FISCAL INTERN

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

BADGER VOLUNTEERS INTERNS

The Badger Volunteers interns (3) assisted with the administration of the Badger Volunteers program, including program management, marketing, and recruitment of Badger Volunteers. Other responsibilities included tracking program data, planning and implementing engagement sessions as members of the Morgridge Center programming board, and assisting with orientations and reflection sessions for all Badger Volunteers.

COMMUNITY-BASED LEARNING INTERNS

The community-based learning (CBL) interns (3) 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 INTERNS

The community engagement education interns (2) played an integral role in ensuring UW student and staff readiness for community engagement. The interns presented in over 10 engagement sessions throughout the academic year to community-engaged courses, programs, and more, around topics such as cultural humility and equitable relationships.

MARKETING AND COMMUNICATIONS INTERN

The marketing and communications intern supported the marketing manager in coordinating branding, promotion, and communications. The intern oversaw weekly Morgridge Mail distribution to over 7,000 students, assisted with website maintenance, produced and published featured stories and continued with the fifth season of GridgeFridge.

MULTIMEDIA DESIGN INTERN

The multimedia design intern assisted the marketing manager in running Morgridge Center social media accounts, including Facebook, Instagram, Bluesky, and LinkedIn. The multimedia design intern also assisted in developing feature videos and Instagram reels for Morgridge Center programming.

OPERATIONS INTERNS

The Morgridge Center employed two operations interns. These students greeted visitors at the front desk, assisted professional staff members with projects, provided general administrative support. An IT operations intern also provided IT and GivePulse support.

PEER ADVISOR

The peer advisor provided one-on-one advising and outreach to individual students and campus groups interested in engaging with the community. The peer advisor served as a main point of contact for students interested in volunteering and building relationships with other campus units. In 2024-25 the peer advisor completed 35 appointments, helping students better connect to local community organizations. The peer advisor also coordinated outreach presentations to students, faculty, student organizations and attended resource fairs offered throughout campus to promote the Morgridge Center's programs, events, and services.

LITERACY PROGRAMS INTERN

The literacy programs intern provided outreach and recruitment support to increase the number of UW-Madison mentor/tutors supporting with literacy and/or math (Algebra & Geometry) for elementary, middle, high school aged youth, and adults. This also included facilitating workshops and reflection sessions for mentors/tutors. The literacy programs intern worked with the following: the United Way of Dane County's Schools of Hope AmeriCorps Project; Urban League of Greater Madison's Schools of Hope; United Way of Dane County's Achievement Connections; the Madison Education Partnership; Goodman Center's START Literacy Initiative; and the Literacy Network.

AFTERSCHOOL PROGRAMS INTERN

The afterschool programs intern provided outreach and recruitment support to increase the number of UW-Madison volunteer mentor/tutors for elementary, middle, and high school aged youth. This also included facilitating workshops and reflection sessions for mentors/tutors. The afterschool programs intern worked with the following: the Madison School & Community Resources (MSCR); Big Brothers Big Sisters of Dane County; Monona Grove High School; and the John Muir Elementary School Volunteers.

STUDENT ORGANIZATION PARTNERSHIP PROGRAM INTERN

The SOPP intern 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 sessions for eleven student organizations.

UW SOUTH MADISON PARTNERSHIP INTERN

In partnership with the Office of Community Relations, the Morgridge Center hosted one intern at the South Madison Partnership space. The intern provided translation support for residents, helped schedule events for community partners, planned events hosted by the Partnership, and raised awareness about this space on campus and in the community.

VOTE INTERNS

The vote team consisted of two vote interns to help amplify voter education and information.

APPENDIX A2: CLASS OF 2025 STUDENT STAFF

LYDIA ZAJICHEK

Major: Landscape and Urban Studies, Geography, Environmental Studies

Certificate: Gender and Women Studies

Position: Community-Based Learning Intern

"It has deeply shaped my academic and personal development through the principles of public service and community engagement. The Morgridge Center has given me a community of staff and friends that are my biggest cheerleaders and a place where I feel supported on campus."

Lydia will be attending the University of Wisconsin-Milwaukee to pursue a master's in urban planning.

SURINA MARTINEZ

Majors: Health Promotion and Health Equity & Chicané Latiné Studies

Position: Badger Volunteers Intern

"The Morgridge Center provided me with a safe space to learn more about myself professionally. The center gave me a new home on campus to grow, laugh, and pour out my interests and values."

Surina will be attending Boston University to pursue a master's in public health with a specialization in community assessment, program design, implementation, and evaluation.

SARA GIA TRONGONE

PhD, Sociology

Position: Community-Engaged Scholarship Graduate Assistant

"It's been so healing to work with such a fabulous team of staff and students who care deeply about community-based teaching and research. The Morgridge Center is such an essential resource for making the university accessible and relevant to people outside of the academy. The people I've met here are serious about that mission. They are compassionate, introspective, and guided by a strong sense of justice. Being immersed in the center over the past year has given me the space and freedom to critically reflect on my own scholarship and activism."

Sara will be a postdoctoral research associate at the University of Massachusetts Amherst Labor Center.

MAIA NINAN

Majors: Environmental Studies; Landscape and Urban Studies

Certificates: Sustainability; Integrative Design of Built and Natural Environments

Position: Badger Volunteers Intern

"The Morgridge Center has pushed me to step outside of the campus bubble and contribute meaningfully to the Madison community. Additionally, the center has introduced me to incredibly supportive and kind people who are all grounded in their passion for community engagement."

RUBY SANDEMAN

Majors: Political Science

Certificates: Health Policy and Educational Policy

Position: Communications and Marketing Intern

"The Morgridge Center has equipped me with a wide range of skills that I'll carry with me after graduation. As a CEE intern, I gained a deeper understanding of equitable community engagement and the dispositions necessary for building mutually beneficial partnerships. Additionally, in my role as the marketing and communications intern, I developed skills in interviewing and storytelling, writing articles that spotlight meaningful work and individuals throughout the Madison community."

Ruby will be taking time off to focus on applying to jobs in environmental policy, consulting, or community organizing in the Boston area!

SARAH BYBEE

MS Life Sciences Communication

Position: Co-Curricular Program Assistant

"One of the main ways the Morgridge Center has impacted me is by being a source of positive community. I loved working with my team and getting to know the interns, and it was so great to work with people who are oriented toward public service and community support."

This summer, Sarah will be an events intern with Big Brothers Big Sisters of Dane County as she continues applying to science communication and community engagement jobs.

APPENDIX B:

BADGER VOLUNTEERS 2024-25 COMMUNITY PARTNERS

PARTNER	FOCUS
Door of Hope	Education
East High Facilitated Language Studies	Education
Facilitated Language Studies - Plymouth High School	Education
GiGi's Playhouse	Education
Girls Scouts of Wisconsin Badgerland	Education
Goodman Community Center	Education
Jamarek	Education
Lighthouse Christian School	Education
Lussier Community Education Center	Education
Madison Children's Museum	Education
Madison International Partners/Christ Presbyterian Church	Education
MMSD Nutrition Education at Anana Elementary	Education
MMSD Nutrition Education at Emerson Elementary	Education
MMSD Nutrition Education at Sandburg Elementary	Education
Morgridge Community Engagement	Education
Omega School Inc.	Education
Red Caboose Day Care Center	Education
Red Caboose School Age Program	Education
UW Odyssey Project	Education
West High School - Tutoring Center	Education
Badger Prairie Needs Network	Public Health
Bayview Foundation	Public Health
Capitol Lakes	Public Health
Catholic Charities Adult Day Center	Public Health
Catholic Multicultural Center	Public Health
Central Wisconsin Center	Public Health
LGBT Books to Prisoners	Public Health
Neighborhood House Community Center	Public Health
NewBridge Madison	Public Health

Open Seat Food Pantry	Public Health
OutReach LGBTQ+ Community Center	Public Health
Richard Dilley Tax Center	Public Health
Second Harvest Foodbank of Southern Wisconsin	Public Health
Social Justice Center	Public Health
St. Vincent de Paul	Public Health
Tenant Resource Center	Public Health
The Beacon	Public Health
The Crossing Inc	Public Health
The River Food Pantry	Public Health
UW Nutrition Access Program (formerly UW Frozen Meals)	Public Health
WayForward Resources	Public Health
Allen Centennial Garden	Sustainability
Habitat ReStore	Sustainability
Holy Wisdom Monastery	Sustainability
Lake View Community School Outdoor Classroom	Sustainability
Linda & Gene Farley Center for Peace, Justice and Sustainability	Sustainability
Madison Area Food Pantry Gardens - Forward Garden	Sustainability
Nuestro Mundo at Frank Allis School Garden	Sustainability
Rooted Inc	Sustainability
Spring Harbor Garden & Greenhouse	Sustainability
Urban Triage	Sustainability
WI Salt Wise	Sustainability
Willy Street Park	Sustainability
Wisconsin Environmental Initiative	Sustainability

APPENDIX B2: COMPLETE LIST OF PROGRAMMING BOARD ENGAGEMENT SESSIONS

Mapping Madison
September 27

Sexual Violence Resource Education with RCC Center
September 30

Exploring Food Security with Associated
Students of Madison
October 3

Understanding Racial Injustice in Wisconsin Schools
October 7

Fueling Your Future: Smart Nutrition Choice
for College Students for College Students
October 8

Educating for Democracy
October 15

2nd Congressional District Forum
October 17

Plant Discoveries: A Guided Tour of the
Botany Garden and Greenhouse
October 18

Mindfulness Yoga with UW-Madison Yogis Club
October 22

Revolutionary Book Session
October 22

Elementary Literacy Training for Tutors & Mentors
October 23

Spook Fast Fashion: A Sustainable Clothing Drive
October 23

Power, Positionality and Privilege Workshop
October 25

Understanding Racial Injustice in Wisconsin Schools
October 29

Mapping Madison
November 8

Nature Walk and Fire Pit Discussion
November 8

Who's Your Neighbor?
November 11

Upcycling: Decorating Tote Bags
November 12

Exploring Food Security with
Associated Students of Madison
November 13

Coffee Chats - Badger Volunteers
Feedback and Ideas
November 18

Stepping Out of Your Comfort Zone
November 21

Exiting Communities and Reflections Workshop
November 22

Mapping Madison
January 31

Biggest Little Farm
February 19

Entering, Engaging and Exiting Community
February 20

Introduction to Community Engagement
February 24

Wisconsin in Black & White: Education
February 27

Morgridge Center Internship Recruitment Mixer
March 3

Voter Education Workshop
March 4

Wisconsin in Black & White: Criminal Justice
March 5

Conflict Resolution and Peacebuilding
March 6

Math Tutoring Best Practices
March 7

Lollipop Moment
March 12

Alder District 2 Forum
March 12

Wisconsin Supreme Court Debate Watch Party
March 13

Who's Your Neighbor?
March 13

District 4 Alder Forum
March 14

Voter Education Workshop
March 17

Revolutionary Read
March 19

Wisconsin in Black & White: Health
March 20

Lollipop Moment
April 2

Community & Organizational Development Panel
April 8

Adopt a Green Friend
April 9

Planting Seeds For Democracy
April 14

Coffee Chats - Badger Volunteers Feedback and Ideas
April 21

Lakeshore Nature Preserve Earth Week Volunteering
April 22

Navigating Healthy Relationships & Boundaries
April 23

Earth Week Clothing Swap with Re-Wear It
April 23

Community Engagement at Home and Abroad
April 23

Mapping Madison: A Walk Through Community's
Heartbeat Workshop
April 24

Allen Centennial Garden Earth Week Volunteering
April 25

APPENDIX C: COMPLETE LIST OF 2024-25 CBL COURSES

SUMMER 2024

Chicana/o & Latina/o Studies 525
Dimensions of Latin@ Mental Health Services

Kinesiology 225
Introduction to Physical Activity Programming for
Diverse Abilities

Landscape Architecture 360
Earth Partnership Restoration Education: Indigenous
Arts & Sciences

Legal Studies 473
Health Impacts of Unmet Social Needs

Rehabilitation Psychology & Special Education 300
Individuals with Disabilities

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

Rehabilitation Psychology & Special Education 880
Clinical Rehabilitation Counseling - Supervised Practicum
I

Rehabilitation Psychology & Special Education 900
Clinical Rehabilitation Counseling - Supervised Practicum
III

Rehabilitation Psychology & Special Education 910
Rehabilitation Counseling Psychology - Internship

FALL 2024

Art 338
Service Learning in Art

Chicana/o & Latina/o Studies 530
Community-based Research

Civil and Environmental Engineering 578
Senior Capstone

Civil Society and Community Studies 335
Communicating with Key Audiences

Civil Society and Community Studies 400
Philanthropy and Civic Engagement

Civil Society and Community Studies 570
Community-based research

Civil Society and Community Studies 812
Mixed-Methods in Community-based research

Computer Science 402
Introducing Computer Sciences to K-12 Students

Counseling Psychology 620
Supporting the Homeless in Schools

Design Studies 341
Design Thinking

Environmental Studies 317
Community Environmental Scholars Program

Environmental Studies 600
Environmental and Sustainability Education

Environmental Studies 600
Building Resilience to Heat

Environmental Studies 600
Invasive Species Management

Environmental Studies 600
Soils and the Environment

Environmental Studies 972
Conservation Planning

Geological Engineering 479
Geological Engineering Design

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

Integrated Science 840
Mentored Practicum

INTER-LS 257
Bradley Peer Mentor Course

Journalism 445
Creative Campaign Messages

Kinesiology 125
Adapted Fitness

Kinesiology 300
Practicum

Kinesiology 325
Group Development and Behavior

Kinesiology 362
Adapted Physical Education

Kinesiology 399
Independent Study

Kinesiology 516
Physical Activity for Diverse Abilities

Kinesiology 527
Principles of Strength and Conditioning

Landscape Architecture 363
Earth Partnership

Landscape Architecture 373
Mindfulness in Restorative Environments

Landscape Architecture 560
Plants in Ecology and Design

Landscape Architecture 563
Designing Sustainable and Resilient Regions

Landscape Architecture 610
Land Architecture Seminar

Landscape Architecture 668
Restoration Ecology

Legal Studies 473
Health Impacts of Unmet Social Needs

Legal Studies 694
Criminal Justice Field Observation

Music 608
Music Community Engagement

Pharmacy Practice 625
Pharmacy Practice Experiences III

Physical Therapy 541
Issues of Culture and Diversity in Health Care

Psychology 601
Issues in Prisoner Reentry

Public Affairs 871
Public Program Evaluation

Public Affairs 881
Benefit-Cost Analysis

Public Health 780
Evidence-Based Decision Making

Real Estate 611
Residential Property Development

Rehabilitation Psychology & Special Education 300
Individuals with Disabilities

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

Rehabilitation Psychology & Special Education 890
Clinical Rehab Counseling - Practicum

Social Work 400
Field Practice

Social Work 420
Poverty and Social Welfare

Social Work 422
Social Issues in Aging

Social Work 800
Field Practice II

Soil Science 499
Soil Management

Spanish 319
Medical Spanish

Urban and Regional Planning 912
Planning Workshop

SPRING 2025

Agroecology 702
The Multifunctionality of Agriculture

Art 338
Service Learning in Art

Chicana/o & Latina/o Studies 329
Community-based Research

Chicana/o & Latina/o Studies 525
Latin@ Mental Health

Chicana/o & Latina/o Studies 530
Advanced Topics in Chicana/o and Latina/o Studies

Civil Society and Community Studies 400
Philanthropy & Civic Engagement

Civil And Environmental Engineering 570
Community-based Research & Evaluation

Civil Society & Community Studies 600
Community Leadership Portfolio Capstone

Civil Society & Community Studies 811
Community-based Research: Theory and Practice

Computer Science 402
Introducing Computer Sciences to K-12 Students

Counseling Psychology 525
Latinx Mental Health Services

Counseling Psychology 620
Supporting Homeless in Schools

Dance 232
Introduction to Dynamics of Dance Therapy

Dance 373
Introduction to Dance and Community

Design Studies 341
Design Thinking for Transformation

Educational Policy Studies 150
Environmental & Sustainability Education in Wisconsin

Environmental Studies 317
Community Environmental Scholars Program

Environmental Studies 398
Independent Study: Sustainability Community
Engagement

Environmental Studies 600
Exploring the Depth of Place

Environmental Studies 600
Community-Engaged Agroforestry

Environmental Studies 600
Imagining Infrastructure

Environmental Studies 600
Urban Food Systems and Environment

Environmental Studies 600
Environmental Justice

Geological Engineering 479
Geological Engineering Design

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 125
Adapted Fitness and Personal Training

Kinesiology 316
Adapted Physical Activity

Kinesiology 325
Group Development and Behavior Management

Kinesiology 365
Practicum: Adapted Physical Education

Kinesiology 399
Independent Study

Kinesiology 516
Physical Activity for Diverse Abilities

Landscape Architecture 321
Environment and Behavior Studio - Designing Health
Promoting Environments

Landscape Architecture 562
Urban Design and Open Space Systems

Landscape Architecture 611
Senior Capstone in Landscape Architecture

Latin American Studies 440
Applying Spanish Language Skills at an
Immigration Law Clinic

Law 768
Health Justice Clinic

Legal Studies 473
Health Impacts of Unmet Social Needs

Legal Studies 694
Criminal Justice Field Observation

Library Information Studies 640
Tribal Libs, Archives, Museums

Nursing 511
Community Support for People with Dementia

Nursing 768
Health Justice Clinic

Pharmacy Practice 426
Pharmacy Practice Experience I

Pharmacy Practice 626
Pharmacy Practice Experience IV

Pharmacy Practice 743
Community Pharmacy Practice

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

Rehabilitation Psychology & Special Education 300
Individuals with Disabilities

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

Rehabilitation Psychology & Special Education 910
Rehabilitation Counseling Psychology - Internship

Social Work 401
Field Practice and Integrative Seminar II

Social Work 578
Homelessness: A Service Learning Course

Social Work 801
Field Practice and Integrative Seminar IV

Social Work 836
Mental Health Policies and Services

APPENDIX E: NEW WIF PROJECTS

1. Fostering Religious Identity & Belonging in STEM Fields: Development of an Inquiry-Based Science Model to Support Milwaukee and Madison–Area Elementary Students

Students: Khadijah Dhoondia, Iqra Arif, Bisma Arif, Musaab Tareen, Ansah Khan and Ilhan Mohamed

Academic Advisor: Daniel Parrell, BioCore Program

Community Partner: The Dawah Center and Madinah Academy

Currently, many ethnic communities face barriers in pursuing STEM fields due to a perceived divide between science and religion. Further, the lack of shared identity can hinder the ability of young students to feel welcomed in science and educational spaces at an early age. To address this, the Islamic STEM Association (iSTEM) will develop a summer curriculum and programming for youth in partnership with two Islamic community centers: Dawah Center (Milwaukee, WI) and Madinah Academy (Madison, WI). By adopting an inquiry-based learning approach to the scientific method, they aim to empower Muslims students of all ethnic backgrounds to pursue careers in STEM and to hold onto their cultural and religious identities as they delve into the world of science. Ultimately, they hope to break the barrier of the lack of representation students might feel in regard to their identity and what it means to be a scientist. Through an inquiry-based learning model, iSTEM aims to encourage students to resonate more deeply with STEM fields while simultaneously enhancing their scientific skills and reasoning.

2. BUILD

Students: Alyssa Nielsen, Lesley Ramirez, and Gabrielle Joe;

Senior Peer Advisors: Yadira Ortiz, and Keelin McAllister

Academic Advisor: Morgan Shields, Department of Kinesiology

Community Partner: The Boys and Girls Club of Dane County, The Odyssey Project, Project Girl and Glacial Drumlin Middle School

BUILD was created to promote physical activity among adolescents of lower socio-economic status in Madison and surrounding areas; a population that hardly meets the ACSM guidelines and is becoming increasingly sedentary. The program will increase their access to physical activity at a crucial period of their life—adolescence. Their community partnership has consisted of the Boys and Girls Club, The Odyssey Project, Project Girl and Glacial Drumlin Middle school. Surveys to detect barriers and facilitators of physical activity were performed, alongside a review of existing research, to inform the structure of our sessions. This helped guide how they introduced and taught physical activity to adolescents and how to implement it during and outside of their sessions. These visits consisted of teaching physical activity through games that focused on heart, muscle, and bone health while building inclusivity, confidence and community. The BUILD program will continue to strengthen and expand efforts to a greater number of students by encouraging, supporting and providing adolescents with the resources they need to lead healthy, active lives.

3. Holistic Reform in Detention Centers: Enhancing Communication, Educational Resources, and Facility Accountability

Students: Nama Pandey and Victoria Rens

Academic Advisor: Gita Connolly, University of Wisconsin Law School

Community Partner: Community Immigration Law Center

By collaborating with the Community Immigration Law Center (CILC) and the Immigrant Justice Clinic (IJC) at the University of Madison Law School, this project aims to address the barriers to justice for detained immigrants. By the end of 2024, approximately 38,406 individuals were detained in U.S. Immigration Customs Enforcement (ICE) detention centers nation-wide. Dodge County jail, which houses Wisconsin's immigrants in removal proceedings, was declared deficient in seven issue areas in its most recent inspection. Furthermore, all immigrants qualify for certain unalienable liberties like due process. By cultivating strong relationships with immigrants in Wisconsin, their goal is to help ensure that detained immigrants have access to accurate information, connection with legal counsel, ability to communicate with loved ones and/or prepare for repatriation. This project aspires to give a voice to the voiceless, one individual at a time.

4. Domestic Violence: An All Hands on Deck Effort to Empower Survivors

Students: Emily Hokanson and Alexis Wergin

Academic Advisor: Carrie Welsh, Wisconsin Center for Educational Research (WCER)

Community Partner: Felicia's Donation Closet

Felicia's Donation Closet is a volunteer-driven nonprofit dedicated to empowering survivors of domestic abuse by addressing a critical gap in resources for people transitioning out of shelters or abusive households. Survivors often leave abusive environments with few personal belongings, and while shelters provide temporary relief, the transition to permanent housing can be daunting and under-supported. This transition period is a pivotal time for stability and rebuilding, yet resources for household essentials and furnishings are scarce in Dane County, Wisconsin. Recognizing this gap, Felicia's Donation Closet focuses on providing these essential items to help survivors transform their new spaces into true homes. Research from End Domestic Abuse Wisconsin highlights that 1 in 3 women are impacted by domestic violence, with 1 in 5 teens experiencing abuse. For LGBTQ+ individuals, the prevalence rises to 50%. Despite the availability of education, training and shelter programs, few organizations offer the tangible household resources survivors need post-shelter. Felicia's Donation Closet has identified this unmet need and designed a holistic response. This project seeks to address this issue by allocating funds toward improving their warehouse space to accommodate more supplies, expanding networking efforts through advertising on the UW-Madison campus, increasing volunteer participation and securing additional donors.

5. Growing Green Engineers: Mentorship of Young Engineers and Implementation of Sustainable Solutions in Underserved Communities

Students: Akanksha Denduluri and Amy Yi

Academic Advisor: Hiroshi Maeda, Department of Botany

Community Partner: Maydm Inc.

The goal of this project is to build a more inclusive pathway into engineering, promote sustainable innovation and strengthen community ties through mentorship and collaboration. Communities of color face disproportionate environmental challenges, and local sustainable engineering solutions can offer practical, empowering ways to address these issues at the grassroots level. However, a persistent imbalance of access, opportunity and representation has led to the historical underrepresentation of women and people of color in engineering fields. Through a series of workshops, high school students will explore various engineering disciplines, develop hands-on problem-solving and collaboration skills and create working prototypes to address local environmental concerns. By actively tackling the systemic barriers that hinder the success of aspiring young engineers, this project aims to foster confidence, curiosity and long-term engagement in both STEM and community-driven sustainability efforts.

6. Care, Connect, Growth: A Queer Muslim Conference – California 2026

Student: Reem Itani

Academic Advisor: KD Thompson, Religious Studies Program

Community Partner: Hidayah LGBT US

Queer Muslim communities face unique challenges due to their intersecting identities. Oppression often takes many forms, including familial isolation, imprisonment, and in many places, even death, despite strong LGBTQ+ advocacy in recent years. Queer Muslims still feel isolated, with limited access to resources. This can make them hopeless for a future in which they can embrace themselves. Due to this complicated intersection of identities, community leaders, both within the Queer and Muslim community, often refuse to engage with Queer Muslims. As such, there is an urgent need for programming that promotes community-building, proposes inclusive religious perspectives, presents resources and increases Queer Muslim visibility—both within the Queer Muslim community and for the public at large. This has been documented by Faculty Advisor Dr. Thompson, as well as many testimonials, articles, and Hidayah LGBT US communications. Hidayah US is a trailblazer in tackling these needs in the US. Hidayah has held many virtual and in-person events, including its conference series “Care-Connect-Growth” (CCG), launched in February 2024. This conference has had excellent turnout rates, fostered great relationships and received recognition from local governments. Considering the large Queer Muslim community in California, a hub for Queers and Muslims, this project will do further research about the Queer Muslim community in the state, build a database of resources and community organizations relevant to Queer Muslims, and offer a 2026 Edition of the CCG conference that will respond to the local needs and promote community, education, allyship and new initiatives to perpetuate the impact in the region.

7. Health Literacy for Immigrant Communities

Student: Amy Liang

Academic Advisor: Zoua M. Vang, School of Human Ecology

Community Partner: Literacy Network

This project seeks to improve health literacy among immigrant communities in Madison, WI, who often face language, cultural and resource-related barriers when accessing healthcare. In partnership with the Literacy Network of Dane County, this initiative will deliver a culturally and linguistically tailored health literacy curriculum through three interactive workshops and training for staff and tutors. Topics will include navigating healthcare systems, understanding medical instructions, accessing local resources and more. Offered in English, Spanish and Hmong, the program aims to empower ESL participants with the knowledge and confidence to make informed health decisions. By addressing key disparities, the project hopes to reduce barriers, improve outcomes and foster a more health-literate community.

8. Rebuilding Futures: Expanding Educational Access for War-Affected Children in the Democratic Republic of Congo

Student: Jeeva Premkumar

Academic Advisor: Anna Courtier, WISCIENCE

Community Partner: Let Africa Live (Bukavu, Democratic Republic of Congo)

The ongoing conflict in the Democratic Republic of Congo (DRC) has left millions of children without access to education, with many forced into labor, particularly in mining areas to support their families. In collaboration with

Let Africa Live, this project seeks to provide educational resources to 15 war-affected young girls who are often subjected to unhealthy and even violent conditions. The project will begin with a needs assessment to identify the specific barriers these girls face, followed by the development of a customized education plan in partnership with local educators and community leaders. While the project aims to directly impact a small number of students, it has the potential to create significant, long-term change in their lives, offering them a path out of poverty, trauma and displacement. By empowering these young girls, the initiative will contribute to greater stability and empowerment within the community, ultimately reshaping their futures and offering them the opportunity to thrive.

9. AfriLumina

Student: Ndinda Kasyoka

Academic Advisor: Jesse Hampton, Civil and Environmental Engineering

Community Partner: AfriLumina (Nairobi, Kenya)

AfriLumina is an educational initiative addressing critical challenges faced by African youth, including high unemployment rates, a growing digital skills gap and limited access to career guidance and mentorship. This pilot project responds to a community-identified need to bridge the gap between education and workforce readiness, equipping secondary school students with the tools required for personal and professional success. The nine-week mentorship and skills development program focuses on four core areas: technical skills, soft skills, career development and entrepreneurial training. Weekly sessions, led by the AfriLumina team and expert speakers from diverse industries, provide participants with practical insights into career pathways and real-world applications of their learning. The program concludes with a mini career fair, fostering connections between students, university peers, professionals and industry representatives, thereby creating valuable networks for future opportunities. AfriLumina's approach is grounded in evidence-based research on mentorship and skill development, which underscores the transformative potential of targeted guidance and upskilling programs. By integrating these principles with community-driven priorities, the initiative aims to address systemic challenges while aligning with local needs and aspirations. The primary objectives of this pilot is to equip participants with critical skills, build their confidence and establish pathways for ongoing development. Additionally, the project seeks to generate insights for refining the program and scaling it to other schools and regions. Ultimately, AfriLumina aspires to empower African youth to thrive in a rapidly evolving global economy while fostering sustainable socio-economic growth within their communities.

10. Empowering Futures: Building Foundational Skills in Rural Nepal

Student: Nischal Bista

Academic Advisor: Mayra I. Oyola Merced, Atmospheric and Oceanic Sciences

Community Partner: Educate Nepal Initiative (Baluwatar, Kathmandu, Nepal)

Empowering Futures: Building Foundational Skills is a transformative educational initiative designed to break the barriers of traditional learning in Nepal's rural regions. The project seeks to equip students in grades 8 to 10 with the essential skills of critical thinking, computational literacy, and problem-solving through hands-on, interactive learning experiences. By partnering with the Educate Nepal Initiative (EduN), this project aims to spark creativity and innovation in students who have historically had limited access to advanced educational resources. Through coding games, AI projects and real-world challenges, the initiative ignites curiosity and prepares students for the complexities of the modern world. A unique mentorship program pairs top urban students and local teachers with rural students, creating a dynamic peer-to-peer learning environment that fosters collaboration and knowledge

exchange. Teacher workshops, community-driven learning and localized content ensure that the project can evolve and scale sustainably. Additionally, the project offers scholarships and career development opportunities for high-achieving students, providing them with pathways to further education and vocational training. This initiative is not just about teaching; it's about reshaping the future of education in rural Nepal—empowering the next generation of leaders, innovators and changemakers.

APPENDIX F: 2024-25 MORGRIDGE FELLOWS

AMANDA FOWLER, MFA, MLIS, *DOCTORAL STUDENT, DEPARTMENT OF CURRICULUM AND INSTRUCTION*

Amanda Fowler is a doctoral student in the Department of Curriculum and Instruction, where she studies language and identity politics through the lens of visual culture and archive studies.

CHELL PARKINS, MFA, EdD, *INAUGURAL ARNHOLD DIRECTOR, DANCE EDUCATION*

Chell Parkins is the inaugural Arnhold director in dance education at UW–Madison, where she wrote the curricula and is implementing a new dance education certificate focused on community-based practices. She is a dance scholar, advocate, educator, choreographer, and performer whose research explores the experiences of Latinx communities engaged in culturally responsive-sustaining dance programs. Her documentary, *WanderlustDance: Puerto Rico*, invites audiences to look at the culture, politics and people of post-Maria Puerto Rico, her mother’s homeland, through interviews set against footage of solo dancing at historical sites across the archipelago.

FELIPE GOMEZ, *ASSISTANT COMMUNITY ENGAGEMENT COORDINATOR, MORGRIDGE INSTITUTE FOR RESEARCH*

Felipe Gomez is a master’s student in the education leadership and policy analysis program, focusing on policy evaluation. He currently serves as an engagement and education coordinator at the Morgridge Institute for Research, where he collaborates with diverse stakeholders to promote educational initiatives and foster community engagement. Before this role, Gomez taught in inner-city Milwaukee, where he discovered his passion for education. His firsthand experience in under-resourced classrooms ignited his desire to influence educational policy and create more equitable learning environments. Gomez aims to leverage his expertise in policy evaluation to develop policies that enhance educational outcomes and address systemic inequities.

GEORGE MEINDL, PhD, *ASSOCIATE TEACHING PROFESSOR, DEPARTMENT OF FOREST AND WILDLIFE ECOLOGY*

George Meindl is an associate teaching professor in the Department of Forest and Wildlife Ecology. His research, which is driven by undergraduate students in the courses he teaches, integrates forest ecology, evolution and toxicology. As an educator, his primary goal is to inspire an appreciation for the natural world to help create responsible global citizens that support sustainability.

HILARY HABECK HUNT, MS, *DOCTORAL CANDIDATE, NELSON INSTITUTE FOR ENVIRONMENTAL STUDIES*

Hilary Habeck Hunt is a PhD candidate in the Nelson Institute for Environmental Studies and the Department of Geography. Her scholarship investigates the practice of collective ownership of U.S. conservation lands. In Madison, she is actively engaged in disability justice and community care work on campus. Before coming to Madison, she worked as the director of land protection for a conservation nonprofit in Southwest Michigan, led urban environmental restoration in Portland, Oregon and organized for energy justice in New York City.

L.J. RANDOLPH JR., EdD, *ASSISTANT PROFESSOR, WORLD LANGUAGE EDUCATION*

L.J. Randolph Jr. is an assistant professor of World Language Education and affiliate faculty in Second Language Acquisition at UW–Madison. Before joining higher education, he spent a decade as a Spanish and ESL teacher at the high school level. His research and teaching focus on various critical issues in language education, including teaching Spanish as a heritage, home, or community language; incorporating justice-centered, anti-racist and anti-colonial pedagogies; and centering Blackness and Indigenism. An advocate for abolition, liberation, and transformative language education, he is the 2024 president of ACTFL (originally founded as the American Council on the Teaching of Foreign Languages), the nation’s largest organization for PK-12 and post-secondary language education professionals.

LINNEA HJELM, MS, *DOCTORAL CANDIDATE, DEPARTMENT OF CIVIL SOCIETY AND COMMUNITY STUDIES*

Linnea Hjelm is a PhD candidate in the Department of Civil Society and Community Studies in the School of Human Ecology. She is a dedicated partner of a local sexual violence resource center and has collaborated on curriculum development and evaluation projects alongside youth and community leaders. Hjelm’s research explores the benefits of youth leadership in sexual violence prevention and utilizes transformative participatory design to engage young people as experts and evaluators.

MATTHEW WOLFGRAM, PhD, *ASSOCIATE RESEARCHER AND PRINCIPAL INVESTIGATOR, WISCONSIN CENTER FOR EDUCATION RESEARCH*

Matthew Wolfgram is an anthropologist of education and education researcher at the Wisconsin Center for Education Research. His research employs ethnography, participatory action research, and other qualitative research methods to study factors that impact the educational experiences of minoritized college students.

MICHAEL CHILDERS, PhD, *PROFESSOR, SCHOOL FOR WORKERS*

Michael Childers joined the School for Workers after completing his graduate degrees and post-doctorate fellowship at Southern Illinois University Carbondale and brings diverse management and engineering experience from a wide variety of industries. In addition to steward, bargaining, financial officer, and leadership courses, Childers’ teaching interests include industrial engineering topics such as production standards and job evaluation systems. He also teaches Labor-Management Relations MHR612 for the Wisconsin School of Business. Current service includes the executive committees of the Teaching Academy and Phi Kappa Phi, United Way Campaign Cabinet and Community Peacemaker in the Dane County Restorative Justice program.

MORGAN SHIELDS, PhD, *UNDERGRADUATE PROGRAM MANAGER, DEPARTMENT OF KINESIOLOGY*

Morgan Shields is the undergraduate program manager for the Department of Kinesiology where she teaches and advises students. Her research is focused on relationships between high volume exercise training, cognition, mood, and athlete overtraining. Currently she is working on creating programs to increase physical activity in adolescents. She played volleyball for the Wisconsin Badgers and played professionally in Portugal where she now helps to teach a study abroad class.

RYAN STOWE, PhD, *ASSISTANT PROFESSOR, CHEMISTRY*

Ryan Stowe is an assistant professor of chemistry at UW–Madison. He and his research group study how structures of schooling communicate what and whose knowledge counts. Through this work, it is becoming increasingly apparent that supporting communities in using chemistry knowledge to advance their priorities requires de-settling normative expectations about what science learning is/should be.

SAMANTHA BOSCO, PhD, *POSTDOCTORAL RESEARCH ASSOCIATE, DEPARTMENT OF FOREST AND WILDLIFE ECOLOGY*

Samantha Bosco (she/they) is a postdoctoral research associate in the Department of Forest and Wildlife Ecology. Bosco's mixed-methods research investigates agroforestry (farming with trees) adoption in the upper midwest as a social practice mediated by land manager decision making, farming networks, institutions, and policies. She also currently co-leads an effort to map and support agroforestry demonstration sites across the US with the Savanna Institute. Prior to UW–Madison, Bosco led community-based mixed-methods agroforestry research with the US Forest Service National Agroforestry Center, Cornell Cooperative Extension and at the Skaru:re (Tuscarora) Nation. Outside of research Samantha is a community organizer with Jewish Voice for Peace and performs original queer acousti-punk songs as the solo-artist Blasfemme.

SHAMYA KARUMBIAH, PhD, *ASSISTANT PROFESSOR, DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND DATA SCIENCE*

Shamy Karumbiah is an assistant professor in the Department of Educational Psychology and Data Science Institute. Karumbiah studies human-centered AI for teaching and learning with the aim to augment human-human interaction and practices. Her current research focuses on constructing a scientific and critical understanding of equitable and responsible use of AI in classrooms. A computer scientist for over 10 years, she earned a PhD in learning sciences from the University of Pennsylvania. Her dissertation empirically investigated sources of biases in AI-based learning systems. Before joining UW–Madison, she was a postdoctoral fellow at Carnegie Mellon University where she studied ways to augment teacher practices in human-AI partnered instruction.

TONY CHAMBERS, PhD, *DIRECTOR FOR COMMUNITY WELL-BEING, CENTER FOR HEALTHY MINDS*

Tony Chambers is the director for Community Well-Being at the Center for Healthy Minds at UW-Madison. Chambers is also a member of the instructional team for the course, "The Art and Science of Human Flourishing". He is involved in designing and teaching a community-based learning course tentatively entitled, "Human Flourishing in Community Settings". Through the Badger Talks program, Chambers has worked with communities and organizations throughout the state on the topics of "Belonging and Flourishing". He has served as a senior administrator and/or faculty member at several higher education institutions. Most recently, Chambers retired as emeritus faculty from the Ontario Institute for Studies in Education (OISE)/University of Toronto. His research, teaching, and writing are in the areas of college student learning, development and well-being, as well as the social purposes of postsecondary education.

VIRGINIA DOWNING, PhD CANDIDATE, *EDUCATIONAL POLICY STUDIES*

Virginia Downing is a PhD candidate in educational policy studies in the social sciences concentration at UW-Madison. Downing's research broadly seeks to ask: How do people, spaces, and policies lead to affirming and equitable schooling experiences for Black youth? Downing utilizes qualitative methodologies, community-based research, and critical theory to explore Black community engagement, community-school relationships, and the role of community-based spaces in education.

APPENDIX G: 2025 CUPA WINNERS

1. BEST OF BOTH WORLDS: PARTNERSHIP BETWEEN ACADEMIA AND LIVED EXPERIENCE FOR YOUTH EMPOWERMENT

This project's primary goal is to create a mentored experience for GROW Academy, a youth-focused program of the Wisconsin Department of Corrections, that builds community connection, belonging, empowerment, and preparation to contribute and lead within their communities. A second goal is to build capacity within a community organization, The Voices of Power (TVOP), to support at-risk youth, develop scalable models to transform communities, and partner with university educators and researchers to better understand and grow such models.

The CUPA award would be a key catalyst for a community-defined priority that will directly benefit at-risk youth involved in the criminal legal system. Funds will be used by the community partner (TVOP) to support their contribution of time and expertise in the development and delivery of the youth mentorship program. This will require meetings with academic partners/students, GROW staff, and weekly mentorship meetings with GROW youth.

2. BUILDING THE PATH TO SUCCESS PROGRAM FOR RETURNING CITIZENS

The collaboration, now in its second year, supports incarcerated individuals' development of essential life skills with the Building a Path to Success workshop. My Way Out has and continues to do an incredible job with preparing learners for job interviews, building resumes, and strengthening their interviewing skills. Meanwhile, Extension continues to promote housing stability by helping participants understand their rights as tenants, find and maintain safe, affordable housing, and build positive rental histories.

In partnership with UW-Extension, My Way Out plans to expand the program to provide returning citizens in the community with practical, useful skills and strategies to break down obstacles, increase confidence, create lasting stability, and create a better quality of life after incarceration. Funds will be used for facilitation costs, technology training, and job preparation curriculum components.

3. LAC DU FLAMBEAU BROADBAND ACCESS

This project is rooted in a long-standing partnership that dates to 1988, through the creation of a community development position within the Division of Extension to serve the Lac du Flambeau Tribe. Although the groups have worked together on multiple projects, the focus of this award is the expansion of broadband access to the Lac du Flambeau community.

The local extension educator facilitates the meetings and brings in UW-Madison Division of Extension Specialists from the Broadband Team, EDA University and the Applied Population Lab to assist. As a result, the tribal community has applied for numerous grants and secured over \$25 million to install broadband infrastructure. This is allowing the tribe to install 200 miles of fiber to 2600 homes and 35 businesses.



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