MORGRIDGE CENTER
FOR PUBLIC SERVICE

ANNUAL REPORT | 2021-22

PREPARED JUNE 2022

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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

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LETTER FROM THE DIRECTOR

Dear Friends of the Morgridge Center,

The Morgridge Center for Public Service is proud to serve as a hub for public service and civic engagement on the University of Wisconsin–Madison campus. The students, faculty, staff, administrators, and community partners who participate in our programs embody the Wisconsin Idea, transforming this aim into action.

For twenty-five years, the Morgridge Center has worked to create pathways for UW–Madison to engage with communities within Wisconsin and across the globe to address serious social problems and to respond meaningfully to community needs. We remain as committed as ever to this aim and appreciate your taking the time to review our efforts from the previous year.

If asked to summarize the past year at the Morgridge Center in one word, it would certainly be "transition." During this time, the Morgridge Center has transitioned back to the office after a year and a half of remote work, navigated staff and administrative changes, and confronted the realities of working in a world that has been changed by a global public health crisis and major social and political upheaval. Expectedly, there have been challenges and the moments of anxiety that come with uncertainty and change. Yet, I have marveled at the capacity of the Morgridge Center family and our partners to embrace the possibilities for innovation and growth that also come with upheaval.

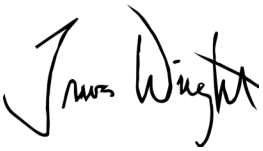
Nevertheless, our staff, student and faculty volunteers, and community partners has been extraordinary in responding to these challenges. Over the past year, Morgridge Center staff, volunteers, and partners have been creative and hardworking in rising to this challenge, maintaining high levels of community and faculty engagement and supporting students through meaningful service learning and public service engagement opportunities. For example, an amazing 5,521 students enrolled in 126 Community-based Learning courses offered in 40 departments this year.

The Morgridge Center has transitioned from its administrative home in the School of Education to the newly formed Division for Teaching and Learning, headed by Vice Provost John Zumbrunnen. We will forever be grateful for the support received from the School of Education, and especially Dean Diana Hess, during the time of our affiliation. We look forward to working with Vice Provost Zumbrunnen and the rest of our division colleagues to advance opportunities for civic engagement and public service across campus. Our new home in the Division for Teaching and Learning positions us in a cross-campus unit that includes the Center for Teaching, Learning, and Mentoring, Undergraduate Advising and Career Services, and the Wisconsin Institute for Science Education and Community Engagement. The opportunity to collaborate more readily with these like-minded colleagues will surely create avenues for expanding the scope, scale, and impact of our work.

The Morgridge Center also saw a transition in faculty directors during the previous year, when my predecessor, Dr. Earlise Ward, returned to her full-time responsibilities in the School of Nursing. Despite the intimidation of following into Dr. Wards' footsteps, I was thrilled to join the Morgridge Center in February 2022. Having worked as a faculty partner, Wisconsin Idea Fellowship advisor, and Community-based Learning course instructor, I was already well-acquainted with the important work of the Morgridge Center before being offered the faculty director appointment. Working more closely with our staff, partners, faculty, and students has underscored for me both how special the Morgridge Center is and our extraordinary potential to accomplish even more.

In this spirit, I am looking forward to updating you on our activities in next year's report. If this year has been about transition, next year will surely be about transformation. I can't wait to share more about our exciting plans over the coming year!

Yours in service,



Travis Wright, EdD

MORGRIDGE CENTER STAFF

STAFF TRANSITIONS

CC Vang recently graduated with his master's degree at UW–Madison School of Human Ecology and re-joined the Morgridge Center in August as the graduate project assistant. CC worked on several critical community-based research projects with Dr. Earlise Ward, including a descriptive study to better understand how and where racial and ethnic minority students at UW–Madison engaged in civic and public service. We wish CC all the best in his next and future endeavors!

Leah Larson completed her term as the AmeriCorps Achievement Connections Campus Coordinator. We want to thank her for her amazing year of service to the Morgridge Center in collaboration with the United Way of Dane County and Madison Metropolitan School District where she placed many UW–Madison students as math tutors within the high schools in Madison and Middleton. Leah made many improvements to the program this year, enhancing students' experiences, the recruitment and selection process, and most notably successfully proposing a preparation training requirement for each tutor as a condition of their tutor selection. Leah has started a position with the P.E.O.P.L.E. Program, so she is still on campus and we're sure our paths will continue to cross. Wishing her the very best.

Yasmin Schamiloglu has been accepted into UW–Milwaukee's Masters of Science in educational psychology program with a concentration in clinical mental health counseling. We wish her all the very best in this next chapter of her life and in all her future endeavors!

Zachary Holder served as the voter engagement and civic learning coordinator since late September of 2020. He brought a strong commitment to serving and supporting students as they developed the knowledge, skills, and commitments to increase and sustain participation in the democratic process. His work enhanced our ability to increase voting rates on campus for students of color, students in the STEM fields and graduate students — all populations that were underrepresented in UW's 2016 voter turnout rates. Zachery co-chaired the BadgersVote Coalition and supported the student vote coalition mobilizing to get students registered and voting on campus. Zachery moved with his partner to Florida and now serves as the program coordinator for the First Scholars Initiative at the Center for First-Gen Student Success.

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

PROFESSIONAL STAFF

Faculty Director
Travis Wright

Administrative Director
Lisa Chambers

Assistant Director of Administration
Dean Ladwig

Assistant Director of Community-Engaged Scholarship
Haley Madden

Assistant Director of Civic Engagement
José Luis Ramirez. Jr

Assistant Department Manager
Cristina Nino

Marketing Manager
Xai Xiong

Community-Engaged Scholarship Specialist
Cory Sprinkel

Badger Volunteers Manager
Anya Piotrowski

Voter Engagement and Civic Learning Coordinator
Zachary Holder

Community Engagement Preparation Specialist
Yasmin Schamiloglu

Achievement Connections Campus Coordinator
Leah Larson

HIRING

Cory Sprinkel transitioned to the role of community-engaged scholarship specialist shortly after Haley took over the role of assistant director of community-engaged scholarship. In this role, Cory has been able to share and combine his passion for social justice, extensive knowledge of community engagement and strong interpersonal skills that have overlapped from his previous position as the community engagement preparation specialist. Cory is in the process of writing a book with Beth and Haley about better preparing students for engagement with community.

Haley Madden left her role as the community-engaged scholarship specialist to take on the assistant director of community-engaged scholarship role after Beth Tryon retired. Haley is responsible for providing leadership for the CES portfolio including running the Morgridge Fellows program, doctoral minor/master's certificate in CES with her team and the civil society & community studies program and is in the process of writing a book with Beth and Cory about better preparing students for engagement with community.

José Luis Ramirez Jr. joined us as the new assistant director of civic engagement with over a decade and a half of experience in higher education outreach and public service work rooted in community-campus partnerships. Prior to joining the Morgridge Center in December 2021, José worked at UW–Madison's Department of Gender & Women's Studies as the graduate program coordinator and chair's assistant after moving to Madison from California in 2020.

Travis Wright joined as the Morgridge Center's next faculty director in January 2022. Dr. Wright is an associate professor of counseling psychology in the School of Education. He comes to us with extensive experience, passion, expertise, and energy for our shared work. Dr. Wright is no stranger to the Morgridge Center and has dedicated his career to developing innovative models of Community-based Research, community-university partnerships, is founder and director of the BASES project, and has taught a CBL course for years. Read **more**.

Yasmin Schamiloglu joined us as the community engagement preparation specialist, returning after serving as an intern at the Department of Children and Families. Prior to that, she served as the interim Badger Volunteers Coordinator in 2019-20 after serving as the event planning and administrative specialist position for a year. Yasmin has been an invaluable member of the Morgridge Center team for the past few years as well as when she served in the BV educational session intern as an undergraduate for two years.

STUDENT STAFF

The Morgridge Center employed over 30 student interns in over 11 different positions in 2021-22.

BADGER VOLUNTEERS INTERNS AND EXECUTIVE BOARD

The Badger Volunteers interns (3) and executive board (8) assisted the administration of the Badger Volunteers program, including program management, promotion and recruitment of Badger Volunteers. Other responsibilities included tracking program data, planning education and workshop sessions, assisting with orientations, writing and distributing a Badger Volunteers newsletter.

BADGERSVOTE COALITION INTERNS

The BadgersVote Coalition continued the momentum of the 2020 Presidential Election, with a focus on voter engagement programs and initiatives. Our BadgersVote team consist of various intern positions from Campus Vote Project and the League of Women Voters.

CAMPUS OUTREACH INTERN

The campus outreach intern played an integral role in the promotion and advancement of the Morgridge Center's mission. The intern's main responsibilities include conducting outreach presentations to students, faculty, student organizations and attending relevant virtual campus events throughout the academic year that promote the Morgridge Center's programs, events, and services.

COMMUNITY-BASED LEARNING INTERNS

The Community-based Learning (CBL) interns (4) 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 (3) played an integral role in ensuring UW student and staff readiness for community engagement. The interns presented well over 15 presentations throughout the academic year to community-engaged courses, programs, and more, around topics such as cultural humility and equitable relationships.

COMMUNITY OUTREACH INTERN

The community outreach intern served as the Morgridge Center's link between campus and community. Among other duties, the intern sent out a monthly newsletter and helped connect community partners to student volunteers and organizations.

Badger Volunteers Team
Logan Gade
Barsha Pantha
Ashley Nelson
Shuka Konishi
Sydney Olmsted
Valerie Buroker
Jaylina Karmacharya
Mihika Sathe
Noah Kirchner

Community-Based Learning Interns
Bertha Gonzalez
Isabel Hernandez-White
Tanishka Jain
Katie Sullivan

Campus Outreach Intern
Karina Melendez

Community Partner Support Intern
Akshay Kalra

Marketing and Communications Intern
Erin Gretzinger

Operations Interns
Taryn Boll
Mory Keita
Saffiatu Barrie
Rilee Schmit
Makayla Cole
Courtney Wayland

Peer Advisors
Emily Merkel
Samanatha Battenberg
Emma Gleed

Civic Engagement Intern
Sorin Caldararu

STUDENT ORGANIZATION PREPARATION INTERN

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

MARKETING AND COMMUNICATIONS INTERN

The marketing and communications intern supported the marketing manager in coordinating branding, promotion, and communications. The intern oversaw weekly Morgridge Mail distribution to over 6,000 students, assisted with website maintenance, produced and published featured stories and continued with the second season of GridgeFridge.

OPERATIONS INTERN

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

PEER ADVISORS

The peer advisors (2) provided one-on-one advising and outreach to individual students and campus groups interested in engaging with the community. The peer advisors served as a main point of contact for students interested in volunteering and building relationships with other campus units. In 2021-22 the peer advisors scheduled 40 appointments, helping students better connect to local community organizations.

SPECIAL EVENTS INTERN

Took the lead in preparing and organizing the Morgridge Center's significant events: Be the Change Bash and Public Service Fair. The special event intern also coordinated all internal team-building events throughout the school year. Also, for 2022-23, the special events intern will handles fiscal responsibilities regarding event planning across the different teams at the center.

MULTIMEDIA DESIGN INTERN

The multimedia design intern assisted the marketing manager in running Morgridge Center social media accounts, including Facebook, Twitter and Instagram. The multimedia design intern also assisted in developing unique and creative graphics for Morgridge Center programming

FISCAL INTERN

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

Transportation Intern
Izzy Gharib

Special Events Intern
Shannon Abolins

Transportation Intern
Ray Mielke

Vote Everywhere Ambassadors
Shreya Bandyopadhyay
Tamia Fowlkes

BadgersVote Social Media Intern
Brandon Nielsen

Campus Vote Project Interns
Kevin Jacobson
Kelley Keenan

League of Women Voters Interns
Tabitha Houghton
Kayla Schwartz

Student Organization Preparation Intern
Jenna Harb

UW South Madison Partnership Intern
Daniel Bautista

Multimedia Design Intern
Madeline Mitchell

Community Engagement Education Intern
Samantha Angelina
Lingzheng He
Jessica Madley

TRANSPORTATION INTERN

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

UW SOUTH MADISON PARTNERSHIP INTERN

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

VOTE EVERYWHERE AMBASSADORS

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

GRADUATE STUDENTS

COMMUNITY-ENGAGED SCHOLARSHIP GRADUATE FELLOW

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

GRADUATE PROJECT ASSISTANT

The graduate project assistant provided ongoing support for special projects. Most recently, research data collection was conducted to examine underrepresented racial-ethnic minorities (UREM) student engagement and experiences in Community-based Learning via volunteerism and civic engagement.

GRAD LIAISONS

Graduate liaisons are hourly grad employees that help the Morgridge Center to better connect with grad students and academic departments by sharing information and resources related to community-engaged scholarship.

Community-Engaged Scholarship Graduate Fellow
Laura Livingston

Graduate Project Assistant
CC Vang

Graduate Academic Liaisons
Diana Love
Julia Schiller
Vic Soto
Lindsay Welles

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

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

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

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

Brenda Gonzalez: Director of Community Relations

Elizabeth Hetrick: Project Manager, Exact Sciences

Alexis (Lexi) London: Executive Director, Bayview Foundation

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

Angela Maloney: 2022 Newman Civic Fellow; UW–Madison Undergraduate Student

Karen Menendez-Coller: Executive Director, Centro Hispano

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

Christina Olstad: UW–Madison Dean of Students

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

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

Mary Rouse: Community Outreach Liaison and Ex officio Board Member

Linda Vakunta: Deputy Mayor, City of Madison

Laura Whitmore: Community Partnerships Coordinator, MMSD

John Zumbrunnen: Vice Provost for Teaching and Learning

INTERNAL PROGRAMS AND INITIATIVES

CIVIC ACTION PLAN

In November 2015, Chancellor Blank signed the Campus Compact 30th Anniversary Action Statement on behalf of the University of Wisconsin-Madison, including a pledge to develop a campus Civic Action Plan (CAP). The purpose of this CAP was to identify ways to better support community-engaged work, eliminate barriers, and encourage new and inventive ways to conduct civic action and community engagement. Chancellor Blank tapped the Morgridge Center to spearhead the initiative and formed a committee of campus and community stakeholders to develop the initial plan.

Incorporating input from hundreds of individuals across campus and throughout the state, the Chancellor approved the committee's nine recommendations in July 2017. Over the past five years, great strides have been made in creating an infrastructure to support civic engagement across campus. Major CAP accomplishments include improving community-engaged scholarship, research and practice; emerging institutionalization of community-engaged systems and support; and in strengthening democracy and community.

The CAP implementation committee, under the leadership of the Morgridge Center, is developing the Civic Action Plan 2.0, which will be launched in fall 2022 as the Civic Action Strategy. This re-boot is intended to identify desired social impacts of campus civic action and further increase capacity for and eliminate barriers to meaningful community engagement. Ultimately, the Civic Action Strategy will guide implementation of the Wisconsin Idea into sustainable social change for the future of the university, state, and world.

EQUITY AND ADVOCACY

In monthly equity and advocacy meetings this year, the Morgridge Center staff focused on learning more about different privileged and marginalized identity groups. For example, the staff listened to a podcast episode that helped everyone broaden their knowledge about fatphobia. The staff also listened to podcast episodes that deepened learning on patriarchy and toxic masculinity, and read more about ableism and disability. All of the staff equity and advocacy meetings included reflection and opportunities to think about how the knowledge learned not only applied to the scope of our work, but how we can take action to do differently as we learn new information.

DIVERSITY EQUITY AND INCLUSION

Hosted public educational sessions featuring leaders from local community organizations, including Centro Hispano, Nehemiah, and Olbrich Gardens. Conducted annual Morgridge Center climate survey. Student leaders will be working to review data and develop recommendations over the summer.

COMMUNITY ENGAGEMENT PREPARATION

Staffing changes: Yasmin Schamiloglu joined us for the bulk of the academic year, supporting our student facilitators and increasing the reach of our workshops and educational materials. As Yasmin transitions to graduate school at the UW–Milwaukee, we are thrilled to be joined by Bertha Gonzalez, who will serve as the community engagement preparation graduate assistant as she begins her graduate journey here.

Our modules and workshops continue to be well received and impactful and they have been integrated into a number of academic and co-curricular programs from global health, to environmental sciences, WISCIENCE, and more.

SUSTAINABILITY

During the 2021-22 academic year, the Morgridge Center Green Team under the direction of staff lead, Dean Ladwig and student lead, Emma Gleed 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 refreshed our collaboration with the folx in the UW–Madison Office of Sustainability attaining our bronze level office certification and working on our silver level office certification. In 2022-2023, we will be looking forward to working on our gold and platinum level office certifications.

We also planned regular "fun facts" sharing in our Slack channel, some fun sustainability challenges throughout the year, and some Green Team outings that included Devils Lake State Park, a local pumpkin patch/farm, and an outing to a local thrift store.

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

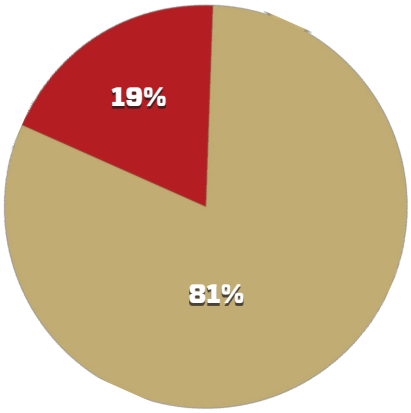
ENDOWMENT

At the end of FY22, the Morgridge Center endowment book value stands at $13.1 million. A portion of the interest from the endowment provided $662,748 towards expenses – covering 38% of anticipated expenditures.

BUDGET STATUS

The Morgridge Center's income is on target with projections, and expenditures are projected to be still under budget due to the effects of the pandemic on many of our programs and events. Total budgeted expenditures amounted to $1,736,808. Final expenditure numbers will be available in late summer 2022.

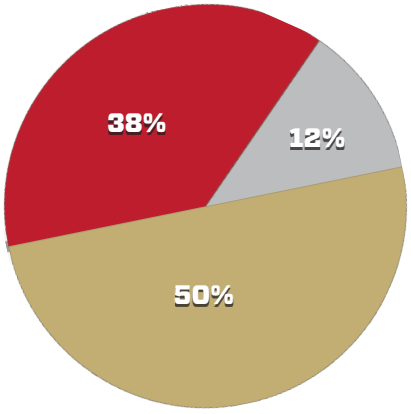
101 BREAKDOWN



Salaries: $336,020.74

Service and Supplies: $78,867.10

233 BREAKDOWN



Salaries: $433,835.63

Service and Supplies: $327,863.30

Fringes: $100,176.05

DEVELOPMENT

The Morgridge Center continued to elevate its commitment and efforts related to communicating compelling giving opportunities and seeking private support. Regular communications with the Morgridge Center's family, comprised of past student participants, donors, staff and friends were institutionalized. They included sharing news stories highlighting the impact of the Morgridge Center's work and distributing (via email) solicitations segmented by target audience three times per year. Development efforts have begun to resume with some refreshing of our processes but were still paused this year for the most part due to the fact that we weren't transporting our routine amounts of students to direct engagement sites, so our fiscal needs were reduced and at the same time, many of our funders shifted their support directly to nonprofit and direct service organizations.

GIFTS AND GRANTS

2021-22 gifts and grants totaled $58,505. 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 15** for the full breakdown of 2021-22 gifts and grants.

OUR VISION FOR THE FUTURE

The Morgridge Center has seen sizable growth in staff, engagement and scope of work over the last few years. But we have even grander visions for the future. Below are specific areas of development and growth potential identified for 2022-23:

1. Offer faculty incentives for engaged scholarship work

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

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

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

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

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

4. Voter Engagement Priority

UW–Madison Chancellor Emeritus Rebecca Blank once said, "One of the most important values we teach at our universities is the importance of civic engagement. Voting in elections gives students a voice in the democratic process and in the decisions that affect local, state, and national issues."

The Morgridge Center fosters active civic engagement among students in many ways. For more than twenty years, the Morgridge Center has helped students volunteer in the local Madison community. Faculty seeking to teach Community-based Learning courses have been supported by the center for more than a decade.

More recently, it has become clear that the Morgridge Center has a convening role to play to support voter engagement on the UW–Madison campus. Sparked by an effort called the Big Ten Voting Challenge in 2018, Morgridge Center staff have woven voter engagement efforts into their daily portfolios. In order to continue building on the momentum of the successful 2020 voter mobilization work, the Morgridge Center is looking for financial support for ongoing voter engagement efforts. The hope is that students will come to understand how to register to vote, when and where to vote, and how to educate themselves throughout the voting process. Research shows individuals who vote early are more likely to vote throughout their whole lives.

All voter engagement efforts are strictly nonpartisan. Financial support will ensure the Morgridge Center can continue to support the voter engagement and civic learning coordinator position that we received funding for in 2020-21, which resulted in incredible growth in the numbers of students who voted, but also increased civic learning overall. We will also be able to hire interns to support voter engagement work, host outreach and educational events and ensure students have the tools they need to exercise their right to vote and be civically engaged.

This is just a sampling of our dreams and ambitions.

2021-22 GIFTS AND GRANTS

DONOR	DESIGNATION	AMOUNT
CORPORATIONS, BUSINESSES, FOUNDATIONS AND COMMUNITY ORGANIZATIONS		
American Family Insurance Group	Wisconsin Idea Undergraduate Fellowships	$22,000.00
Evjue Foundation, Inc	Badger Volunteers	$30,000.00
INDIVIDUALS		
John Bickers	Individual Donation	$100.00
Karen Crossley	Individual Donation	$100.00
Sandra DeLisle	Individual Donation	$200.00
Laura Heisler	Individual Donation	$500.00
Carrie Karow	Individual Donation	$50.00
Casey Klofstad	Individual Donation	$150.00
Corey Little	Individual Donation	$130.00
Maureen Miner	Individual Donation	$50.00
Madi Vannaman	Individual Donation	$225.00
TOTAL		**$53,505.00**

COMMUNICATIONS AND MARKETING

Focusing on our three main audiences—students, faculty and staff, and community members — the Morgridge Center executed a comprehensive digital, print, and social strategy in 2021-22. Below are some of the highlights (2021-22 figures July-June).

TWITTER

The Morgridge Center Twitter account maintained a steady presence this year. We also engaged with students this year through various contents including Morgridge Center awards, informational stories, and more.

@morgridgeCenter	2021-22 Total
Impressions	169,700
Link Clicks	392
Retweets	144
Liked Tweets	391

FACEBOOK

The Morgridge Center continued its Facebook strategy by sharing and tagging student photos and content. The Facebook page saw a 29.4% decreased of "Liked Page" from 2020-21. We had 13,511 of "Paid Reach" and 25,614 of "Paid Impressions."

/morgridgeCenter	2021-22 Total
Daily Reach	20,713
Page Visits	1,073
Liked Page	48

INSTAGRAM

Between 2020-21 and 2021-22, there was a 5.3% increase in followers, 16% increase in reach, and 27% increase in impressions. The Morgridge Center Instagram had a total of 116 posts.

morgridgecenter	2021-22 Total
Followers	1,551
Reach	55,780
Impressions	74,046
Content Interaction	4,750
Profile Activity	1,627

MORGRIDGE MAIL WEEKLY NEWSLETTER

The Morgridge Mail digital newsletter went out every Monday in 2021-22 and remained a very successful tool for informing students about our programming as well as community partner opportunities.

The average open rate increased from 33.6% to 40%. A good amount of subscribers were archived from the contact list due to inactivity.

Morgridge Mail	2021-22 Total
Subscribers	6,058
Avg. Open Rate	40%
Avg. Click Rate	1.65%

GRIDGEFRIDGE PODCAST

We kicked off the second 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. Guests on the podcast this season included: Deputy Mayor Reuben Sanon, Representative Francesca Hong, Vice Provost for Teaching and Learning John Zumbrunnen, and Professor of Political Science, Kathy Cramer.

COMMUNITY ENGAGEMENT VIDEOS

Our communications and marketing team produced two video features on School of Human Ecology Teaching Faculty Michael Maguire and the Dewane Neurorehabilitative Pro Bono Clinic. These videos were produced with the intent on highlighting the impact of community engagement from a teaching and learning perspective. These videos were shared and boosted on our social media accounts. We hope to do more of these videos in the next academic year.

ORIGINAL CONTENT

Thirty-five stories were published to morgridge.wisc.edu in 2021-22, 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. The most popular stories included:

"Rooted in Service: Faculty Director Travis Wright's Path to the Morgridge Center"
"'Part of Who I Am:' Earlise Ward Continues Public Service after Morgridge Center Departure"
"Former Intern Carries Morgridge Center's 'Culture of Care' into AmeriCorps"

MEDIA MENTIONS AND PUBLICITY

The Morgridge Center garnered 18 unique media mentions in 2021-22. The Morgridge Center received mentions in the following outlets:

Badger Herald
Beloit Daily News
WEAU
Love Wisconsin
Milwaukee Journal Sentinel
Wisconsin State Journal
PBS
Daily Cardinal
UW News

COMMUNITY-ENGAGED SCHOLARSHIP (CES)

ASSOCIATION OF GRADUATE ENGAGED SCHOLARS

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

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

BAGELS AND RESEARCH

We had a great slate of events, run both virtually and in-person, this past year. Here's a few of the topics and speakers.

- Wisconsin Green Fire and Intergenerational Mentorship
- Decolonizing Development Studies and Participant Conversation - Pearly Wong
- Grassroots Activism, Shamanism and the COVID-19 Pandemic - Fatima Sartbay
- P.O.W.E.R. Collective & Activist Scholarship
- Working with Stakeholder Teams for a Research Health Summit for People with Intellectual and Developmental Disabilities

COMMUNITY-CAMPUS MIXERS

This year we returned to in-person events by hosting a gathering of campus and community members interested in finding collaboration opportunities, we're referring to these as community-campus mixers. We aim to plan more in the future on specific topics of interest to the local community.

CES PRACTITIONER REFLECTION SPACE

Each semester, we hosted an open space for instructors of CBL courses and community engagement practitioners to gather to discuss challenges, offer solutions, and be in community together.

WORKSHOPS

As we do every year, we hosted a number of educational and professional development workshops open to the campus community. In general, we engaged in deep conversation and reflection with participants and enjoyed connecting with new and familiar faces.

1. Introduction to Community Engagement
2. Introduction to Community-based Learning and Research
3. Reflection and Assessment in Community-based Learning
4. Community-based Research Methods
5. Creating Community in the Classroom
6. Getting to Know the Madison Community

SERVICE INSIDE THE CLASSROOM

2021-22 COMMUNITY-BASED LEARNING COURSE HIGHLIGHTS

5,521
TOTAL CBL STUDENTS

126
CLASSES TAUGHT

138,025
TOTAL HOURS

NUMBER OF STUDENTS ENROLLED EACH SEMESTER

Summer 2021: **346**

Fall 2021: **2683**

Spring 2022: **2492**

HOURS OF CBL EACH SEMESTER

Summer 2021: **8,650+**

Fall 2021: **67,075+**

Spring 2022: **62,300+**

SCHOOLS AND COLLEGES WITH MOST CBL COURSES

1. School of Education (20)
2. College of Letters & Science (18)
3. School of Human Ecology (17)

PROGRAMS WITH MOST CBL COURSES

1. Rehab Psychology and Special Education (16)
2. Social Work (11)
3. Environmental Studies (8)
4. Civil Society and Community Studies (8)
5. Landscape Architecture (6)

MORGRIDGE FELLOWS

The fourth year of our Morgridge Fellows program was an outstanding success. We met mostly virtually to support participant preferences and built a robust community.

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

See **APPENDIX E** for full bio of the 2021-22 Morgridge Fellows.

GRADUATE CERTIFICATE/PHD MINOR

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

COURSES TAUGHT

Laura Livingston, Cory Sprinkel, and Haley Madden co-taught counseling psychology 601, principles and practices in community-engaged scholarship.

This is a required course for the graduate certificate or doctoral minor in community-engaged scholarship and received outstanding reviews from students in our largest course to date.

2021-22 MORGRIDGE FELLOWS

Rebecca Alcock
Industrial and Systems Engineering

Kela Caldwell
Geography

Moisés Gabriel Contreras
Educational Policy Studies

Edna Ledesma
Planning and Landscape Architecture

Morgan Mayer-Jochimsen
Educational Policy Studies

Vignesh Ramachandran
Geography

Edmond Ramly
Industrial and Systems Engineering

Rachel Santiago
Wisconsin Center for Education Research

Susan Andreae
Kinesiology

Vivian Tamkin
Obstetrics and Gynecology

Stacey M. Schaefer
UW Center for Healthy Minds

Emily Skaletski
Kinesiology

Peter Wardrip
Curriculum and Instruction

Lucas Wiscons
Sociology

CBL COURSE DEVELOPMENT GRANT 2021-22

1. Mindfulness & Restorative Environments

Nathan Larson, Planning and Landscape Architecture

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

COMMUNITY-BASED RESEARCH GRANT 2021-22

1. Central Wisconsin Farmers Market Food Equity Project: improving FoodShare access at farmers markets through community investment and engagement.

Edna Ely-Ledesma, Planning and Landscape Architecture

Many farmers markets throughout the state, especially in rural areas, have shared the same story: they ran an EBT/FoodShare program on a limited budget, until funding or resources ran out. This program proposes to establish a Central Wisconsin Farmers Market Collaborative (including Stevens Point, Marshfield, Wausau, Waupaca, Adams- Friendship, and Wisconsin Rapids) to support individual markets to:

1. Ascertain the readiness of their communities to invest in EBT/credit/debit services at the market
2. Develop a business plan (in communities with sufficient readiness) to fund starting a new, or strengthen existing EBT/credit/debit services at the farmers market
3. Evaluate the economic and social impact of well-supported and sustained EBT/credit/debit services on market vendors and local businesses, SNAP-eligible residents (fruit and vegetable purchases, inclusion), and partner entities and residents generally
4. Establish ongoing impact and needs assessment to ensure EBT/credit/debit programs are sustained while also evolving in response to local needs to ensure that the market is accessible to all members of the community, including low-income, minority and differently-abled

SERVICE OUTSIDE THE CLASSROOM

OVERVIEW

This year the Morgridge Center coordinated the 13th year of the Badger Volunteers program. We welcomed Amita Doiphode, Logan Gade, Sydney Olmsted, Barsha Pantha, and Mihika Sathe to the Badger Volunteers Executive Board. We welcomed back Valerie Buroker, Emily Cooper, Jaylina Karmacharya, Noah Kirchner, Shuka Konishi and Ashley Nelson to the Badger Volunteers Executive Board. This was the first year the executive board roles were all paid intern roles, reflecting a step toward practicing equity within the Badger Volunteers program. The fall 2021 semester was the first semester the program returned to in-person volunteering since Fall 2020. Students were able to decide for themselves whether to sign up for an in-person or virtual volunteer opportunity. In addition to program changes in response to the COVID-19 pandemic, a new reflection process was added to the overarching program structure with Badger Volunteers reflecting weekly, either in-person with their teams or individually via Google form if volunteering virtually. At the end of the semester, we thanked Emily Cooper and Amita Doiphode for their dedication to Badger Volunteers as they stepped away from executive board roles to pursue study abroad opportunities.

Due to increased spread of COVID-19 in the winter of 2022, the spring 2022 semester of Badger Volunteers began with virtual orientations. This was an intentional pivot to reduce risk of spread among participants with the hopes of reducing risk of spread to community partner organizations during the first week of volunteering following orientation. Badger Volunteers continued to engage in volunteer opportunities reflective of community partner-identified opportunities, continuing to offer both in-person and virtual volunteer opportunities. Throughout the semester, the executive board team helped redesign and refine aspects of the program, including refining orientation materials and education session structure and the redesign of all intern roles for the upcoming year. At the end of the semester, we celebrated the graduation of the following Badger Volunteers Executive Board members: Valerie Buroker, Jaylina Karmacharya, Noah Kirchner, and Shuka Konishi. We also celebrated and thanked Ashley Nelson and Sydney Olmsted for their dedication to Badger Volunteers as they will pursue new opportunities as they finish their undergraduate degrees next year.

STUDENT ORIENTATION AND DEVELOPMENT

The Badger Volunteers Executive Board Educational Committee planned and hosted three workshops, as well as collaborated with the Morgridge Center's community engagement education team for another six workshops, throughout the fall semester. They also planned and hosted eight education sessions in the fall semester. Concurrently, the Badger Volunteers Executive Board worked together to refine language and planning around education sessions.

To better communicate the purpose and structure of education sessions and workshops, the board opted to rename workshops to context-based education sessions. Additionally, the other learning opportunities previously called education sessions were renamed focus area-based education sessions. The refinement and renaming of these training and development opportunities better reflects that we seek to prepare students to better understand community engagement more broadly as well as develop deeper understanding of the focus areas (education, public health, sustainability) of the program. Throughout the spring 2022 semester, the educational committee of the Badger Volunteers Executive Board hosted eight context-based education sessions before spring break and 10 focus area-based education sessions after spring break. Just as we offered in-person and virtual volunteering opportunities, we offered in-person and virtual educational opportunities throughout the academic year.

HIGHLIGHTS

As we continued to navigate the COVID-19 pandemic and its impact on community engagement, we welcomed new community partners and welcomed back partners with whom we had been unable to work during previous parts of the pandemic. This year our new partners included Allen Centennial Garden at UW–Madison, Allis Elementary School Garden, City of Madison — Stormwater Division, St. Maria Goretti Parish, and WI Salt Wise.

Additionally, the Badger Volunteers Executive Board Community Development Committee returned to hosting in-person community building opportunities for the Badger Volunteers participants. Events included food and time for reflection, as well as a comfortable environment to connect with Badger Volunteers across different organizations and teams. Events ranged from study break breakfast gatherings at the end of each semester to Tie-(Dye) It Back where students tie dyed white BV shirts to wear when volunteering. These opportunities support not just the ability for students to connect across volunteer opportunities, but fosters space for student well-being and connection that extends beyond the program.

BADGER VOLUNTEERS 2021-22 NUMBERS

	OPPORTUNITIES TO CHOOSE FROM	TOTAL VOLUNTEERS	HOURS SERVED	*COMMUNITY PARTNERS THROUGHOUT THE YEAR
FALL 2021				
Sustainability	11			
Public Health	19			
Education	57			
TOTAL	87	239	4297.75	
SPRING 2022				
Sustainability	10			
Public Health	20			
Education	65			
TOTAL	95	264	4255.25	
2021-22 TOTALS	**62***	**503**	**8553**	

BADGER VOLUNTEERS COMMUNITY PARTNERS AND SITES

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

BADGER VOLUNTEERS EDUCATION SESSIONS

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

CO-CURRICULAR EVENTS AND PROGRAMS

PEER ADVISING

The peer advisors (2) provided one-on-one advising and outreach to individual students and campus groups interested in engaging with the community. The peer advisors served as a main point of contact for students interested in volunteering and building relationships with other campus units. In addition to their peer advising roles, interns supported the community engagement education interns with presentations throughout the academic year. In 2021-22, the peer advisors scheduled 64 appointments, helping students better connect to local community organizations.

STUDENT ORGANIZATION PARTNERSHIP PROGRAM (SOPP)

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

The 2021-22 program supported eleven RSOs. The program was conducted in-person over the entire year. SOPP participants attended two required workshops. The fall workshop was titled, "Responsible Community Service" and it helped to prepare them responsible and respectful community engagement in both virtual and in-person settings.

The spring semester workshop was an end-of-year reflection gathering that brought together the student leaders from the respective RSO's to reflect on the successes & challenges and learning involved with moving back to in-person engagement after the previous years of being mostly virtual. RSOs also met with the SOPP intern once every semester to track their progress and help with specific needs.

The Morgridge Center was provided RSOs with transportation services for community-based work, printing services and use of the center's spaces for RSO meetings. We also promoted the RSOs' news and virtual events through Morgridge Mail. The mini-grant program was utilized by one RSO this past spring semester. We are anticipating a strong return as in-person pathways to public service become available to those in the program.

PUBLIC SERVICE FAIRS

The Public Service Fairs are a partnership between the Morgridge Center, School of Human Ecology, and SuccessWorks at the College of Letters & Science. This year, 208 students attended the fall Public Service Fair, while 193 students attended the spring fair. Each fair had around 40 registered community organizations represented, not including student organizations.

IMPACT CONFERENCE

The national IMPACT conference was virtual this year, the Morgridge Center covered the cost for our attendees. Five attendees — two graduate students, two staff and one undergraduate student attended the conference to learn more about student-focused community engagement projects throughout the country. This conference continues to serve as a professional development opportunity for our students and staff to continue as educators and learning in the field of community engagement.

ADDITIONAL PARTNERSHIPS

ACHIEVEMENT CONNECTIONS

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

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

This year, the Achievement Connections Campus Coordinator interviewed over 109 UW–Madison students interested in participating as tutor-mentors. In total, 33 volunteers were placed in 1:1 tutoring relationships.

This year the Achievement Connections Community Volunteer Award was won by Cullen McDonald for their work at La Follette High School and the Achievement Connections Peer Tutor Award was won by Mona Iskandar for volunteer work at Memorial High School.

#BADGERSVOTE

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

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

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

The February Wisconsin Primary Election was canceled due to not having any candidates on the ballot for Madison or county-level positions. The following strategies were utilized this year to promote voter engagement and education:

- **Voter Engagement and Civic Learning Coordinator:** The Morgridge Center for Public Service has provided financial support for the VECL coordinator position for two additional years because of the difference it has made in supporting voter engagement and civic learning efforts on campus.
- **Text Message Platform**: Utilizing the texting platform that the Andrew Goodman Foundation supported connected with 933 individuals received alerts via texting "BadgersVote" to 47020.
- **vote.wisc.edu:** The main campus resource for voting is housed under vote.wisc.edu which received 5,629 visitors so far in 2022 with an average time of 3 minutes and 41 seconds on the site. That brought our total visits to 195,591 since the creation of the website and the average time of 2 minutes and 30 seconds on the site.

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

- **ALL IN Campus Democracy Challenge:** The ALL IN Campus Democracy Challenge, a national, nonpartisan initiative, recognized UW–Madison with several awards on for student voting in the 2020 presidential election. ALL IN honored UW–Madison for having the highest student voter registration and voter turnout among four-year colleges in Wisconsin as well as the most improved voter turnout. Tamia Fowlkes, a senior who served as the Big Ten Voting Challenge intern for the Morgridge Center, was named to ALL IN's national Honor Roll for student voting advocates. ALL IN organized voting challenges in 19 states, encompassing more than 426 institutions enrolling 4.3 million students.
- **National Study of Learning, Voting, and Engagement (NSLVE)**: Voter turnout among UW–Madison students increased 7.4 percentage points in the 2020 residential election, rising from 65.4 percent of eligible students in 2016 to 72.8 percent in 2020. That's higher than the national average voting rate of all institutions in 2020, which was 66 percent.

WISCONSIN IDEA FELLOWSHIPS

Wisconsin Idea Fellowships (WIF) are awarded annually to projects designed by UW–Madison undergraduates in collaboration with a community organization (whether local, national or international) and under the supervision of a faculty or academic staff mentor.

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

In 2021, nine WIF projects were carried out, and a full listing of those projects can be found in **APPENDIX C**.

Seven new projects for 2022-23 were announced in spring 2022. A full listing of those projects can also be found in **APPENDIX C2**.

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

2022-23 WISCONSIN IDEA FELLOWS

Akshay Kalra
Samantha Angelina
Jonathan Bryan
Andrew Yang
Mai Chada Yang
Chao Xiong
Zoe Styler
Magic Vang
Robert Allen Hall
Siena Laws
Elizabeth Liu
Benjamin Yang
Alex Inman

See **APPENDIX C2** for a full description of 2022-23 Wisconsin Idea Fellow projects.

UW SOUTH MADISON PARTNERSHIP

Opened in 2015, the UW–Madison South Madison Partnership (UWSMP) connects UW–Madison with the South Madison community and works to foster mutually beneficial partnerships that reflect community-identified priorities. The shared event and program space on South Park Street promotes an environment of belonging, access, and awareness of both community and university resources, and provides opportunities for building quality relationships.

The space, equipped with classrooms, conference rooms, and private meeting areas, welcomes more than 1,300 visitors a month and records 83 hours of use each week. A variety of campus and community partners host meetings, events, and programming in the space spanning the areas of health, law, and education.

Partners like the UW Odyssey Project, the Neighborhood Law Clinic and the Wisconsin Alzheimer's Disease Research Center have been involved since the initiative's start and others, like the Richard Dilley Tax Center, are new this year. The UWSMP moved to an expanded space to increase its capacity in 2020 and will be celebrating its seven year anniversary in the summer.

UWSMP GROWTH:

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

During the pandemic Community Relations/UWSMP staff and a few core partners worked out of the space on a regular basis in order to meet the needs of program participants and community partners while following health safety protocols. In addition to meeting the current needs of core partners in the new UWSMP space, Community Relations/UWSMP staff worked with a variety of campus and community partners to plan for future sustained use of the space.

In September of 2021, UWSMP officially opened to the public for full programmatic use. Since then, UWSMP has seen an approximately 25% increase from its usage pre-pandemic and worked with a number of new partners in addition to restarting in-person programming with many long-standing partners.

The groups utilizing the new space have spanned six UW schools and colleges, eight UW divisions, centers, and institutes, 15 community partners, and the space continues to welcome new groups each month. This increase of both partners and programming since opening in the fall has developed amid the continued COVID-19 pandemic, and UWSMP expects to sustain a robust growth trajectory as community-engaged groups return to physical rather than virtual hours and gatherings.

AWARDS

ACHIEVEMENT CONNECTIONS COMMUNITY VOLUNTEER

Cullen McDonald

Cullen worked with multiple students and was always making himself available to support students. When the current school year began and Cullen was able to come into the building, he picked up right where he left off. Making himself available, putting students first. Cullen is a prime example of why it's important to serve your community because he has truly made a difference. His brilliance, his determination, and his overall dedication to the students at La Follette High School is highly valued and appreciated.

ACHIEVEMENT CONNECTIONS PEER TUTOR

Mona Iskandar

Mona has demonstrated a very positive regard for both of the students she has worked with throughout this school year. She always looks out for her students' best interests for their grades and overall understanding of the content from their classes. She regularly updates her supervisors on her students' progress and gives them ideas for her students' warm up objectives to ensure skills deficits are addressed. This has allowed tremendous growth in her students with their academic and mathematics skills, as well as their confidence as people. Mona is an accomplished student with high grades and is engaged in many extracurricular activities such as theater. Even with her busy schedule, she makes time to tutor students with Achievement Connections.

EXCELLENCE IN ENGAGED SCHOLARSHIP

Orion Risk Lee

Orion worked to address the increasing isolation of trans, nonbinary, and gender nonconforming folks through their work with UW's Center for Humanities. Orion partnered with a community theatre group in Iowa to make a virtual play from candid online conversations between Iowa and Wisconsin trans people about gender and social distancing. Orion began their process by listening and invested 7 months in developing a relationship with their community organizations and partners, held focus groups and 1:1 conversation.

NEWMAN CIVIC FELLOWSHIP

Angela Maloney

Angela combines her passion in community organizing and public service to address economic inequality and systemic racism. Angela has been able to create positive change through her experiences working with various communities in Madison such as the Madison Common Council, Associated Students of Madison, UW–Madison's BadgersVote Coalition and Zoe Bayliss Student Housing Cooperative. Currently, Angela is a staff member in Governor Tony Evers' Office, where she provides Wisconsinites with clear communication about the Governor's priorities and responds to their concerns to combat miscommunication and address political polarization.

2021-22 AWARD RECIPIENTS

Achievement Connections Community Volunteer
Cullen McDonald

Achievement Connections Peer Tutor
Mona Iskandar

Excellence in Engaged Scholarship
Orion Risk Lee

Fred Risser Excellence in Engaged Undergraduate Student
Alli Burgdorf

Ginsberg Family
Parnika Shukla

Louis Korenman Badger Volunteers
Emily Merkel

Newman Civic Fellowship
Angela Maloney

School of Education Student Staff Achievement
Jenna Harb

FRED RISSER EXCELLENCE IN ENGAGED UNDERGRADUATE STUDENT

Alli Burgdorf

Alli is the director of the Criminal Justice Reform Team with the Social Justice Hub on campus. As a leader, she educates her members regarding the criminal justice system and encourages engagement with non-profits and projects concerned with providing aide and companionship to those afflicted by the current justice system. Alli has volunteered with the Badger Volunteers program and the Tenant Resource Center. Alli is also conducting research with the Center for Law, Society and Justice lab under Dr. Pajarita Charles. Alli has not only committed to educating herself on the systemic issues afflicting this country but also took significant steps to support marginalized groups – namely by advocating and protesting. She is committed to internalizing her privilege as a white individual and acting accordingly to promote inclusion and equity across campus and the broader community.

GINSBERG FAMILY

Parnika Shukla

Parnika is emblematic of the Morgridge Center's mission of connecting campus and community through service, service-learning and Community-based Research to build a thriving democratic society. Her involvement with the Morgridge Center includes participation in the Badger Volunteers program as a tutor at East High School and having completed two Community-based Learning courses: Building Academic, Social and Emotional Support (BASES) & Service with Youth in STEM. Parnika currently serves as the housing equity intern for the Social Justice Hub, coordinating students to provide services and supplies for folks experiencing homelessness. She has learned the importance of empowerment, communication, and serving others.

LOUIS KORENMAN BADGER VOLUNTEERS

Emily Merkel

Having been a Badger volunteer in numerous sites including at Madison Catholic Charities and at local middle schools, Emily personifies the exact type of community and relationship building that Louis Korenman valued and that align with the Morgridge Center's mission and goals. Even beyond her volunteer work, she helps others find volunteer opportunities that match their interests and goals as a peer advisor for the Morgridge Center.

SCHOOL OF EDUCATION STUDENT STAFF ACHIEVEMENT

Jenna Harb

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

Working in the Morgridge Center's Student Organization Partnership Program, Jenna connects UW–Madison student organizations with groups in the Madison area looking for volunteers to help solve problems. Through Jenna's facilitation, members of student organizations have felt empowered to address problems they learned about through her training.

Jenna is one of 40 student interns in the Morgridge Center and demonstrates her skillful leadership in every facet of her work. She understands the needs of the Madison community partners and helps student organizations work with the partners in an effective way, making learning experiences for the students, and positive outcomes for the community partners.

APPENDIX A:
BADGER VOLUNTEERS 2020-21 COMMUNITY PARTNERS

PARTNER	FOCUS
Aldo Leopold Nature Center	Sustainability
Allen Centennial Garden	Sustainability
Allis Elementary School Garden	Sustainability
Capitol Lakes	Public Health
Catholic Charities Adult Day Center	Public Health
Catholic Multicultural Center	Education
City of Madison — Stormwater Division	Sustainability
Community Development Authority — Triangle	Public Health
Facilitated Language Studies - Plymouth High School	Education
Friends of Lake Wingra	Sustainability
Frozen Meals UW	Public Health
Girls Scouts of Wisconsin Badgerland	Education
Goodman Community Center	Education
Habitat ReStore	Public Health
HWM Gardens and Grounds	Sustainability
Lake View Elementary Outdoor Classroom	Sustainability
Lussier Community Education Center	Education
Madison International Partners/Christ Presbyterian Church	Education
Middleton Outreach Ministry (MOM)	Public Health
Madison School & Community Recreation — Allis Elementary	Education
Madison School & Community Recreation — Emerson Elementary	Education
Madison School & Community Recreation — Hawthorne Elementary	Education
Madison School & Community Recreation — Henderson Elementary	Education
Madison School & Community Recreation — Lake View Elementary	Education
Madison School & Community Recreation — Lincoln Elementary	Education
Madison School & Community Recreation — Lowell Elementary	Education
Madison School & Community Recreation — Mendota Elementary	Education
Madison School & Community Recreation — Midvale Elementary	Education
Madison School & Community Recreation — Nuestro Mundo Elementary	Education

Madison School & Community Recreation — Orchard Ridge Elementary	Education
Madison School & Community Recreation — Sandburg Elementary	Education
Madison School & Community Recreation — Schenk Elementary	Education
NewBridge — Olin	Public Health
NewBridge — Braxton	Public Health
Newbridge — Dayton	Public Health
NewBridge — Post	Public Health
NewBridge — Segoe Terrace	Public Health
Red Caboose Day Care Center	Education
Rooted - Badger Rock	Sustainability
Rooted Inc	Sustainability
Schools of Hope — Black Hawk Middle School	Education
Schools of Hope — Cherokee Middle School	Education
Schools of Hope — Jefferson Middle School	Education
Schools of Hope — O'Keeffe Middle School	Education
Schools of Hope — Sennett Middle School	Education
Schools of Hope — Sherman Middle School	Education
Schools of Hope —Toki Middle School	Education
Schools of Hope —Whitehorse Middle School	Education
Schools of Hope — Wright Middle School	Education
Second Harvest Foodbank of Southern Wisconsin	Public Health
Spring Harbor Garden & Greenhouse	Sustainability
SSM Health at Home — Meals On Wheels	Public Health
St. Maria Goretti Parish	Sustainability
St. Vincent de Paul	Public Health
Tenant Resource Center	Public Health
The Crossing Inc	Public Health
The River Food Pantry	Public Health
Velma Hamilton Middle School	Education
Village of Shorewood Hills	Sustainability
West High School — Tutoring Center	Education
WI Salt Wise	Sustainability
Wisconsin Environmental Initiative	Sustainability

APPENDIX A2:
BADGER VOLUNTEERS 2021-22 EDUCATION SESSIONS

FALL 2021

Menstrual Laws and Women's Rights
November 1

Air Quality and Pollution
November 9

Peace Corps
November 10

Suicide Prevention
November 11

Pathology and COVID-19
November 15

NGOs and International Aid
November 29

Peace Corps Nepal: Food Security and Public Health
December 1

Wisconsin Alliance for Women's Health
December 3

Social Justice and Public Affairs
December 4

SPRING 2022

Introduction to Community Engagement
February 14

Introduction to Community Engagement
February 16

Getting to Know the Madison Community
February 22

LGBTQ+ Inclusion when Volunteering
February 24

Volunteer Tutoring in Madison
February 28

Diversity and Volunteering
March 3

Introduction to Community Engagement @ the Pre-Health Expo
March 4

Power, Privilege, and Positionality
March 9

From Local to Global and Back Again: Reflections on Service to Social Justice
March 29

Suicide Prevention and Education
March 31

Why Does Your Vote Matter?
April 4

Going beyond WEIRD Science: Embracing RISE Principles as a Holistic Approach to Learning
April 6

Second Harvest Food Bank
April 14

Air Pollution and Public Health
April 18

WI Salt Wise: Working to Keep Freshwater Fresh
April 20

Olbrich's Indigenous Garden
April 22

APPENDIX B: COMPLETE LIST OF 2021-22 CBL COURSES

SUMMER 2021

Communication Sciences & Disorders 790
Practicum in Communication Disorders

Kinesiology 300
Practicum in Kinesiology

Legal Studies/Social Work 694
Criminal Justice Field Observation

Nursing 511
Community Supports for People with Dementia

Nursing 590
Planetary Health and Social Justice

Rehabilitation Psychology & Special Education 300
Individuals with Disabilities

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

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

Rehabilitation Psychology & Special Education 880
Clinical Practicum

Rehabilitation Psychology & Special Education 890
Clinical Practicum

Social Work 801
Field Practice and Integrative Seminar IV

Spanish 319
Medical Spanish

FALL 2021

Art 338
Service learning in art

Art 393
Internships in Art

Chican@/Latin@ Studies 530
Advanced topics in CLS

Civil and Environmental Engineering 578
Senior Design Capstone

Civil Society and Community Studies 335
Communicating with Key Audiences

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

Civil Society and Community Studies 501
Nonprofit Board Leadership

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

Civil Society and Community Studies 600
Community Issues and Action Capstone

Communication Sciences and Disorders 790
Practicum

Community and Environmental Sociology 500
Capstone

Computer Science 402
Introducing computer sciences to K-12 students

Counseling Psychology 620
Supporting the Homeless in Schools

Curriculum and Instruction 506
Strategies for Inclusive Schooling

Dance 331
Dynamics of Dance Therapy

Design Studies 341
Design Thinking – Inspire, Innovate

English 245
Seminar in the Major — Writing Rivers

Environmental Studies 317
Community Environmental Scholars Program

Environmental Studies 600
Capstone

Environmental Studies 600
Capstone

Environmental Studies 600
Capstone

Environmental Studies 972
Conservation Planning

Geological Engineering 479
Geological Engineering Design

Horticulture 120
Survey of Horticulture

Human Development and Family Studies 663
Developmental and Family Assessment

ILS 357
Peer Mentor Seminar

Integrated Science 240
Service with Youth in STEM

Integrated Science 341
Service with Youth in Stem Practicum

Interdisciplinary Course (L&S) 106
Earth Partnership Indigenous Arts and Sciences:
Restoration Education and Stewardship

Journalism 445
Creative Campaign Messages

Kinesiology 300
Practicum in Kinesiology

Kinesiology 527
Principles of Strength and Conditioning

Landscape Architecture 363
Earth Partnership: Connect to Land for Equity & Resilience

Landscape Architecture 375
Earth Partnership: Mindfulness & Restorative Environments

Landscape Architecture 610
Landscape Architecture Seminar

Landscape Architecture 668
Restoration Ecology

Law 768
Consumer Health Advocacy and Patient-Centered Care Clinical

Legal Studies 400
Impacts of Social and Legal Issues on Health

Legal Studies 694
Criminal Justice Field Observation

Pharmacy Practice 526
Pharmacy Practice Experience IV

Pharmacy Practice 625
Introduction Pharmacy Practice Experience V

Physical Therapy 541
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 (RPSE) 300
Individuals with Disabilities

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

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

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

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

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

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

Social Work 400
Field practice and Integrative Seminar I

Social Work 420
Poverty and Social Welfare

Social Work 422
Social Issues in Aging

Social Work 800
Field Practice and Integrative Seminar III

Social Work 835
Advanced Social Work Practice in Mental Health

Social Work 836
Advanced Social Work Practice in Mental Health

Soil Science 449
Soil Management

Spanish 319
Spanish Language Practice: Medical Spanish

Urban and Regional Planning 912
Planning Workshop

SPRING 2021

Agroecology 702
The Multifunctionality of Agriculture

Art 338
Service Learning in Art

Art 393
Internships in Art

Chican@/Latin@ Studies 525
Latin@ Mental Health

Civil and Environmental Engineering 578
Senior Design Capstone

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

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

Civil Society and Community Studies 600
Community Issues and Action Capstone

Communication Sciences and Disorder 790
Practicum

Consumer Science 555
Consumer Design Strategies and Evaluation

Counseling Psychology 525
Latin@ Mental Health Services

Counseling Psychology 620
Supporting the Homeless children in Schools

Curriculum and Instruction 506
Strategies for Inclusive Schooling

Dance 431
Intro of Dynamics of Dance Therapy

Design Studies 341
Design Thinking for Transformation

English 245
Seminar in the Major — Writing rivers

Environmental Studies 317
Community Environmental Scholars Program

Environmental Studies 600
Birding to Change the World

Environmental Studies 600
Ecology and Conservation with Native Nations in Wisconsin

Gender & Women's Studies 660
Internship

Human Development and Family Studies 660
Developmental and Family Assessment

Integrated Liberal Studies 357
Peer Mentor Seminar

Integrated Science 240
Service with Youth in STEM

Integrated Science 341
Service with Youth in Stem Practicum

Kinesiology 316
Practicum in Kinesiology

Kinesiology 365
Principles of Strength and Conditioning

Kinesiology 516
Physical Activity for Diverse Abilities

Landscape Architecture 321
Earth Partnership: Connect to Land for Equity & Resilience

Landscape Architecture 611
Practicum in Landscape Architecture

Legal Studies 400
Impacts of Social and Legal Issues on Health

Legal Studies 694
Criminal Justice Field Observation

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

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

Nursing 511
Community Support for People with Dementia

Pharmacy Practice 426
Pharmacy Practice Experience II

Pharmacy Practice 526
Pharmacy Practice Experience IV

Pharmacy Practice 626
Pharmacy Practice Experience VI

Pharmacy Practice 626
Pharmacy Practice Experience VI

Political Science 201
Ecological Restoration as Civic Engagement

Public Affairs 860
Workshop – International Public Affairs

Public Affairs 869
Workshop in Public Affairs

Real Estate 611
Residential Property Development

Real Estate 651
Green – Sustainable Development

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

Rehabilitation Psychology & Special Education (RPSE) 630
Internship

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

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

Rehabilitation Psychology & Special Education (RPSE) 900
Rehab Counseling – Supervised Practicum III

Rehab Psych & Special Education (RPSE) 910: Rehabilitation
Counseling Psychology-Internship

Social Work 401
Field Practice and Integrative Seminar I

Social Work 801
Field Practice IV

Social Work 836
Advanced Social Work Practice in Mental Health

Spanish 319
Medical Spanish

APPENDIX C: COMPLETED WIF PROJECTS

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

Students: Julia Zacher and Sanjana Kumar
Academic Advisor: Kimberly Mueller
Community Partners: Robert M. La Follette High School and Madison West High School

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

2. Portable Library Box

Student: Lennox Ochieng
Academic Advisor: Nancy Kendall
Community Partner: Peacemaker International

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

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

Students: Christy Zheng and Clara Yu
Academic Advisor: Cindy I-Fen Cheng
Community Partner: Freedom, Inc.

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

4. Mvaha Wa Chiche

Student: Mildred Chome
Academic Advisors: Nancy Kendall & Kate McCleary
Community Partner: Kesho Kenya

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

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

Student: Joel Baraka
Academic Advisors: Nancy Kendall & Kate McCleary
Community Partner: Coburwas International Youth Organization to Transform Africa (CIYOTA)

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

6. La Follette High School Pantry Project

Student: Sidney Schrage
Academic Advisor: Michael Maguire
Community Partner: La Follette High School

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

7. The Perspectives Project

Students: Amita Doiphode, Anusha Ray Dey and Vaishnavi Gundamraj
Academic Advisor: Claudia Guzman
Community Partner: National Alliance of Mental Illness – Dane County

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

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

Student: Eden Foster
Academic Advisor: Lesley Sager
Community Partner: Tharaka Women's Welfare Program

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

9. Preventing Diabetic Foot Amputation in Low-Income Settings

Student: Jan Wodnicki
Faculty Adviser: Justin Boutilier
Community Partner: CMC Vellore Hospital

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

APPENDIX C2: ON GOING WIF PROJECTS

1. Increasing Food Access in Northside Madison: River Food Pantry After-Hours Shed

Students: Akshay Kalra and Samantha Angelina
Academic Advisor: Lori DiPrete-Brown, Department of Civil Studies and Community Studies
Community Partner: River Food Pantry

"Shed Project: Increasing After-Hours Food Access" has the goal to meet the community-identified need for an after-hours food distribution system at the River Food Pantry. The River Food Pantry is an existing asset in the community that seeks to combat food insecurity; this project aligns with their mission by allowing for a sustainable system in the form of a shed located on site. The shed will contain food the distribution of which will be controlled electronically by staff and will have information on local resources. Samantha and Akshay hope to empower those who have had traditionally barriers to accessing food pantries in the past.

2. Bridging Wisconsin Plan: Connecting UW–Madison and the Oneida Nation School System Through Science Topics, Collegiate Experiences, and Cultural Humility

Students: Jonathan Bryan, Andrew Yang, Mai Chada Vang and Chao Xiong
Academic Advisor: Dr. Seth Pollak, Department of Psychology; Dr. Kristen Malecki, Population Health Sciences
Community Partner: Oneida Nation Middle School

The Bridging Wisconsin Program connects the Oneida Nation School System and community to UW–Madison resources. The team will explore interactive STEM experiments with middle school students. They will dedicate time to discussing undergraduate paths in order to demystify some erroneous ideas about STEM in higher education. Most importantly, this program intends to promote diverse inclusivity of cultures in STEM. This partnership will be sustained through a pre-health student organization, Medical Advocacy Venture Outreach Cornerstone (MADVOC).

3. Forward Thinking: An Expansion of Nehemiah After School Programs

Student: Zoe Styler
Academic Advisor: Dr. Michael Koenigs, Department of Psychiatry
Community Partner: Nehemiah Center for Urban Leadership Development

The Forward Thinking project looks to expand Nehemiah's after-school programming through trauma-informed yoga and mindfulness exercises. With these novel expansions, the project will aid in Nehemiah's mission to inspire young individuals to reach their full potential. The program will partner with Nehemiah to facilitate training of their staff in mindfulness and trauma-informed care. The overarching goal is to augment the after-school support available to high school students in the Madison Metropolitan Area.

4. Increasing Awareness of Lyme Disease in the Hmong Population of Wisconsin

Student: Magic Vang
Academic Advisor: Susan Paskewitz, Entomology
Community Partner: The Hmong Institute

This project aims to increase the overall awareness of Lyme disease in the Hmong population. Lyme disease is an infectious disease that is becoming a major concern as reported cases have increased rapidly in recent years. The Hmong are vulnerable for contracting Lyme disease due to a lack of awareness and informational materials. Through current knowledge, attitudes and behaviors (KAB) of the Hmong population, this project aims to build a network of Hmong-led organizations throughout Wisconsin where informational and research materials will be disseminated to. Through achieving these goals, the hope is to not only increase the awareness of Lyme disease but to strive towards increasing the health and wellness of the Hmong population.

5. Liberated Intellects: Promoting Higher Education as a Deterrent to Recidivism in Wisconsin

Student: Robert Allen Hall
Academic Advisor: Dr. Amber Smith, Wisconsin Institute for Science Education and Community Engagement
Community Partners: Wisconsin Prison Humanities Project and First Generation Foresight LLC

Liberated Intellects (LI) is an upcoming weekly seminar scheduled for 2022-23 to provide guidance for the formerly incarcerated in pursuing higher education. LI bridges the gap between Wisconsin colleges as objectives and the interior efforts of the sophisticated Wisconsin Prison Humanities Project (WPHP) and Odyssey Beyond Bars groups, aiding their educational enrichment goals. LI community partners include Ronald Kuka of WPHP and Dr. Theresa Duello of First Generation Foresight while further strengthened by academic advisor Dr. Amber Smith of WISCIENCE. The LI mentoring team includes academics, some of whom are formerly incarcerated and others actively interfacing with incarcerated populations, who will establish continuity and rapport, guiding students through readings and application forms, while providing feedback on participants' application essays. By offering education after incarceration, LI aspires to ameliorate adverse experiences, improve opportunities for well-paying jobs, reduce recidivism and pave the path to future college degrees.

6. Peer Share: Using a Peer Model of Education to Spread Mental Health Awareness at Madison East High School

Students: Siena Laws and Elizabeth Liu
Academic Advisor: Dr. Travis Wright, Counseling Psychology
Community Partners: NAMI Dane County and Madison East High School

The Peer Share project aims to promote mental health knowledge and create a sense of community at Madison East High School through the power of peer learning. Workshops led by UW–Madison students will prepare a cohort of East upperclassmen to give presentations of their own to the school's freshman class, sharing important information on mental health topics and school resources. Upperclassmen at East High will have the opportunity to grow their understanding of psychology and mental illness. They will share the knowledge they've gathered from navigating their own mental wellness during their high school experience within the context of the knowledge they have gained from the Peer Share program.

7. THINKponics Net-Zero Emissions Modular Aquaponic System: Understanding Sustainable Food Systems through Hands-on Learning and Career Exploration for Underrepresented Youth

Students: Benjamin Yang and Alex Inman
Academic Advisor: Lesley Sager, School of Human Ecology
Community Partners: Rooted, Troy Community Farms and Badger Rock Middle School

The THINKponics project aims to provide Troy Community Gardens and Badger Rock Middle School with an interactive, solar-powered self-sustainable modular aquaponics system. Troy Community Gardens and Badger Rock Middle School serve a large BIPOC and economically disadvantaged youth population, which they provide agricultural programming and environmental sustainability projects for. This project serves as an opportunity to enhance literacy and critical thinking skills and provide exposure to systems thinking through its proposed hands-on project-based learning program. Ultimately, they hope to provide an interdisciplinary framework to engage with local food systems and explore careers in STEAM, while investigating the possibility to expand the scope and involvement of this project.

APPENDIX E: 2021-22 MORGRIDGE FELLOWS

REBECCA ALCOCK, SHE/HER/HERS, *PHD STUDENT, DEPARTMENT OF INDUSTRIAL AND SYSTEMS ENGINEERING*

Rebecca is a PhD student in the College of Engineering, studying industrial and systems engineering in the Analytics for Human Development Lab. Last year, she also served as the international COVID-19 engagement coordinator for the UW–Madison International Projects Office, coordinating the partnership between UW–Madison, United Nations Development Programme and Engineers Without Borders on capacity building and livelihood initiatives for communities in low- and middle-income countries. Prior to this work, Rebecca received both her BS and MS degrees from UW–Madison's Department of Biomedical Engineering and obtained certificates in entrepreneurship and international engineering. Her mission is to combine her current training in optimization and machine learning with her background in product design to address pressing global health and planetary health challenges. Rebecca has ongoing projects in the areas of health clinic electrification, democratization of clean energy, emergency food systems and disease prediction.

KELA CALDWELL, SHE/HER/HERS, *GRADUATE STUDENT, DEPARTMENT OF GEOGRAPHY*

Kela is a graduate student in the Department of Geography. Her research focuses on African American vulnerabilities to displacement, contradictions of second-class citizenship, crisis and disaster justice. Caldwell is involved in ongoing collaborative projects with Mutual Aid Disaster Relief and Building Resilient Communities, mutual aid organizations committed to disaster justice. In addition to her research, she serves as a graduate intern for the Unit of Equity, Inclusion, and Employee Wellbeing at UW–Madison, actively involved in diversity, equity, inclusion and anti-racism work on campus.

MOISÉS GABRIEL CONTRERAS, HE/HIM/ÉL, *PHD STUDENT, EDUCATIONAL POLICY STUDIES*

Moisés is a PhD student in the educational policy studies department. He is interested in the promise and potential of liberatory and humanizing education occurring within community-based educational spaces and non-profit organizations. He particularly aims to examine the relationships between marginalized youth and youth workers and the window they provide to reimagining education and educational spaces. Moisés' work is informed by diverse teaching experiences both locally and transnationally, having served as an English teaching assistant with the Fulbright Program in Italy and a tutor and mentor in a predominantly-Latinx Chicago public high school with City Year.

EDNA LEDESMA, SHE/HER/HERS, *ASSISTANT PROFESSOR, DEPARTMENT OF PLANNING AND LANDSCAPE ARCHITECTURE*

Edna is an assistant professor in the Department of Planning and Landscape Architecture at UW–Madison, and co-director of the Kaufman Lab for the study and design of food systems and marketplaces. The corpus of her research, teaching and mentoring focuses on understanding the development of the smart, green and 21st century city, in particular the cultural landscapes of immigrant populations, micro-economies, and their development of a new understanding of city place. Her work seeks to bridge the gap between communities and city governments to help define the planning and design agency of Latinos, a traditionally under-represented group. She is the former chair of the Latinos and Planning Division of the American Planning Association.

MORGAN MAYER-JOCHIMSEN, SHE/HER/HERS, *PHD STUDENT, EDUCATIONAL POLICY STUDIES*

Morgan is a PhD student in the Department of Educational Policy Studies at UW–Madison. She holds a BA in mathematics from Scripps College and is a youth worker in community-based STEM programming. For her master's thesis, Morgan collaborated with Nehemiah, a community-based organization dedicated to addressing systemic racism in Madison, to investigate questions at the intersection of race, gender and anti-racism training for educators. Morgan also supports the Indigenous Learning Lab project, co-led by Dr. Aydin Bal and Aaron Bird Bear, which facilitates community-school partnership to address systemic racism in a high school from the ground up. Ultimately, Morgan seeks to integrate understandings of interconnectedness into research and education.

VIGNESH RAMACHANDRAN, HE/HIM/HIS, *GRADUATE STUDENT, DEPARTMENT OF GEOGRAPHY*

Vignesh is a graduate student in the Department of Geography. His research focuses on the South Asian diaspora in the United States and the intersections of racial identity and working-class struggle. His current work specifically examines how working-class immigrant communities in New York City produce alternative social relations grounded in cooperation and solidarity in the aftermath of 9/11, building deep relationships across ethnic and racial lines in periods of crisis. Vignesh aims to build connections between organizers in impacted communities and the resources and access of universities to build collaborative projects that bridge differences.

EDMOND RAMLY, HE/HIM/HIS, *ASSISTANT PROFESSOR, FAMILY MEDICINE AND COMMUNITY HEALTH AFFILIATE FACULTY, INDUSTRIAL AND SYSTEMS ENGINEERING*

Edmond, PhD, is an assistant professor at the UW–Madison in the Department of Family Medicine and Community Health and affiliate faculty in the Department of Industrial and Systems Engineering. His work draws on human factors engineering to advance implementation science and integration of evidence-based practices into routine workflows to improve population health in outpatient settings. His research program focuses on scalable approaches to adapting implementation to local context. His current research investigates the consequences of rapid telehealth expansion on how evidence-based practices are implemented and engages patient and healthcare stakeholders to co-design how primary care clinics can track local unintended consequences in real-time and adapt to them with the right strategies. His prior research has included the design, implementation and scale up of effective interventions including BP Connect and Quit Connect to prevent cardiovascular disease, as well as antibiotic stewardship and quality improvement interventions in long-term care settings.

RACHEL SANTIAGO, SHE/HER/HERS, *POSTDOCTORAL RESEARCH ASSOCIATE, WISCONSIN CENTER FOR EDUCATION RESEARCH*

Dr. Rachel Santiago is a postdoctoral research associate at the Rural Education Research and Implementation Center, housed in the Wisconsin Center for Education Research. She received her PhD in school psychology from the University of Oregon and worked as a licensed school psychologist before coming to UW–Madison. Dr. Santiago's research explores interrelations among ecological systems that shape development and how those connections enhance service delivery to promote positive social-emotional and mental health outcomes for children, particularly through culturally responsive family engagement and interconnected trauma-informed supports. Through an early career research award funded by the Society for the Study of School Psychology, Dr. Santiago is the PI on a study developing, implementing, and evaluating a trauma-informed adaptation of the classroom check-up.

STACEY M. SCHAEFER, SHE/HER/HERS, *SCIENTIST III, UW CENTER FOR HEALTHY MINDS*

Stacey is a cognitive-affective neuroscientist at the UW Center for Healthy Minds who received her BS at UW–Madison and PhD at the University of Pennsylvania. Her research focuses on identifying how different emotional styles influence health, wellbeing, and brain aging, as well as the factors that moderate those relationships. Schaefer leads the Neuroscience Project of the longitudinal Midlife in the United States National Study of Health and Wellbeing (MIDUS), is PI of a study examining how emotion may contribute to the development of Alzheimer's Disease in collaboration with the Wisconsin Registry for Alzheimer Prevention, and is co-PI of a large R01 study examining how individual differences in the time course of emotional responses are important for cognition, mental health, stress regulation, the immune system and coping with the impacts of the COVID-19 pandemic.

EMILY SKALETSKI, SHE/HER/HERS, *PHD STUDENT, DEPARTMENT OF KINESIOLOGY (OCCUPATIONAL SCIENCE TRACK)*

Emily is a PhD student in the Department of Kinesiology at UW–Madison, in the occupational science track. Emily is currently supported by the Caroline G. Thompson Wisconsin Distinguished Graduate Fellowship from the UW–Madison Occupational Therapy program. She holds a BS in psychology from Carroll University and a master of occupational therapy from Chatham University. Prior to starting her PhD, Emily was a pediatric occupational therapist for several years. Emily is a member of Dr. Brittany Travers' Motor and Brain Development Lab at the Waisman Center, where her research focuses on how motor and daily living skills contribute to the quality of life in autistic children.

PETER WARDRIP, HE/HIM/HIS, *ASSISTANT PROFESSOR OF STEAM EDUCATION, CURRICULUM AND INSTRUCTION*

Peter is an assistant professor of STEAM Education in DICE (Design, Informal and Creative Education) Area of Curriculum and Instruction. His research focuses on the design of STEAM-based learning experiences, assessment for learning and research-practice partnerships; usually collaboration with teachers and museum and library professionals. Peter grew up in Racine, WI. He earned his PhD in learning sciences and policy from the University of Pittsburgh.

LUCAS WISCONS, HE/HIM/HIS, *PHD CANDIDATE & LECTURER, SOCIOLOGY*

Lucas is a PhD student in the sociology program at UW–Madison. He is the facilitator of a group of UW–Madison faculty, students and Dane County community partners interested in questions of racial justice. His dissertation project, Doing Justice, is aimed at better understanding how criminal court proceedings are experienced and understood by the people involved in them. In addition to his research, Lucas is a lecturer for the sociology program and teaches classes on social psychology and research methodology. He also leads a summer research internship for legal studies students on qualitative research methodology and criminal justice. Prior to graduate school, Lucas worked with immigrant rights organizations in San Diego county on providing low and no-cost access to legal services.

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