



MORGRIDGE CENTER

FOR PUBLIC SERVICE

ANNUAL REPORT | 2023-24

PREPARED JUNE 2024

TABLE OF CONTENTS

Letter from the Director	3
Morgridge Center Staff	4
Undergraduate and Graduate Student Staff	5
Advisory Board	6
Internal Programs and Initiatives	7
Office Administrations and Financials	8
Development	9
2023-24 Gifts and Grants	11
Communications and Marketing	12
Community-Engaged Scholarship	14
Community-based Learning	16
Wisconsin Idea Conference	17
Morgridge Fellows	18
Community-based Learning and Research Grant	19
Creando Comunidad	23
Badger Volunteers	24
Co-Curricular Events and Programs	27
Literacy & Math Mentoring & Tutoring Programs	28
BadgersVote	29
Wisconsin Idea Fellowships	30
Awards	31
Appendices	35



CAMPUS ADMINISTRATIVE AFFILIATION

Division for Teaching and Learning

LOCATION

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

BUSINESS HOURS

M-F: 8:30 a.m. – 5:00 p.m.

CONTACT

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

LETTER FROM THE DIRECTOR

Dear Friends of the Morgridge Center,

The Morgridge Center for Public Service is proud to serve as a hub for 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.

This year has felt like a return to the “new normal,” with students finding the space, safety, and passion to engage community again. We saw a large increase in the number of students reengaging with our co-curricular programs like Badger Volunteers, Achievement Connections, Student Organization Partnership Program, meetings with peer advisors, and Wisconsin Idea Fellowship applications. On the Community-Engaged Scholarship front, applications for CBR grants from our faculty members rose exponentially as well as for spots in our Morgridge Fellows cohort program. Students have been engaged in activism and political mobilization across multiple issues.

In addition to re-energizing engagement through our programming and support for courses and research, the Morgridge Center successfully implemented its second annual Wisconsin Idea Conference! We created this gathering as a way to reinvigorate our collective understanding of and relationship to the Wisconsin Idea through the lens of community-university engagement. We brought together scholars, staff, and students from across campus while also incorporating community voice, strengthening important relationships, and elevating the quality of community engagement at UW–Madison. GridgeFridge, our podcast, is doing amazing work deepening the conversation about community engagement and public service on and off campus.

We have continued implementing our strategic framework that will guide our work over the next five years. We remain committed to fulfill our mission, vision, and using our values to:

- Deepen system and sustainable impact of Morgridge Center programs
- Expand access to public service opportunities for students, faculty, staff, and community members
- Foster and strengthen civic engagement at UW–Madison among students, faculty, and staff
- Build and strengthen community and university relationships
- Cultivate a vibrant, equitable, and inclusive organizations that nurtures a sense of belonging.

At our core, the Morgridge Center is about walking hand in hand with community partners, students, faculty, and staff to inspire and facilitate positive societal transformation. We celebrate and are so grateful for the many wonderful people and organizations who engage with us in these efforts. We look forward to continuing and broadening our work together for the public good!

Yours in service,

A handwritten signature in black ink, reading "Travis Wright". The signature is fluid and cursive, with the first name "Travis" and last name "Wright" clearly distinguishable.

Travis Wright

MORGRIDGE CENTER STAFF

STAFF TRANSITIONS

Haley Madden, assistant director of Community-Engaged Scholarship, will be transitioning on after 10 years with the Morgridge Center. Haley has supported Community-Engaged Scholarship (CES) at the center in many different capacities and has been part of so many innovations and developments as the CES graduate assistant, post-doc, our first Community-Engaged Scholarship specialist, and for the last three and a half years in her leadership role at the center as the assistant director of Community-Engaged Scholarship.

Haley’s contributions supporting undergraduate and graduate students, instructors, faculty members, and community has all been informed by her steadfast commitment to social justice. She has modeled the way for so many of us when it comes to the importance of centering community voice and relationships built on reciprocity. Haley has worked tirelessly to build the CES portfolio including supporting the launch of the Morgridge Fellows program and a doctoral minor/master’s certificate in CES in collaboration with the CES team and the civil society & community studies program, she was part of the effort to secure a campus-sanctioned CBL course designation in the course guide, and supported the development of a tenure and promotion subcommittee that successfully supported the acceptance of revised guidelines to include engaged scholarship.

Haley’s legacy at the Morgridge Center will live on through numerous programs, relationships, collaborations, and students and staff whose lives she has touched. We are incredibly grateful for everything she has given to the Morgridge Center and look forward to our paths frequently crossing!

Thank you for your contributions to our campus and community!

HIRING

Mai Nou Her joined the center as our new administrative manager in August. Prior to joining the Morgridge Center team, Mai Nou has been working at UW-Madison since her time as a student here holding roles in the UW Survey Center, UW Health Emergency Services Department, and the Wisconsin Partnership Program. During this year, Mai Nou settled in quickly and hit the ground running. She has taken over the management of our Transportation Options Program as well as a variety of other administrative and operational tasks and projects.

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

Directors' Administrative Assistant

Brittany Colon

Administrative Manager

Mai Nou Her

Marketing Manager

Xai Xiong

Community-Engaged Scholarship Specialist

Cory Sprinkel

Badger Volunteers Program Manager

Lara Miller

Badger Volunteers Assistant Program Manager

James Zimmerman

Co-Curricular Program Manager

Shelby Fosco



Undergraduate and Graduate Student Staff

The Morgridge Center employed over 30 undergraduate and graduate student interns in over 11 different positions in 2023-24.

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

Student Staff Transitions During the Year

Michael Mitchell and Yunqian Huang were hired in the spring semester.

Grace Vande Hey, Emma Southard, and Lydia Zajichek departed the Morgridge Center after the fall semester.

In addition to her administrative responsibilities, Shannon Abolins took on the role of the transportation intern at the beginning of the spring semester.

Badger Volunteers Team

Barsha Pantha
Maia Ninan
Surina Marced Martinez
Mihika Sathe
Emma Southard
Grace Vande Hey
Sophie Wellmann
Cameron Welsh
Michael Mitchell

Community-based Learning Interns

Braulio Puente, Jr
Isabel Hernandez-White
Lydia Zajichek
Yunqian Huang

Communications and Marketing Intern

Laine Bottemiller

Multimedia Design Intern

Taryn Boll

Operations Interns

Brelynn Bille
Makayla Cole

IT Operations Intern

Ella Santoro

Administrative and Transportation Intern

Shannon Abolins

Peer Advisor

Laura Bolhuis

Literacy Program Student Intern

Adrian Jauregui

BadgersVote Interns

Amanjot Kaur
Kayley Bell

League of Women Voters Interns

Reem Itani
Talia Sheehan

Achievement Connections Student Coordinators

Molly Peden
Courtney Wayland

Student Organization Preparation Interns

Keiana James
Claudia Liverseed

UW South Madison Partnership Interns

Laura Bettenhausen
Eduardo Martínez Villegas

Community Engagement Education Interns

Ruby Sandeman
Tien Showers

Community Engagement Preparation Graduate Assistant

Bertha Gonzalez

Community-Engaged Scholarship Graduate Assistant

Nasitta Keita

Graduate Academic Liaisons

Julia Reynolds
Vignesh Ramachandran
Jalessa Bryant

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

Brelynn Bille: 2023 Newman Civic Fellow; UW-Madison Undergraduate Student

Brenda Gonzalez: Director of Community Relations

Elizabeth Hetrick: Manager, Project Management Office, Exact Sciences

Alexis (Lexi) London: Executive Director, Bayview Foundation

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

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

Karen Menendez-Coller: Executive Director, Centro Hispano

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

Christina Olstad: UW-Madison Dean of Students

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

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

Mary Rouse: Community Outreach Liaison and Ex officio Board Member

Linda Vakunta: Deputy Mayor, City of Madison

Laura Whitmore: Operations Manager, Madison School and Community Recreation

John Zumbunnen: Vice Provost for Teaching and Learning

INTERNAL PROGRAMS AND INITIATIVES

DIVERSITY EQUITY AND INCLUSION

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

COMMUNITY ENGAGEMENT PREPARATION

Bertha Gonzalez supported our student facilitators and increased the reach of our workshops and educational materials. 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 2023-24 academic year, the Morgridge Center Green Team under the direction of staff lead, Dean Ladwig and primary student lead, Courtney Wayland with the assistance of a great team continued to carry on the work done in previous years. The team continued to carry on the commitment of the Morgridge Center to operate in a sustainable way and educate ourselves and others about living sustainably in both the workplace and at home. We continued our collaboration with the folx in the UW-Madison Office of Sustainability maintaining our platinum level office certification which is the highest level attainable.

In 2024-2025, we will be looking forward to working on certifying our meetings and events as green events, as much as possible. In 2023-24 we planned regular "fun facts" sharing in our teams channel, sustainability challenges throughout the year, and Green Team outings that included Kettle Moraine State Park, an outing to Slow Food UW, and an Orchid Show at Olbrich Gardens. We are planning similar events as well as some new events in 2024-25.

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

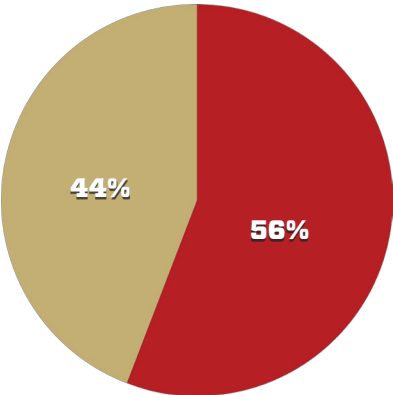
ENDOWMENT

At the end of FY24, the Morgridge Center endowment book value stands at \$13.1 million. A portion of the interest from the endowment provided \$755,000 towards expenses – covering 43% of anticipated expenditures.

BUDGET STATUS

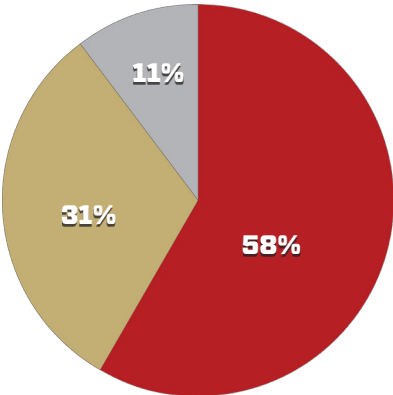
The Morgridge Center’s income is on target with projections, and expenditures are projected to be under budget. Total budgeted expenditures amounted to \$1,752,111. Final expenditure numbers will be available in late summer 2024.

101 BREAKDOWN



- Salaries: \$386,032
- Service and Supplies: \$303,000

233 BREAKDOWN



- Salaries: \$708,841
- Service and Supplies: \$378,610
- Fringes: \$123,572

DEVELOPMENT

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

GIFTS AND GRANTS

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 14](#) for the full breakdown of 2023-24 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 2024-25:

1. Voter Engagement Priority

The late Rebecca Blank, who served as UW-Madison Chancellor (2013-2022), 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-five 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 voter engagement and civic learning efforts. We will 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.

2. 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 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.

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

We developed and piloted the Student Organization Partnership Program (SOPP) in the 2018-19 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 2022-23 and accepted new applications in the 2023 academic year. 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 for responsible and respectful community engagement in both virtual and in-person settings. We aim to expand the collection of training workshops available to the participating RSOs, require further levels of training from the RSOs, develop a long-term plan for RSO community engagement to progress over multiple years in the SOPP, and be able to offer each participating group a grant of \$500 to help to actualize the goals they set with their partnering community organization.

4. Support the Creando Comunidad Cohort Program

Creando Comunidad is a cohort program tailored for undergraduates interested in community engagement work with historically marginalized communities. This program is designed to deepen students' abilities to think critically about social issues and develop strategies and relationships that strengthen their approach to community engagement. In this inaugural year, the program engaged 14 undergraduate students in a year-long learning community. Building on this success, we are committed to sustaining this work, but financial support is needed. Additional resources will ensure that we can continue to provide this leadership opportunity and will allow us to expand access to even more students.

This is just a sampling of our dreams and ambitions.

2023-24 GIFTS AND GRANTS

DONOR	DESIGNATION	AMOUNT
CORPORATIONS, BUSINESSES, FOUNDATIONS AND COMMUNITY ORGANIZATIONS		
American Family Insurance Group	Wisconsin Idea Undergraduate Fellowships	\$20,000.00
Evjue Foundation	Badger Volunteers	\$15,000.00
Madison Civics Club	Voter Engagement	\$5,000.00
TOTAL		\$40,000.00

Thank you to our individual donors

- John Bickers & Karen Bickers
- Casey Klofstad
- Kendall Rouse & Mary Rouse
- Sarah Smith
- Michael Thornton & Nora Medina
- Allison Timmerman

COMMUNICATIONS AND MARKETING

Focusing on our three main audiences—students, faculty and staff, and community members – the Morgridge Center executed a comprehensive digital and social strategy in 2023-24. Below are some of the highlights (2023-24 figures July-June).

PODCAST

Since GridgeFridge's inception, it has seen 1,461 plays. This includes episodes that were played for 60 seconds or more. The long-form episode, *"Affordable Housing in Madison: Where Do We Go from Here?"*, ranks at the highest with 107 plays. GridgeFridge saw a steady production with one episode produced a month from October to May. The episode produced this year with the most plays was *"Celebrating the One-Year Anniversary of the Bakke Recreation & Wellbeing Center"*.

GridgeFridge	2023-24 Total
Episodes Produced	8
Total Plays	421
Spotify Listeners	37%
Apple Listeners	27%
Other Listeners	23%

INSTAGRAM

Between 2022-23 and 2023-24, there was a 11.7% increase in followers. This year we put an emphasis on creating more Instagram reels, which is the ongoing trend on the current platform for reach and activity. Reels averaged 7 seconds average watch time.

@morgridgecenter	2023-24 Total
Followers	1,889
Reach	59,430
Impressions	80,958
Content Interaction	4,569
Profile Activity	1,068

MORGRIDGE MAIL WEEKLY NEWSLETTER

The Morgridge Mail digital newsletter went out every Monday in 2023-24 and remained a very successful tool for informing students about our programming as well as community and campus partner opportunities.

morgridgecenter	2023-24 Total
Subscribers	7,909
Avg. Open Rate	17%
Avg. Click-to-Open	8%

The average open rate cannot be determined accurately this year due to the transition from Mailchimp to Eloqua. Over 250,000 emails were sent to subscribers in 2023-24.

GRIDGEFRIDGE PODCAST

We kicked off the fourth season of GridgeFridge, the Morgridge Center's podcast that is dedicated to connecting community, campus, and student voices that foster, shape, and cultivate a thriving democratic society. We produced one long-form narrative episode focused on the space, land, and history of UW-Madison in commemoration of its 175th anniversary. We also produced seven one-on-one conversational episodes. These episodes were narrated and driven by the GridgeFridge host with additional voices from students, faculty, constituents, campus, and city partners.

ELOQUA MARKETING AUTOMATION

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

ORIGINAL CONTENT

Thirty-one stories were published to morgridge.wisc.edu in 2023-24, including news, announcements, updates, and profiles. These stories drove a significant amount of traffic to the website and were shared widely with relevant campus departments and community partners for re-publication. We also continued to highlight former students who were employed by us to get an insight on how their lives have unfolded post-grad. Some notable stories include:

- “Celebrating One Year of the Bakke Recreation & Wellbeing Center”
- “That’s a Wrap: The Second Wisconsin Idea Conference”
- “‘Sí se puede:’ Opening Doors of Opportunity as a First-Generation College Student”

MEDIA MENTIONS AND PUBLICITY

The Morgridge Center garnered 16 unique media mentions in 2023-24. The Morgridge Center received mentions in the following outlets:

Badger Herald	Cap Times	Forbes	Religious Action Center
BadgerTalks	Daily Cardinal	Madison365	UW News

COMMUNITY-ENGAGED SCHOLARSHIP (CES)

ASSOCIATION OF GRADUATE-ENGAGED SCHOLARS

The Association for Community-Engaged Scholars collaborated with multiple units on campus to co-host Community-Engaged Scholarship professional development and community-building events including:

- Series of events focused on co-writing with community partners and exploring Community-Engaged Scholarship
- Careers in community engagement stories
- Event: Partnerships in Practice: community-driven storytelling as research method featuring local food growers and suppliers in the Driftless region of WI

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.

- Ben Fisher, PhD, Associate Professor of Civil Society & Community Studies - Lessons in Teaching Community-based Research
- CJ Greer, Ed-GRS Fellow, doctoral student in the educational leadership & policy analysis at School of Education - Well What Do The Young People Think?: A Conversation about YouthCrit
- Elise Ahn, PhD, Director, International Projects Office - Internationalization at UW

COMMUNITY-CAMPUS MIXERS

The Morgridge Center continues to coordinate and convene thematic community-campus mixers. These informal events are structured to provide community and campus partners with time to build new connections and to learn more about pressing issues and needs in the Dane county area. This year we hosted five gatherings, covering a range of topics, including Water Justice, Arts Engagement, and Criminal Justice among others.

Themes: Economic Justice, Water Justice, Arts Engagement, Criminal Justice, Urban Development

Partners: Bayview Foundation, Water@UW, South Madison Partnership

Total attendees across events: 160

COMMUNITY PARTNERSHIP AND OUTREACH STAFF NETWORK

The Morgridge Center continues to support the CPO Staff Network through coordinating and hosting multiple events that engage community-engagement professionals at UW. Here are a few of this year's topics and guests:

- October - Rural Health
- November - Voter Engagement
- February - Neighborhood Health Partnerships Program
- March - Steve Ticknor, UW Volunteer Services Manager
- April - Provost Charles Isbell

COMMUNITY ENGAGEMENT EDUCATION WORKSHOPS

This year, Morgridge Center staff and interns from five program collaborations (Badger Volunteers, Student Organization Partnership Program, and the City of Madison) engaged with over 500 students in:

- 11 classroom workshops
- 10 guest lectures
- 6 educational workshops

INSTITUTIONALIZING COMMUNITY ENGAGEMENT

The Community-Engaged Scholarship team collaborates with multiple partners on and off campus throughout the year to share about community-engaged research and teaching. Here are a few notable collaborations from this year:

- Ideas Together - In collaboration with the Office of the Provost, the Morgridge Center helps to convene a reflective discussion with Wisconsin Idea Seminar participants upon their return. By bringing in voices of community-engaged scholars and community collaborators, we have showcased examples of excellent partnership and provided new UW faculty and staff with resources to incorporate community into their work.
- Extension Summer Academy - We collaborated with staff from Extension to support participants in the Extension Summer Academy's public service track. We invited scholars and community leaders to share about their experiences and led an interactive workshop with high school aged youth from across Wisconsin.
- Water@UW Grants - We have continued our partnership with Water@UW to administer Community-based Research grants, specific to water. This year, we were able to support Water@UW in funding two projects.
- International CES Working Group - The Morgridge Center provided support to a group of scholars interested in deepening conversations around international Community-Engaged Scholarship. A group of 10 graduate students and faculty joined together monthly throughout the academic year at the Morgridge Center to share insights and explore the nuanced issues and challenges that come in international community-engaged work.

SERVICE INSIDE THE CLASSROOM

2023-24 COMMUNITY-BASED LEARNING COURSE HIGHLIGHTS

3150	125	100,550	See APPENDIX C for a full listing of Community-based Learning courses offered in 2023-24
TOTAL CBL STUDENTS	CLASSES TAUGHT	TOTAL HOURS	

NUMBER OF STUDENTS ENROLLED

Total Students: **3,150**

Percent of spring 2024 graduates that have taken a CBL course while at UW: **19%**

NUMBER OF CBL COURSES EACH SEMESTER

Summer 2023: **4**

Fall 2023: **65**

Spring 2024: **56**

Total Courses: **125**

SCHOOLS AND COLLEGES WITH MOST CBL COURSES

1. School of Education (32)
2. College of Letters & Science (17)
3. School of Human Ecology (11)

DEPARTMENTS WITH MOST CBL COURSES

1. Kinesiology
2. Social Work
3. Civil Society and Community Studies

COMMUNITY-BASED LEARNING INTERNS

The Morgridge Center Community-based Learning interns supported 13 courses, providing a variety of supports including facilitation, reflection, and community partner communication. The CBL interns continue to be a powerful resource for these courses. In one specific example, CBL interns and Morgridge Center professional staff have worked with instructors for a civil engineering capstone to strengthen the community-engaged component of the course, helping to design new assignments and consulting on course structure.

WISCONSIN IDEA CONFERENCE 2024

Building off of the success of last year's inaugural Wisconsin Idea Conference, we expanded this year's event to encompass a week of events elevating the work and importance of community-university partnerships.

Over 200 community members, students, faculty and staff attended the conference. 25 breakout sessions included groups from UW Extension, Three Gaits Therapeutic Riding Center, Wisconsin Energy Institute, Covering Wisconsin, and more showcasing their community-engaged efforts to strengthen and reinvigorate the Wisconsin Idea.

The conference also featured a plenary panel, *What are Wisconsin's Ideas? Cross-Sector Perspectives on Community-University Partnership*, with Dane County Executive Joe Parisi moderating a panel of community and campus leaders. The panelists were thrilled to tailor their responses to the students in the room – reiterating the important role they play in leading our state and society forward given the high volume of civic disinterest in uncontested or vacant positions in local government.

COUNSELING PSYCHOLOGY 601

Nasitta Keita, Cory Sprinkel, and Haley Madden co-taught counseling psychology 601, principles and practices in Community-Engaged Scholarship in the fall semester.

This is a required course for the graduate certificate or doctoral minor in Community-Engaged Scholarship and received outstanding reviews from students.

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.



Partner Events during Wisconsin Idea Week

You & UW - Community Advisory Board Gathering

Wisconsin Network for Research Support and Carbone Cancer Center

Community Partnership and Outreach Staff Mixer

UW South Madison Partnership

Civic Health of Wisconsin Conference

Center for Community and Nonprofit Studies

My Way Out - Reentry Conversations

Extension

It's Basic Documentary Screening

Institute for Research on Poverty

Menstrual Justice: Tampon Taxation and Period Poverty

Center for Law, Society & Justice

UW 175th Open House

UW-Madison



2023-24 Morgridge Fellows

The sixth year of our Morgridge Fellows program was an outstanding success.

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 2023-24 Morgridge Fellows.

Quote from a Morgridge Fellow about the impact of the program

"During my time as a Fellow, I have connected with faculty, staff, and students from across campus who are all passionate about community engagement. Although we come from different academic fields and backgrounds, our shared passion for this type of work helped us to create a common language to share our experiences. I felt like I could be vulnerable with my struggles and joyous with my successes. Academic work can be isolating, especially when that work looks different from the norm. The Morgridge Fellows program helped us build a community so that we can work with and for our communities a bit better."

Angela Johnson

Lecturer
Art Department

Ejura Yetunde Salihu

PhD Candidate
Health Services
Research in Pharmacy

Anika M. Rice

PhD Student
Department of Geography

Evan Nelson

Associate Professor (CHS)
Department of Family
Medicine & Community Health

Anna Finley

Postdoctoral Fellow
Institute on Aging

LaShanda Harbin

PhD Student
Educational Policy Studies

Catherine Reiland

Assistant Vice Provost
Office of the Provost

Lindsay Flowers

Assistant Professor of
Oboe and Music
Community Engagement
Mead Witter School of Music

Colleen Henegan

PhD Student
Nelson Institute for
Environmental Studies
Kucharik Agroecology Lab

May Ramírez

PhD Student
Educational Leadership
and Policy Analysis

Courtney Parker West

PhD Student
Educational Leadership
and Policy Analysis

Morgan L. Henson

PhD Candidate
Department of Sociology

Diane Farsetta

Outreach Program Manager
Center for Aging
Research and Education

Shiqi Shen

PhD Student
Civil Society and
Community Research

Diego Román

Assistant Professor of
Bilingual/Bicultural
Education
Department of Curriculum
& Instruction

COMMUNITY-BASED LEARNING AND RESEARCH GRANTS

The implementation of a rolling application process has proved successful and has increased access to these funds, such that we have exhausted all of our available grant funds for the year. We're excited to be able to support so many innovative and collaborative projects and will continue to offer a rolling application process moving forward. This year we were able to award an additional \$50,000 in partnership with Water@UW for Community-based Research projects specific to water.

FUNDING FOR COMMUNITY-ENGAGED SCHOLARSHIP

Collectively awarded: \$57,800 to 5 (CBL) grants + 9 (CBR) projects

FIVE CBL COURSES AWARDED CBL GRANTS

English 245 – Black Women's Writings

Counseling Psychology 620 – Esperanza

Civil Society and Communities Studies 811, 812 – Mixed-Methods in Community-based Research

Music 608 – Music Community Engagement

Landscape Architecture 373 – Mindfulness in Restorative Environments

MORGRIDGE CENTER-FUNDED CBR GRANTS

1. A Community-Engaged Approach to the Improvement and Expansion of a Prison Peer Support Program

Mickela Heilicher, Psychology

The Certified Peer Specialist (CPS) program offered through the Wisconsin Department of Corrections (DOC) is a unique opportunity for currently incarcerated individuals to provide support to their peers. Through a training and certification process, incarcerated individuals with lived histories of substance use or mental health challenges learn to assist their peers to enhance coping, well-being, communication, and decision-making skills. Although program participants and DOC staff have observed and reported on the benefits of this program, no research studies have investigated the effects of the CPS program from the perspective of individuals involved in the program as providers or clients. Through a partnership with the DOC and community members with lived experience of incarceration, this project will use a community-based participatory approach to assess the effectiveness (operationalized in partnership with community partners) of the CPS program. Furthermore, this project is a step towards integrating community members with lived experience of incarceration in the process of developing and enriching existing programs offered by the DOC.

2. Community-Centered Feedback & Evaluation of the Brix Project

Jules Reynolds, Nelson Institute

The Brix Project is a multi-year endeavor supported by a USDA Local Food Promotion Program grant to increase community support of our local food producers and suppliers. Through educational campaigns, community-building events, and other opportunities to strengthen connections between consumers and their local food, we seek to build a stronger, more socially-just, and more resilient food system. This project was initially conceived and spearheaded by Matt and Marie Raboin of Brix Cider in 2020, and includes partnership with local media company Black Krim Creative and UW-Madison for project evaluation.

3. Hmong Alzheimer's Initiative (HAI)

Kao Lee Yang, Neuroscience

This project will focus on developing a community advisory committee to achieve the exploratory phase of a larger project. Overall, this project focuses on utilizing neuroimaging and cerebrospinal fluid biomarkers to detect Alzheimer's disease (AD) pathology prior to the onset of irreversible cognitive decline. Blood biomarkers are the focus of the exploratory aim, and they are expected to greatly impact the field of research and clinical practice due to their ease of use and affordability. However, there are no known Alzheimer's disease and blood biomarker studies to date that includes Hmong participants, underscoring a significant representation and knowledge gap in the field. This project will focus specifically on the utility of blood biomarkers to detect AD within the Hmong community, where cognitive decline is often unrecognized and untreated due to cultural perceptions of aging and a lack of appropriate medical terminology. The prevalence of AD in the Hmong population is unknown, relative to prevalence of other chronic illnesses such as diabetes and kidney disease within the Hmong community, which are conditions that have been shown to co-exist alongside dementia and may exacerbate dementia. Alzheimer's pathology involves the accumulation of amyloid and tau proteins, leading to cognitive impairment. Advancements in blood biomarkers for phosphorylated tau (pTau) offer a less invasive and more affordable option for early detection, which is crucial for timely care and intervention. Despite the potential of these biomarkers, their applicability to the underrepresented Hmong community remains to be explored.

4. Workplace Pathfinders: Transforming Workspaces Through Empowered Mental Health Narratives

Sang Qin, Rehabilitation Psychology and Special Education

Individuals with serious mental illness (SMI) confront multifaceted societal and attitudinal barriers, especially when navigating the workplace. A primary challenge is effectively disclosing and communicating their personal mental health experiences. Although such disclosures are essential for securing necessary support and accommodations, they can also risk exposing individuals to potential stigma. Furthermore, these conversations play a pivotal role in enabling genuine self-expression and fostering an inclusive environment. Yet, solutions to handle these sensitive exchanges are notably lacking. Mishandling these situations can jeopardize one's professional standing – impacting performance evaluations, job retention, and overall satisfaction. It could also lead to psychological challenges like diminished self-worth and increased feelings of isolation. Recognizing this pressing need, this project adopts a community-based participatory research approach and is committed to three objectives: 1) exploring the workplace disclosures of individuals with lived experiences, emphasizing both the dynamic process and the content; 2) examining employers' perspectives to identify practices for effective communication and mutual understanding; 3) adapting a proven intervention program that facilitates empowered disclosure narrative within the work context. The project is led by a joint effort with Yahara House, a Madison-based clubhouse program that serves individuals with SMI. Our goal encompasses unpacking both individual and collective experiences related to workplace mental health disclosures. Beyond that, we seek to identify pathways that promote positive community transformation, ensuring individuals with SMI are acknowledged, supported, and integrated, ultimately leading to a more inclusive future for all.

5. Novel Renewable Energy Networks for Health Clinic and Community Resilience

Justin Boutillier, Industrial Systems Engineering

Energy poverty, defined as insufficient access to modern energy sources, poses one of the largest threats to achieving the United Nations Sustainable Development Goals (SDGs) for 2030. Effective healthcare provision, from recordkeeping to administering lifesaving treatments, requires reliable access to electricity. Without it, the

consequences for providers and patients are disruptive at best and deadly at worst. This project seeks to make novel renewable energy systems more accessible to energy-insecure health clinics by developing the first-of-its-kind, open-source toolkit for the custom design of renewable energy and electric vehicle networks for any clinic setting. These networks consist of an off-grid solar microgrid and a fleet of electric bicycles or motorbikes. The developed toolkit, based on a mathematical optimization model, minimizes the financial investment of one of these systems for each custom community context while guaranteeing it reliably provides uninterrupted electricity access. Residents of Tezhúmake, Colombia, are members of the Indigenous Wiwa group. The in-country research collaborator, Dr. Juan Carlos Dib, has worked with them over many years to identify community priorities for improving quality of life, and access to electricity has emerged as a top priority.

6. Examining the Impact of Gentrification on Social Service Provision for Unhoused Residents in Madison, WI

Alex DeSena, Planning and Landscape Architecture

Gentrification and displacement pressures disproportionately impact low-income communities and communities of color. Unhoused residents face spatial constraints to accessing goods and services that fulfill basic needs, and are particularly vulnerable to the ways gentrification shapes urban landscapes. Social services are generally spatially fixed, and their proximity to each other as well as their accessibility through transit infrastructure determine the day-to-day and long-term survival of unhoused populations. As gentrification and displacement pressures progress in Madison, WI, provision of an accessible and efficient social service landscape for unhoused residents may become increasingly challenging. Heightened market competition for urban real estate and the prevalence of NIMBY (not-in-my-backyard)-ism vocalized by local businesses and residents threatens the City's ability to preserve existing agencies or site new locations for essential social service operations. This Master's Thesis toward my M.S. degree in Urban and Regional Planning will seek insight from those with lived experience of homelessness as well as local homeless service providers. I will conduct semi-structured interviews with individuals experiencing homelessness in Madison, WI, to learn from their lived expertise of navigating the social service landscape with particular attention to spatial considerations. Additionally, I will interview seasoned homeless services providers about their observations of homeless services in Madison and spatial changes over time.

7. Center for Healthy Minds

Hadley Rahrig

The current American political climate is characterized by high levels of ideological polarization and proliferation of misinformation. Such political phenomena have well-documented consequences for physical and mental health especially for groups facing historical and contemporary marginalization. Among AAPI subgroups, Filipinx/a/o Americans (FilAm) are disproportionately underrepresented in AAPI media and research, despite being one of the largest AAPI populations. However, research centering FilAm individuals and communities is still relatively scarce and such work requires participatory research practices in partnership with FilAm communities. This project aims to redress this research inequity by exploring in-depth Filipinx/a/o individuals' experiences of politics in the U.S. and how it impacts their emotional wellbeing.

8. Curriculum and Instruction

Jalessa Bryant

Examining Teaching and Learning Activities in Black Families and Communities will use CBR-approaches to build on the market curriculum for an in-house version (Urban Triage only) of the SHBF curriculum. The in-house curriculum's development will increasingly reflect the relational and embodied experiences in international Black family systems. Using endarkened storywork as a methodological lens the two CBR-approaches to curriculum development and campus-community partnership, this project brings the humanities and social sciences together to offer suggestions for informing a more diasporic version of the workgroup curriculum. One hope of the Urban Triage CEO is to build up Urban Triage's portfolio of offerings for use across the nation and globally. This curriculum development project is not only setting up future wealth building opportunities for Urban Triage, it generates local and international Black business connections for the University with potential for helping the State of WI meet its diversity purchasing goals with women and minority owned business. An expected outcome of this project is to provide informed recommendations for the in-house curriculum given introduction of new diasporic experiences and cultural-historical knowledge.

9. Civil Society and Community Studies

Linnea Hjelm

The RCC Sexual Violence Resource Center provides direct crisis intervention for survivors, preventive education for 4,500+ youth annually, professional development and training for businesses and organizations, and a myriad of services to youth, adults, and families across Dane County. The RCC hosts a youth program called GameChangers which trains, educates, and empowers high school youth from Dane County to be prevention leaders in their schools and neighborhoods. As GameChangers students graduate high school, they are invited back to the program as adult facilitators who mentor and advise current students through their annual projects and lessons. This project will explore the impact of youth leadership in sexual violence prevention on young people's well-being, social connectedness, and critical consciousness, among other constructs prioritized by the partner.

CREANDO COMUNIDAD

This year we piloted a new program, Creando Comunidad, a cohort program tailored for undergraduates interested in community engagement, especially those interested in working with historically marginalized communities.

Created by Morgridge Center graduate assistants Bertha Gonzalez and Nasitta Keita, this program is intended to deepen students' ability to think critically about social issues and develop strategies and relationships that strengthen their approach to community engagement. In this inaugural year the program engaged 14 undergraduate students in a year-long learning community.

We aim to continue the program moving forward and integrate more community voice and mentorship into the program.

MORGRIDGE CENTER BOOK LAUNCH

Morgridge Center staff members, Haley Madden and Cory Sprinkel, as well as emeritus staff, Elizabeth Tryon, celebrated the launch of their new book, *Preparing Students for Equitable Community Engagement*, on Wednesday, Feb. 14, 2024.

The book, available through Temple Publishing, represents the great deal of work the Community-Engaged Scholarship team has put into strengthening the quality of training our students receive before entering into communities.



(L-R): Haley Madden, Cory Sprinkel, and Beth Tryon

Morgridge staff have been actively pursuing the ideas embedded within this book for the past several years, built on the work of some previous Community-based Learning interns.

The book contains multiple contributions and vignettes from scholars and professionals across the country and from multiple types of higher ed institutions. Former Morgridge Center graduate students Bertha Gonzalez and Dr. Laura Livingston also have contributions within the book.

SERVICE OUTSIDE THE CLASSROOM

OVERVIEW

This year marked the 16th year of the Badger Volunteers program. Program Manager Lara Miller and Assistant Program Manager James Zimmerman worked to expand the reach of Badger Volunteers on campus and in the community while also taking lead roles in managing the center's adoption of a brand new registration and management platform, GivePulse. An incredible intern team supported the three focus areas of the Badger Volunteers program: Education, Public Health, and Sustainability. This team was composed of returners Barsha Pantha, Mihika Sathe, Cameron Welsh, Grace Vande Hey, Sophie Wellmann, and Emma Southard as well as newcomers Surina Martinez, Maia Ninan, and Michael Mitchell.



We kicked off Summer Badger Volunteers after a four-year hiatus and started both fall and spring semesters with very successful recruitment efforts, including continued sponsoring presence at the Student Org Fair, campus wide recruitment emails, and large recruitment events as part of Wisconsin Welcome. As a result, we saw our largest engagement since the COVID-19 pandemic began. We added new community partners Gigi's Playhouse Madison, Bayview Foundation, Open Seat Food Pantry, Richard Dilley Tax Center, Willy Street Park, Badger Prairie Needs Network, Outreach LGBTQ+ Community Center, Urban Triage, and Lighthouse Christian School while reconnecting and strengthening existing partnerships with over 70 community partner sites. Badger Volunteers engaged in both in-person and virtual volunteer opportunities reflective of community partner-identified needs.

Throughout the year, the Badger Volunteers intern team created opportunities for deeper learning, reflection, and community building by facilitating a large variety of engagement sessions including: Morgridge Center's existing Community Engagement workshops, reflective discussion-based events around many focus-based issues (environmental justice, access to healthcare, food insecurity on campus, etc.), community engagement and focus-based issues, hosting speakers and workshops highlighting the missions of campus and community partners, providing leadership development and creating fun events to build community among Badger Volunteers. They also each served as the main point of contact for 20-25 teams, keeping the lines of communication open between team leaders, community partner contacts, and the Morgridge Center.

In December, we thanked Grace Vande Hey for her dedication to Badger Volunteers as she transferred schools mid-year. In May, we celebrated seniors Cameron Welsh, Mihika Sathe, and Barsha Pantha as they left the center to make their indelible mark on the wider world.

HIGHLIGHTS

This 16th year of Badger Volunteers afforded us more stability and balance to fine tune the positive changes to the program implemented the prior year. Our efforts to solidify processes, structures, and expectations this year have contributed to a much deeper sense of community and ownership over the program by all Badger Volunteers, as well as a feeling of more proactivity versus reactivity. There is an overall sense of renewed pride, connection, and impact more deeply felt by the BV family as we engage in deeper connections with each other and the community we live in.

After a four-year hiatus, we hosted a very successful Summer Badger Volunteers session in summer 2023! Overseen by Assistant Program Manager James Zimmerman and former Community-based Learning intern Isa Hernandez-White, Summer BV programming coincided with the eight week summer session at UW-Madison. We partnered with 20 community organizations to engage over 80 students in volunteering throughout the city of Madison and beyond. Programming kicked off with a fun and informative orientation session in June and wrapped up with a celebratory volunteer event at Troy Farms in early August. The summer BV team visited most of our summer sites to gain feedback from Badger Volunteers and community partners, as well as capture some great pictures and stories for marketing purposes.

During the fall semester, we continued our partnership with Dr. Linn Posey-Maddox, professor of educational policy studies at UW-Madison who taught a Community-based Learning (CBL) course sponsored by the Morgridge Center. In order for her students to complete the required 25 hours of community service for the course, we engaged them in Badger Volunteers and connected them to tutoring and after-school mentoring volunteer roles at various elementary and middle schools throughout the Madison Metropolitan School District. Also during the fall, we helped psychology professor, Dr. Patti Coffey, place a number of her CBL students in local community centers for their community engagement component. Lara prioritized meetings with professors to seek out possible opportunities for this CBL/BV partnership in the future and sat on a panel at the Teaching and Learning Symposium to share more information as well.

Also, during the fall semester, Badger Volunteers launched its newest initiative called "Who's Your Neighbor?". We believe that opening up dialogue between community members can lead to not only a deeper sense of belonging, but also a greater sense of accountability and action for the common good in that community. Offered as an engagement session open to all Badger Volunteers, our inaugural session provided an opportunity for students to be in conversation with three members of the Madison community: Jasmine Banks from Operation Fresh Start, Tina Geier from Metro High in the Dane County Jail, and Tom Brown from Wright Middle School. The conversation ranged from origin stories to favorite pastimes to personal definitions of community. It was a room filled with conversation, connection, and community. We aim to add 2-3 of these opportunities per semester in future years.

Spring semester kicked off with a well-attended recruitment event that invited our community partners in to be callers for a Badger Volunteers Bingo Night. As they called out the letter/number combos, each community partner had the opportunity to give a nice overview of their organization and open volunteer opportunities while students marked their bingo sheets, ate pizza, and won exciting new BV gear as prizes.

During the spring semester, the Morgridge Center presented its annual awards during a luncheon ceremony in conjunction with the Wisconsin Idea Conference. This year, we were able to recognize three extraordinary students with the Louis Korenman Badger Volunteers Award for their commitment to the community through Badger Volunteers: Abdulkareem Alshanqti, Samuel Deibert, and Candace May. Abdulkareem Alshanqti volunteered both semesters at Neighborhood House, supporting its food pantry and both Samuel Deibert and Candace May volunteered with after school students at MSCR-Anana Elementary School. All three were nominated by their community partner supervisors for consistently showing up as invaluable assets to their organization's mission with dependable, enthusiastic, and caring service.

BADGER VOLUNTEERS 2023-24 NUMBERS

The rest of the spring semester went by in a blur (a very successful blur as we had our highest numbers since before the pandemic!) as Badger Volunteers staff were fully engaged in implementing our brand new software program, GivePulse. Although being a center-wide adoption of the software, Badger Volunteers was identified as the greatest immediate need and therefore was assigned to pilot the new system for the 2024 Summer Badger Volunteers session. James and Lara, along with other key staff in the center and on campus, worked tirelessly to learn the details of what GivePulse offers and how it can support our efforts now and in the future. We successfully built out the Badger Volunteers summer registration process on the new platform, trained ourselves and our community partners on how to use it, and are currently using the platform to register and manage over 100 summer Badger Volunteers at over 20 community partner sites. As with any pilot, this has been a learning process and we have already identified many changes we will need to make to the system for the fall, when we hope to engage and manage over 400 students at over 50 community partner sites.

	<i>OPPORTUNITIES TO CHOOSE FROM</i>	<i>TOTAL VOLUNTEERS</i>	<i>HOURS SERVED</i>	BADGER VOLUNTEERS COMMUNITY PARTNERS AND SITES
SUMMER 2023				Please see <u>APPENDIX B</u> for a full listing of Badger Volunteers community partners and volunteer sites.
Sustainability	9	27		
Public Health	14	34		
Education	10	26		
TOTAL	33	87	1864	BADGER VOLUNTEERS EDUCATION SESSIONS
FALL 2023				Please see <u>APPENDIX B2</u> for a full listing of Badger Volunteers education sessions.
Sustainability	11	40		
Public Health	34	95		
Education	79	221		
TOTAL	124	356	8833	
SPRING 2024				
Sustainability	16	63		
Public Health	42	122		
Education	76	210		
TOTAL	134	395	9251	*COMMUNITY PARTNERS THROUGHOUT THE YEAR
2023-24 TOTALS	291	838	19948	80*

CO-CURRICULAR EVENTS AND PROGRAMS

BUCKY'S BIG EVENT

Bucky's Big Event, part of Wisconsin Welcome, invited students to engage in a campus-wide day of service by volunteering with local community organizations. This initiative, part of a kickoff to service, allowed students to commit their time across Madison, making a meaningful impact. While emphasizing that volunteering extends beyond a single event, Bucky's Big Event served as a starting point for students to explore their interests and cultivate a passion for community involvement. With 250 participants spread across 18 locations such as Allen Centennial Garden, Lakeshore Nature Preserve, Girl Scouts Camp Brandenburg, food pantry gardens, Orchard Ridge Elementary School, and Troy Farms. This event exemplified collective action towards community betterment.

PEER ADVISING

The peer advisor provided one-on-one advising and outreach to individual students and campus groups interested in engaging with the community. The peer advisor served as a main point of contact for students interested in volunteering and building relationships with other campus units. In addition to their peer advising role, our intern supported the community engagement education interns with presentations throughout the academic year. In 2023-24, the peer advisor scheduled 31 appointments, helping students connect to local community organizations.

STUDENT ORGANIZATION PARTNERSHIP PROGRAM (SOPP)

The Student Organization Partnership Program (SOPP) at UW-Madison supports Registered Student Organizations (RSOs) and community partners in establishing lasting and mutually beneficial relationships through workshops, individual meetings, and reflection sessions. SOPP aims to meet the community engagement needs of UW-Madison students and facilitate enduring partnerships with local organizations.

This initiative, aligned with UW-Madison's Civic Action Plan, enhanced the quality and quantity of community-based work facilitated by the Morgridge Center. This past academic year, SOPP facilitated collaborations with 17 organizations, including a notable effort by Alpha Phi Alpha and the Food Recovery Network, which recovered and served 92 pounds of food to the Madison Campus Community.

SICKLE CELL BLOOD DRIVE

The sickle cell blood drive, hosted in collaboration with NPHC and the American Red Cross, exceeded its donation goal by an impressive 124%, collecting 31 donations against a target of 25. This outstanding achievement underscores the vital importance of finding diverse donors for sickle cell patients. Sickle cell disease primarily affects individuals of African, Mediterranean, Middle Eastern, and Indian ancestry, and finding donors from these diverse backgrounds is crucial due to the genetic specificity of the disease.

The success of this drive not only meets critical community health needs but also highlights the effectiveness of inclusive outreach efforts and partnerships in ensuring that patients receive the life-saving blood transfusions they require. By engaging a wide range of donors, the drive not only meets immediate needs but also builds a sustainable network of support for ongoing care and treatment of sickle cell patients.

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, we had 187 students take part during the fall offering while 162 students took part during the spring event. We've accommodated between 55-60 community organizations at each event.

IMPACT CONFERENCE

The National IMPACT Conference took place at Stephen F. Austin University this past February. The Morgridge Center covered the cost for our attendees. Two undergraduates and one professional staff member took part to learn more about student-focused community engagement and socially responsible projects throughout the country. Our attendees also presented at this year's conference, highlighting their approach, programs, and work. Amanjot Kaur presented "Students Leading Students: Building..." while Brelynn Bille and Shelby Fosco co-presented on "Fostering Inclusivity: Student-Led Collaborations in Disability Justice and Community Partnerships". This conference serves as a professional development opportunity and vehicle to showcase the work of our student leaders and staff with colleagues in the field.

ADDITIONAL PARTNERSHIPS

LITERACY & MATH MENTORING & TUTORING PROGRAMS

The Literacy & Math Mentoring & Tutoring Program provides outreach and recruitment support to increase the number of UW-Madison mentor/tutors for elementary, middle, high school aged youth, and adults. This is a partnership between the Morgridge Center and the following: United Way of Dane County's Achievement Connections & Schools of Hope programs; Urban League of Greater Madison's Schools of Hope program; Madison Metropolitan School District; Middleton Cross Plains Area School District; AmeriCorps; and UW-Madison's Work Study office.

For the tenth year, the Morgridge Center partnered with the United Way of Dane County's Achievement Connections 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. This specific partnership is with the Madison Metropolitan School District, the Middleton Cross Plains Area School District and AmeriCorps. The Morgridge Center hosted two part-time AmeriCorps members to serve as Achievement Connections AmeriCorps Campus Recruiters.

This past year, we formalized our partnership with the United Way of Dane County's Schools of Hope program that is aimed at increasing literacy proficiency rates for elementary school-aged youth in Madison and Sun Prairie. We also formalized our partnership with the Urban League of Greater Madison's Schools of Hope program which provides middle school-aged youth in Madison with both literacy and math mentoring and tutoring support.

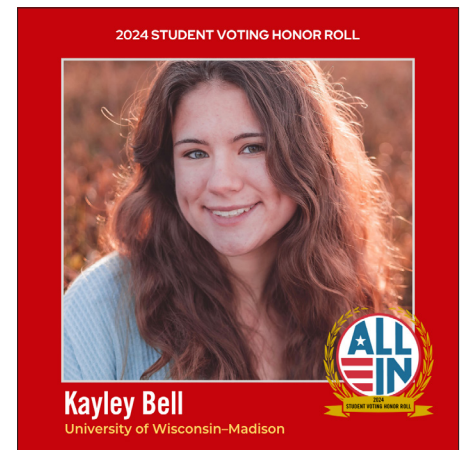
These programs hosted 56 UW-Madison volunteers, with an additional 20 plus work-study UW-Madison students placed in 1:1 tutoring relationships this past year. Our center provided transportation support to mentors/tutors whose sites were more than a 35-minute bus ride away from campus.

#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.

Kayley Bell was named to the ALL IN Student Voting Honor Roll. She was one of 137 students recognized by the ALL In Campus Democracy Challenge (ALL IN) for their diligence in making voting and civic learning more pervasive on campus. This recognition celebrates college students from participating campuses who demonstrate exceptional commitment to advancing nonpartisan student voter registration, education, and turnout initiatives, while advocating for equitable access to the polls. Kayley's unwavering dedication to nonpartisan voter education has positioned her as a campus leader, engaging her peers to actively participate in the electoral process.

In the upcoming year, Kayley will serve on the Student Advisory Board of the Fair Election Center's Campus Vote Project for the 2024-25 term. She is also transitioning into the role of civic education intern at the Morgridge Center and serving as the finance chair of UW–Madison's Student Voters Union. Kayley's first-hand involvement in a Madison government office, non-profit organizations and campus activities, continuously motivates her to expand voter education to ensure people's concerns are effectively conveyed to government officials and campus administrators.



Voterpalooza, the inaugural music festival, took place the night before the election on Tuesday, April 2, aimed at encouraging student participation in the democratic process by registering to vote at their polling place, and drew an impressive turnout of over 80 students (approximate count based on clicker numbers). This event not only highlighted the importance of civic engagement but also fostered a vibrant atmosphere of celebration of the civic process. Through live music and tabling activities, Voterpalooza encouraged students to show up at the polls, reinforcing the idea that their voices matter in shaping the future through voting.

WISCONSIN IDEA FELLOWSHIPS

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

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

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

Five new projects for 2024-25 were announced in summer 2024. A full listing of those projects can also be found in **APPENDIX D**.

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



2024-25 WISCONSIN IDEA FELLOWS

Matilde Acosta
Liam Henn
Jack Gardner
Owen Blomberg
Amber Chang
Max Hsu
Maisha Islam
Isaac Homar
Zach Harmon
Colin Farrell
Briana Medina
Syprian Oduor

See **APPENDIX D** for a full description of 2024-25 Wisconsin Idea Fellow projects.

AWARDS

EXCELLENCE IN ENGAGED SCHOLARSHIP GRADUATE STUDENTS

Becky Rose

Becky is a PhD candidate in geography with the Nelson Institute for Environmental Studies. Becky was nominated for this award by her community partner, the Wisconsin Department of Health Services based on her work developing a Community-based Learning course for the Environmental Studies capstone. The course focused on heat resilience and engaged students around developing options for the community partner to consider cost effective heating and cooling solutions for schools and other community spaces.

Sadie Dempsey

Sadie is a PhD candidate in sociology. She was nominated for this award by two different community partners – the League of Women Voters, where she is a current Public Humanities Fellow, and the nonprofit, Leaders Igniting Transformation, a Wisconsin based non-profit organization that focuses on advocacy, leadership development, and civic engagement of Black and Brown youth in the state. Both collaborations focused on supporting youth civic engagement. She has led workshops, served as a volunteer, as well as mentor for multiple youth engaged in these different programs.

EXCELLENCE IN ENGAGED SCHOLARSHIP GRADUATE STUDENTS

Claudia Liverseed

For the past two years, Claudia Liverseed has supported the community engagement efforts of fifteen registered student organizations, through workshops and mentorship as the Student Organization Partnership Program intern at the Morgridge Center. She has served as a Badger Volunteer with the Tenant Resource Center and LGBT Books to Prisoners; is currently a board member that sits on the fundraising committee for Disability Pride Madison; and is a part of three Community-based Research projects.

GINSBERG FAMILY

Mihika Sathe

Mihika Sathe has been actively involved with the Morgridge Center during her entire time at UW–Madison. She started volunteering with Badger Volunteers (BV) her freshman year, and has been a BV for six semesters with a wide variety of public health organizations, including CDA Triangle, OutReach LGBTQ+ Community Center, and The Crossing. She has also served as a team leader for three of those semesters. After her first semester as a BV, Mihika knew she wanted to learn more about the behind-the-scenes work associated with the program, so she joined the team and became an invaluable asset as one



2023-24

AWARD RECIPIENTS

Excellence in Engaged Scholarship Graduate Student

Becky Rose
Sadie Dempsey

Fred Risser Excellence in Engaged Undergraduate Student

Claudia Liverseed

Ginsberg Family

Mihika Sathe

Louis Korenman Badger Volunteers

Adbulkareem Alshantiti
Candace May
Sam Deibert

Newman Civic Fellowship

Amanjot Kaur

Student Activism

Alicia Obiakor

Community-University Partnership Award

A Community-Engaged Approach to Cardiovascular Disease

Broadening the Impact, Reach, and Sustainability of Restorative Justice

Where do the Babies Go

of the public health interns. In this role, she served as the main line of communication between Badger Volunteers and community partners, as well as developed and facilitated discussion groups and other events as opportunities for further learning and reflection for all involved in BV. Beyond BV, she enrolled in two Community-based Learning courses on her journey to learn more about health impacts and disparities in the local community. She credits her service experience with the Morgridge Center for teaching her the importance of building mutually beneficial relationships with community members and for giving her academic journey purpose over the past four years. Upon graduation, Mihika is embarking on the medical school application process to further her commitment to tackling health disparities and providing people-centered service as a physician.

LOUIS KORENMAN BADGER VOLUNTEERS

Abdulkareem Alshanqiti

Abdulkareem Alshanqiti is a first-year international student in engineering who dedicated both semesters of Badger Volunteers to the same local community center, Neighborhood House. As a food pantry and general program assistant, he stocked, cleaned, organized, and helped customers at the center's food pantry as well as supporting other center-wide needs as they came up. He also continued to support the center during winter break on his own time when Badger Volunteers was not in session. During the spring semester, Abdulkareem took on the role of Badger Volunteer team leader, inspiring his team members as a role model with his energy and enthusiasm. Neighborhood House nominated him for this award due to his commitment, reliability, and dedication to enhancing his self-awareness and understanding of others.

Candace May

Candace May is a first-year student in education who also volunteered both semesters this year with the MSCR after school program at Milele Chikasa Anana Elementary School. Candace brought her whole self when communicating and listening to the youth she engaged each week. She was committed to being a role model and consistently provided a positive, accepting support network for Anana after school students. The site supervisor at Anana nominated Candace for this award due to the enthusiasm, dedication, and welcoming nature she exhibited every week in community with kids, saying "If every volunteer could be as welcoming, kind, and dedicated as her, the community would be an even better place."

Sam Deibert

Samuel Diebert is a second-year student in business who volunteered with the MSCR after school program at Milele Chikasa Anana Elementary School for both semesters this past year. In the previous academic year, Sam volunteered with Friends of Lake Wingra. He has also served as team leader during all three semesters he has been involved in Badger Volunteers. During his time at Anana, Sam exemplified a commitment to fully engaging with the elementary school students in a caring, kind, and committed manner. The site supervisor at Anana nominated him for this award due to his commitment to being a role model for youth, and the positive, supportive nature in which he served as a role model for his team members, afterschool youth, and school staff.

NEWMAN CIVIC FELLOWSHIP

Amanjot Kaur

A second-year student double majoring in political science and legal studies, Amanjot Kaur combines her passion for nonpartisan civic engagement to help organize, engage and mobilize the youth vote in Wisconsin and at UW-Madison. Amanjot has been a community organizer and voting rights advocate dating back to high school. During the 2020 Presidential Election, she helped mobilize students and canvassed thousands of voters in Waukesha county amidst

the COVID-19 pandemic. In her first year at UW–Madison, she immediately connected with the BadgersVote Coalition. In addition, Amanjot joined Chup! Go Vote, a nonpartisan civic engagement organization focused on the South Asian community to help mobilize South Asian students. She also co-founded the Student Voters Union, a space for students to have a voice in discussions about voting rights issues and elections on campus. In her personal statement on being nominated for the fellowship, she adds that what makes civic engagement so fulfilling and effective in the Madison community is the ability to center her initiatives around student voices, equity and accessibility

STUDENT ACTIVISM

Alicia Obiakor

Alicia Obiakor is an Undergraduate Research & Center for Academic Excellence Scholar who has held a number of leadership roles. Alicia served as co-administrator for AHANA-MAPS Pre-Health Society, a multicultural organization that provides mentorship and resources to marginalized students interested in the medical field. Alicia coordinated events, sought out panelists and speakers, and incorporated pre-professional opportunities for members. She has also served as the managing officer for the BlkPowerCoalition and oversaw community organizing events and curated community outreach events across the state of Wisconsin for members. She also served as a team leader for Badger Volunteers this past fall as an after-school counselor at Lindbergh Elementary School. Through academics, research, community engagement, and leadership experiences, Alicia continues to improve her communities, both on and off campus.

COMMUNITY-UNIVERSITY PARTNERSHIPS

A Community-Engaged Approach to Cardiovascular Disease

Key Partners: Forest County Potawatomi; UW Dept of Medicine, Cardiovascular Medicine; WI Network for Research Support; Native American Center for Health Professionals. This is a partnership with the Native American Center for Health Professions (NACHP), the Forest County Potawatomi (FCP) Tribe, the Wisconsin Network for Research Support, and UW Cardiovascular Medicine. They established a first of its kind preventive cardiology outreach clinic, directed by community advisory boards of Tribal Elders and providers and staff from their clinic. Their goal, which will be supported by funds from this award, is to establish a seasonally rooted lifestyle medicine program, incorporating Elder-delivered teachings around a seasonal food, preparing a meal based around that food and discussing a mental or physical health-related topic.

Broadening the Impact, Reach, and Sustainability of Restorative Justice

Key Partners: First Congressional CC Prison Ministry Project; Center for Healthy Minds. Restorative Justice (RJ) offers a paradigm shift, bringing together those who have caused and experienced harm in conversation with other community members, with the goal of repairing and preventing the future occurrence of harm. For over 15 years, the First Congregational UCC Prison Ministry Project (PMP) has facilitated a unique volunteer-driven RJ program within Wisconsin prisons, connecting with over 1,000 individuals. This award will support an emerging collaboration between PMP and the Cultivating Justice CoLaboratory at the UW–Madison Center for Healthy Minds to collect preliminary, mixed-methods data on the short-term impact of program participation, and to support the participation of formerly incarcerated individuals as group volunteers.

Where do the Babies Go

Key Partners: UW School of Medicine, Dept of Pediatrics, JustDane. This collaboration is part of a Community-based Research project examining the decision-making processes used to place and arrange the ongoing care

of newborn infants with caregivers when infants are born to mothers while they are incarcerated. The overall goal of this project is to improve the health and well-being of mothers giving birth while incarcerated, their infants, and caregivers, and this research will be completed in partnership with community collaborators have extensive knowledge of working with pregnant women who have experienced marginalization, including those who are justice involved, those who've given birth while incarcerated, and caregivers who have cared for an infant of an incarcerated mother.

APPENDIX A: STUDENT STAFF

ADMINISTRATIVE INTERN

The administrative coordinator assisted the administrative team with accounting tasks for the Morgridge Center. This included processing e-reimbursements, purchasing card statements, booking travel arrangements, and organizing other related expenses. The administrative intern also took on the role of the transportation intern ensuring students got to their volunteer sites.

BADGER VOLUNTEERS INTERNS

The Badger Volunteers interns (8) assisted with the administration of the Badger Volunteers program, including program management, marketing, and recruitment of Badger Volunteers. Other responsibilities included tracking program data, planning theme-based workshop sessions and support of Badger Volunteers Team Leaders, assisting with orientations and reflection sessions for all Badger Volunteers.

COMMUNITY-BASED LEARNING INTERNS

The Community-based Learning (CBL) interns (3) supported instructors of Community-based Learning courses by presenting CBL orientations, preparing students to go into the community through activities addressing social identity and cultural awareness, helping instructors place and supervise students in their service placements, facilitating ongoing communication with community partners, and facilitating class reflection sessions with students.

COMMUNITY ENGAGEMENT EDUCATION INTERNS

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

GRADUATE LIAISONS

Beyond their work supporting Morgridge Center programming, our graduate liaisons have been out and about talking about their amazing community-engaged work and the role of Morgridge Center resources in moving their work forward.

MARKETING AND COMMUNICATIONS INTERN

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

MULTIMEDIA DESIGN INTERN

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

OPERATIONS INTERNS

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

PEER ADVISOR

The peer advisor provided one-on-one advising and outreach to individual students and campus groups interested in engaging with the community. The peer advisor served as a main point of contact for students interested in volunteering and building relationships with other campus units. In 2023-24 the peer advisor completed 31 appointments, helping students better connect to local community organizations. The peer advisor also coordinated outreach presentations to students, faculty, student organizations and attended resource fairs offered throughout campus to promote the Morgridge Center's programs, events, and services.

STUDENT ORGANIZATION PARTNERSHIP PROGRAM INTERNS

These interns (2) coordinated all functions connected to the Morgridge Center's Student Organization Partnership Program (SOPP), which prepares students to do meaningful, responsible, and respectful community engagement in service-minded student organizations. Specific projects included facilitating workshops, coordinating resources, mentoring, and facilitating reflection sessions for eleven student organizations.

UW SOUTH MADISON PARTNERSHIP INTERNS

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

VOTE INTERNS

The vote team consisted of various intern positions from Campus Vote Project, the League of Women Voters, and the Andrew Goodman Foundation's Vote Everywhere Ambassadors.

APPENDIX B:

BADGER VOLUNTEERS 2023-24 COMMUNITY PARTNERS

PARTNER	FOCUS
BadgerBots	Education
Facilitated Language Studies - East High School	Education
Facilitated Language Studies - Plymouth High School	Education
GiGi's Playhouse Madison	Education
Girls Scouts of Wisconsin Badgerland	Education
Goodman Community Center	Education
Lighthouse Christian School	Education
Lussier Community Education Center	Education
Madison Children's Museum	Education
Madison International Partners/Christ Presbyterian Church	Education
Morgridge Community Engagement	Education
MSCR - Anana Elementary	Education
MSCR - Emerson Elementary	Education
MSCR - Hawthorne Elementary	Education
MSCR - Henderson Elementary	Education
MSCR - Lake View Elementary	Education
MSCR - Lincoln Elementary	Education
MSCR - Lindbergh Elementary	Education
MSCR - Lowell Elementary	Education
MSCR - Mendota Elementary	Education
MSCR - Midvale Elementary	Education
MSCR - Nuestro Mundo Elementary	Education
MSCR - Orchard Ridge Elementary	Education
MSCR - Sandburg Elementary	Education
MSCR - Schenk Elementary	Education
MSCR - Southside Elementary	Education
MSCR-West High School	Education
Omega School Inc.	Education
Red Caboose Day Care Center	Education

Red Caboose School Age Program	Education
Schools of Hope - Black Hawk Middle School	Education
Schools of Hope - Cherokee Middle School	Education
Schools of Hope - Ezekiel Gillespie 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
Badger Prairie Needs Network	Public Health
Bayview Foundation	Public Health
Capitol Lakes	Public Health
Catholic Charities Adult Day Center	Public Health
Catholic Multicultural Center	Public Health
Central Wisconsin Center	Public Health
Community Development Authority- Triangle	Public Health
Goodman Community Center	Public Health
LGBT Books to Prisoners	Public Health
Lussier Community Education Center	Public Health
Neighborhood House Community Center	Public Health
NewBridge (Capital Center Apts)	Public Health
NewBridge (Triangle Apts)	Public Health
NewBridge Monona	Public Health
Open Seat Food Pantry - Eagle Heights, Satellite Location	Public Health
OutReach LGBTQ+ Community Center	Public Health
Richard Dilley Tax Center	Public Health
Second Harvest Foodbank of Southern Wisconsin	Public Health
Social Justice Center	Public Health
St. Vincent de Paul	Public Health
The Beacon	Public Health
The Crossing Inc	Public Health
The Empowered Caregiver	Public Health

The River Food Pantry	Public Health
WayForward Resources (formerly Middleton Outreach Ministry - MOM)	Public Health
Allen Centennial Garden	Sustainability
Allis Elementary/Nuestro Mundo School Garden	Sustainability
Habitat ReStore	Sustainability
Lake View Community School Outdoor Classroom	Sustainability
Linda & Gene Farley Center for Peace, Justice and Sustainability	Sustainability
Rooted Inc	Sustainability
Spring Harbor Garden & Greenhouse	Sustainability
The Crossing Inc	Sustainability
Urban Triage	Sustainability
UW Frozen Meals Program	Sustainability
WI Salt Wise	Sustainability
Willy Street Park	Sustainability
Wisconsin Environmental Initiative	Sustainability

APPENDIX B2:

BADGER VOLUNTEERS 2023-24 EDUCATION SESSIONS

FALL 2023

Morgridge Center Workshop: So You
Want to Work with the Community?
October 5

Community-University Mixer: Water Justice
October 11

BV Discussion: Environmental Justice + Food Systems
October 16

BV Team Leader Reflection Mixer
October 24

BV Workshop: Voter Education
October 25

BV Event: Lakeshore Nature Walk
October 30

BV Discussion: The Biggest Little Farm Screening
November 1

Morgridge Center Workshop: So You
Worked with the Community, Now What?
November 3

BV Event: Who's Your Neighbor?
November 8

BV Discussion: US Healthcare
November 9

BV Discussion: Environmental Justice + Food Systems
November 14

BV Event: Team Leader Information Session
November 16

Morgridge Center Workshop: Student
Networking Event
November 16

BV Discussion: Wisconsin in Black & White Screening
November 20

BV Reflection and Feedback Session: Coffee and
Conversation
November 27

BV Reflection and Feedback Session: Coffee and
Conversation
November 27

BV Discussion: Mindfulness
November 28

Morgridge Center Workshop: Madison Mapping
November 29

BV Reflection and Feedback Session: Coffee
and Conversation
December 5

BV Reflection and Feedback Session: Coffee
and Conversation
December 8

SPRING 2024

Morgridge Center Workshop: Community Engagement Roundtable Discussion
February 13

Morgridge Center Workshop: So You Want to Work With the Community?
February 20

Morgridge Center Workshop: Disciplinary Dives
February 21

BV Discussion: Environmental Justice + Food Systems
February 22

BV Discussion: Wisconsin in Black and White Screening
February 26

BV Discussion: Biggest Little Farm Screening
February 27

Morgridge Center Workshop: Community Engagement Roundtable Discussion
March 4

BV Discussion: US Healthcare
March 7

Morgridge Center Workshop: So You Want to Work With The Community/Skills to Work With Community
March 13

Morgridge Center Workshop: Power and Privilege
March 15

Morgridge Center Workshop: Intro to Community Engagement
March 18

BV Activity: Brushes and Bloom Bash (Succulent Planting)
March 19

BV Event: Summer BV Informational and Game Night
March 20

BV Discussion: Environmental Justice + Food Systems
April 1

BV Discussion: Wisconsin in Black and White
April 1

Morgridge Center Collaborative Event: Meet the Black Panthers Panel
April 3

Morgridge Center Workshop: Roundtable Discussion on Power and Privilege
April 4

BV Event: Thank You Card Making
April 4

Lunch and Learn: Effects of Corporal Punishment on Children
April 5

Morgridge Center Workshop: Engaging with community- asset mapping activity
April 9

BV Event: Thank You Card Making
April 9

BV Discussion: Sustainability Clothing Practices
April 10

BV Discussion: US Healthcare Ed Session
April 11

BV Event: Thank You Card Making
April 17

BV Event: Lakeshore Nature Walk
April 19

BV Reflection and Feedback Session: Coffee and Conversation
April 22

BV Discussion: Food Security on Campus with ASM
April 22

BV Reflection and Feedback Session: Coffee and
Conversation
April 24

BV Event: Clothing Swap
April 26

BV Reflection and Feedback Session: Coffee and
Conversation
April 29

BV Reflection and Feedback Session: Coffee and
Conversation
April 30

BV Reflection and Feedback Session: Coffee and
Conversation
May 2

APPENDIX C: COMPLETE LIST OF 2023-24 CBL COURSES

SUMMER 2023

Communication Sciences and Disorders 790
Practicum in Communicative Disorders

Kinesiology 300
Practicum in Kinesiology

Rehabilitation Psychology & Special Education 630
Internship

Landscape Architecture 360
Earth Partnership Restoration Education

FALL 2023

Anthropology 405
Introduction to Museum Studies

Art 338
Service Learning 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 570
Community-based Research and Evaluation

Civil Society and Community Studies 742
Nonprofit Board Leadership I

Civil Society and Community Studies 801
Civil Society & Community Research

Communication Sciences and Disorders 790
Practicum

Computer Science 402
Introducing ComputerSciences 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 for Transformation

Education Policy Studies 505
Issues in Urban Education

Environmental Studies 317
Community Environmental Scholars Program

Environmental Studies 600
Various Topics

Environmental Studies 600
Capstone

Environmental Studies 972
Conservation Planning: Methods and Practice

Geological Engineering 479
Geological Engineering Design

Human Development and Family Studies 663
Developmental and Family Assessment

Integrated Science 140
Exploring Service in STEM

Integrated Science 240
Service with Youth in STEM

Integrated Science 341
Service with Youth in STEM Practicum

Journalism 445
Creative Campaign Messages

Kinesiology 125
Adapted Fitness and Personal Training

Kinesiology 300
Practicum in Kinesiology

Kinesiology 516
Physical Activity for Diverse Abilities

Kinesiology 527
Principles of Strength and Conditioning

Landscape Architecture 375
Mindfulness in Restorative Environments

Landscape Architecture 563
Designing Sustainable and Resilient Regions

Landscape Architecture 610
Landscape Architecture Seminar

Landscape Architecture 668
Restoration Ecology

Legal Studies 473
Health Impacts of Unmet Social Needs

Legal Studies 694
Criminal Justice Field Observation

Pharmacy Practice 426
Pharmacy Practice Experience I

Pharmacy Practice 626
Pharmacy Practice Experience IV

Psychology 601
Issues in Prisoner Reentry

Public Affairs 860
Workshop – International Public Affairs

Public Affairs 869
Workshop in Public Affairs

Real Estate 611
Residential Property Development

Real Estate 651
Green – Sustainable Development

Rehabilitation Psychology & Special Education 300
Individuals with Disabilities

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

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

Rehabilitation Psychology & Special Education 890
Rehabilitation Counseling Psychology-Supervised Practicum
II

Rehabilitation Psychology & Special Education 900
Clinical Rehab Counseling – Supervised Practicum III

Rehabilitation Psychology & Special Education 910
Rehabilitation Counseling Psychology-Internship

Social Work 401
Field Practice II

Social Work 578
Homelessness: Service Learning

Social Work 801
Field Practice IV

Social Work 836
Mental Health Policies and Services

Spanish 319
Medical Spanish

Urban and Regional Planning 590
Mindfulness in Restorative Environments

SPRING 2024

Agroecology 702
The Multifunctionality of Agriculture

Art 338
Service Learning in Art

Chican@/Latin@ Studies 525
Latin@ Mental Health

Chican@/Latin@ Studies 530
Advanced Topics in Chicana/o and Latina/o Studies,
Community Based Research & Eval

Civil And Environmental Engineering 578
Senior Capstone Design

Civil Society and Community Studies 375
Human Ecology-Food & Sustainability

Civil Society & Community Studies 375
Community-based Research and Evaluation

Civil Society & Community Studies 600
Community Leadership Portfolio Capstone

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

Communication Sciences and Disorder 790
Practicum in Communicative Disorders

Computer Science 402
Introducing Computer Sciences to K-12 Students

Counseling Psychology 525
Dimensions of Latin@ Mental Health Services

Counseling Psychology 620
Supporting Homeless in Schools

Counseling Psychology 620
Esperanza Community-Engaged Research

Dance 431
Dance Therapy Practicum

Design Studies 341
Design Thinking for Transformation

Educational Policy Studies 150
Sustainability Education in WI

Education Policy Studies 205
Language and Social Inequity

Educational Policy Studies 500
Topics on Social Issues and Education

Environmental Studies 317
Community Environmental Scholars Program

Environmental Studies 600
Last Child in the Park

Geological Engineering 479
Geological Engineering Design

Human Development and Family Studies 663
Developmental and Family Assessment

Library & Information Studies 640
Tribal Libraries, Archives, Museums

Integrated Science 240
Service with Youth in STEM

Integrated Science 341
Service with Youth in STEM Practicum

Integrated Arts 310
Interdisciplinary Artist in Residence Studio

Kinesiology 316
Adapted Physical Activity

Kinesiology 365
Practicum: Adapted Physical Education

Kinesiology 516
Physical Activity for Diverse Abilities

Landscape Architecture 363
Earth Partnership: Restoration Education for
Equity and Resilience

Landscape Architecture 611
Senior Capstone in Landscape Architecture

Law 768
Consumer Health Advocacy and Patient-Centered
Care Clinical

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 I

Pharmacy Practice 626
Pharmacy Practice Experience IV

Psychology 601
Issues in Prisoner Reentry

Public Affairs 860
Workshop – International Public Affairs

Public Affairs 869
Workshop in Public Affairs

Real Estate 611
Residential Property Development

Real Estate 651
Green – Sustainable Development

Rehabilitation Psychology & Special Education 300
Individuals with Disabilities

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

Rehab Psych & Special Education 910
Rehabilitation Counseling Psychology-Internship

Social Work 401
Field Practice and Integrative Seminar II

Social Work 578
Homelessness: A Service Learning Course

Social Work 801
Field Practice and Integrative Seminar IV

Social Work 836
Mental Health Policies and Services

Urban and Regional Planning 551
Climate Action Planning: Sustainable Transportation

APPENDIX D: NEW WIF PROJECTS

1. Fostering Cultural Identity: Establishing Cultural Bonds through the 'Cultivating Connections' Mentorship Venture

Students: Amber Chang, Max Hsu, Maisha Islam

Academic Advisor: Kevin Wong, APIDA Student Center

Community Partner: Madison West High School

The primary purpose of their project is to establish a mentorship framework that empowers Asian American college students to guide high school mentees in navigating the complexities of cultural identity. In the current socio-political landscape, the importance of discussing cultural identity has become increasingly evident. As societies become more diverse, understanding and appreciating various cultural backgrounds is crucial for fostering inclusivity, empathy, and social cohesion. By fostering these one-on-one interactions, they hope to facilitate a safe space in which students feel comfortable discussing topics on cultural experiences, challenges, and aspirations. At the initiation of their project, they will collaborate with West High School, a local high school in the Madison area. Their community partner has given them insight into how the Asian American identity is not reflected in high schools. The project will recruit, train, and support mentors, as well as create and maintain the online platform. Workshops and events will be organized by mentors to raise awareness about the importance of cultural mentorship and to cultivate a community that understands the significance of these conversations. The program will also support the development of educational materials and resources for mentors to guide their mentees effectively. This project represents a crucial initiative to empower Asian American youth in navigating their cultural identities.

2. Citizen Science: Empowering Native Youth Through Collegiate Collaboration

Students: Matilde Acosta, Liam Henn, Jack Gardner, Owen Blomberg

Academic Advisor: Dr. David Lovelace, PhD, Department of Geoscience

Community Partner: Fort Washakie High School

In collaboration with the UW Geology Museum and the Wind River Reservation, their undergraduate lab cohort seeks to address a significant challenge faced by the Wind River Reservation community. Previous unauthorized excavations from 2014 to 2018 on tribal lands—lacking transparency—resulted in the removal of a 230-million-year-old phytosaur skeleton from sacred Eastern Shoshone grounds. The fossils were returned, but they remain in field jackets and unorganized containers, burdening the Tribal Historic Preservation Office. Their project aims to engage Tribal middle- and high-school students in the scientific process, fostering critical thinking and problem-solving. The goal is to create a student-led paleontological exhibit each semester at Fort Washakie High School. Ideally, each class is made up of interactive sessions and a monthly breakdown detailing skill development, covering subjects from species identification to exhibit curation. The primary goal is to empower students, bridging gaps between academia and community. The project envisions a "sister lab" at Fort Washakie High School and contributes to decolonizing paleontology and museum collections, fostering a lasting partnership, and uplifting Indigenous voices. By involving students in the curation and exhibition process, the project familiarizes students with post-high-school education but also presents the opportunity for them to grow a deeper connection with their community. The ultimate objective is to create a shared understanding of science that reflects diverse experiences and fosters collaboration among students, community members, and university resources.

3. Table to Garden: Reducing Food Waste and Greenhouse Gas Emissions in Madison

Students: Isaac Homar, Zach Harmon, Colin Farrell

Academic Advisor: Dr. Matthew Ruark, Department of Soil Science

Community Partner: Brittingham Community Garden

The purpose of this project is to reduce food waste and greenhouse gas emissions in the Madison-area while simultaneously helping local gardeners and educating the community about the benefits of composting. Society is very wasteful, especially when it comes to food, and this results in stench and wasted space in landfills, as well as excessive greenhouse gas emissions. Restaurants create a large part of this waste because of the large volume of food that they produce. Food waste from restaurants is an untapped source of organic matter that can be used to cycle nutrients into local gardens. Many restaurants are willing to recycle their waste, however the composting process can be time-consuming, difficult to do on-site, and costly. To combat this issue, they are building four composting bins at Brittingham Community Garden (BCG), then regularly transporting food waste using bicycles with cargo trailers from the Park Hotel and other restaurants to be composted. This system will remove barriers for restaurants to participate in food waste recycling and simultaneously include community members in the process. Gardeners will be encouraged to add their own food and garden waste to the system, and the compost product will be available for the BCG gardeners to use. Gardeners and community members will be educated about how they can participate, what can and cannot be composted, and what they can do at home to recycle their own food waste.

4. Back to Basics: Prioritizing Equity in Bilingual Education Initiatives

Students: Briana Medina

Academic Advisor: Dr. Mariana Pacheco, Curriculum and Instruction/School of Education

Community Partner: Nuestro Mundo Community School

The project addresses inequities within the dual-language immersion program and identifies ways to center equity beyond bilingual instruction. Two key questions guide the research: How are existing structures perpetuating inequities in dual-language immersion programs in Madison, and how can these programs be restructured to prioritize equity? This research includes a comprehensive literature review, exploring instructional methods, and volunteering at Nuestro Mundo for ethnographic observations and interviews. The ultimate goal is to provide insights into equity within dual-language immersion schools, driving recommendations for the Madison Metropolitan School District (MMSD). Anticipated results include a thorough analysis of Nuestro Mundo's program structures, documentation of existing inequities, and recommendations for restructuring dual-language immersion programs. This project aspires to contribute to sustained and enhanced equity within dual-language immersion programs across MMSD schools, fostering long-lasting positive impacts on students and families.

5. Read To Excel Project: Working to Improve Reading and Comprehension Skills of Underresourced Students in Rural Ugenya Sub-County, Kenya

Student: Syprian Oduor

Academic Advisor: Dr. Peter Wardrip, Curriculum and Instruction/School of Education

Community Partner: Geno Touch Childcare

The principal objective of this project is to support vulnerable children in communities within Ugenya Sub-County to improve their reading and comprehension skills. In conjunction with Geno Touch Childcare (GTCC), they will make

critical learning materials accessible to a group of schools that have been singled out to be critically under-resourced. These learning materials will be shared among the students, encouraging them to periodically lend and borrow these materials among themselves. In close collaboration with GTCC and partnering schools, they hope to institute a designated 'reading hour' to nurture an active reading culture among the students. Ugenya Sub-County has almost 50 percent of its school-going children at the risk of being left behind in their reading and comprehension skill level, this greatly impacts the students' future levels of success.

APPENDIX E: 2023-24 MORGRIDGE FELLOWS

ANGELA JOHNSON, *LECTURER, ART DEPARTMENT*

Angela Johnson is a lecturer for the art department teaching service learning in art and art 100. She is also a professional artist and creativity coach. She earned a master's in art education and an MFA from UW–Madison with a focus in photography and installation. Areas of artistic expertise include alternative photo processes, bookmaking, box making and community-based art practice. Her work includes themes of nature, balance, and telling stories through individual and collective memories. She often incorporates scientific elements and concepts into her work. Collaborations with other artists and scientists energize her creativity.

ANIKAM M. RICE, *PHD STUDENT, DEPARTMENT OF GEOGRAPHY*

Anika is a people-environment geographer studying migration, access to land and gender. She works in the rural highlands of Guatemala, in concert with community leaders and migrant accompaniment groups. Using a feminist political ecology lens, Rice is co-designing participatory research on how migration and property are linked to various outcomes at the family level. She centers mobility as a human right in her scholarship and solidarity work. Since 2019, she has also been a co-leader on a participatory action research project with the North American-based Jewish Farmer Network, supporting social movement evaluation and a community-based seedkeeping project. Rice completed her MS in geography in 2021, working with agroecology organizations across Guatemala on access to markets and economic solidarity. In 2023–24, she plans to develop the Community-Engaged Scholarship (CES) aspects of her dissertation, and participate in conversations on campus about international CES approaches, methods and challenges.

ANNA FINLEY, *POSTDOCTORAL FELLOW, INSTITUTE ON AGING*

Dr. Anna Finley is a social-affective neuroscientist and NIH funded postdoctoral fellow at the Institute on Aging working on the Affective Neuroscience Project of the Midlife in the United States (MIDUS) longitudinal study. Her current research focuses on how a variety of social factors (including stress, loneliness, social isolation, and minoritized group status) impact how the brain and body respond to emotional provocation, and how that in turn influences health and wellbeing. For her future work, Finley aims to start her own lab as a faculty member focused on rural health and well-being, with a particular interest in how social isolation and community support impact emotions and the brain in individuals in rural communities. She hopes to build lasting collaborative relationships with communities to conduct her research, as well as to disseminate findings and develop interventions to improve wellbeing.

CATHERINE REILAND, *ASSISTANT VICE PROVOST, OFFICE OF THE PROVOST*

Across the scope of Catherine Reiland's portfolio, community engagement is an animating force. Reiland directs the Wisconsin Idea Seminar, an annual five-day journey through Wisconsin that offers faculty and staff the opportunity to learn firsthand about the social and cultural contexts that shape the lives of many of our Wisconsin students, and to see what the Wisconsin Idea looks like when it is rooted in local communities and shaped by local priorities. She also directs the Ira and Ineva Reilly-Baldwin Wisconsin Idea Endowment grant program and plays an active role in Native Nations UW and Our Shared Future. The Wisconsin Idea has informed, inspired and mobilized much of her work on campus, and for over fifteen years she has designed programming that celebrates and supports community-engaged work. Catherine is a UW–Madison alumna with a master's degree from New York University. Her academic interests include tourist productions, visual cultures, photography, performance studies, museum studies and memory.

COLLEEN HENEGAN, *PHD STUDENT, NELSON INSTITUTE FOR ENVIRONMENTAL STUDIES, KUCHARIK AGROECOLOGY LAB*

Colleen Henegan, MS, is an interdisciplinary agroecological researcher. Her dissertation integrates predictive crop modeling, geospatial analyses and community-based participatory modeling to uncover how climate change is impacting agriculture across semi-arid regions of Southern Africa, with a special focus on Zambia. Much of this region is predicted to move past agroecological thresholds for temperature and precipitation in coming decades, increasing the risk of crop failure. Henegan uses interdisciplinary, community-based approaches to help elevate other ways of knowing within academic discourse and to develop tools with local farmers and researchers that are also useful for them. She is also a board member of the Maluwa Foundation, an educational and environmental non-profit working with and for women in Siavonga, Zambia, and has been the teaching assistant for the Community Environmental Scholars Program (CESP) for the past two years. She hopes to continue this work after earning her doctorate, ideally as a faculty member and lab leader.

COURTNEY PARKER WEST, *PHD STUDENT, EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS*

Courtney Parker West is a second-year PhD student in educational leadership & policy analysis who has spent the past 15 years working in public education, education non-profit, community and institutional organizing and intersectional anti-racist DEI consulting in rural eastern North Carolina and across the nation. She is interested in the intersection of race, gender & sexuality, religious and/or ideological affiliation and the impact of colonization and white supremacy on how educators of color reflect on and heal from trauma while sustaining themselves in their work as educators, advocates, and leaders in their communities, particularly in light of anti-CRT, anti-LGBTQ legislation. Additionally, Parker West explores lessons learned, cautionary tales, and a sense of yearning in Star Trek as it pertains to racial realism, speculative fiction and the Black radical imagination and what's possible for – and required in – transforming public education in an inherently oppressive system. Parker West seeks to leverage podcasting and intergenerational storytelling in Community-based Research and narrative inquiry to expand how we vision and embody liberation and how we build bridges between and among community members and institutional agents pursuing equitable and socially just policy changes.

DIANE FARSETTA, *OUTREACH PROGRAM MANAGER, CENTER FOR AGING RESEARCH AND EDUCATION*

Diane Farsetta, PhD, facilitates collaboration among researchers, clinicians, students, service providers and community members with an interest in older adult health. She helped develop and co-facilitates meetings of the Madison and Rural Boards of Older Adult Advisors, which provide guidance to health researchers. Farsetta helped design and is the community partner liaison for Nursing 511: Community Supports for People with Dementia and co-authored the Dementia Friendly Toolkit for campus and community audiences. She serves as Chair of the Governing Board of the Area Agency on Aging of Dane County and as Vice-Chair of the Board of Directors for the Capitol Lakes Foundation. Farsetta has biology research, teaching, journalism, and nonprofit leadership experience.

DIEGE ROMÁN, *ASSISTANT PROFESSOR OF BILINGUAL/BICULTURAL EDUCATION, DEPARTMENT OF CURRICULUM & INSTRUCTION*

Diego Román is an assistant professor of bilingual/bicultural education in the department of curriculum and instruction at UW-Madison. He also holds faculty affiliations to the Chican@ & Latin@ Studies program, Latin American, Caribbean and Iberian Studies program and doctoral program in second language acquisition. His research is located at the intersection of bilingual education, science education and environmental studies. Specifically, he investigates the implicit and explicit ideologies reflected in the design and implementation of bilingual and science education programs

particularly on how environmental topics are taught to multilingual students. Dr. Román has researched the language used to teach climate change at the middle school level and is currently examining science, environmental, and bilingual programs (Spanish/English and Kichwa/Spanish) in rural Wisconsin and in the Galapagos Islands in Ecuador.

EJURA YETUNDE SALIHU, *PHD CANDIDATE, HEALTH SERVICES RESEARCH IN PHARMACY*

Ejura Yetunde Salihu is a PhD candidate in the social and administrative sciences division at the UW–Madison’s School of Pharmacy. Her research endeavors revolve around the application of socio-behavioral theories and community-engaged research principles to advance health equity initiatives, specifically the dissemination and implementation of culturally-tailored health promotion programs for marginalized communities. Her dissertation studies the adaptation and dissemination of a culturally adapted falls-prevention program within African American/Black and Latinx communities in Wisconsin. This study holds immense significance in improving the well-being and safety of elders in these communities. Prior to her academic pursuits in the United States, Ejura earned her bachelor’s and master’s degrees in anatomy from the University of Ilorin, Nigeria and the University of Nigeria, respectively. She also holds a second master’s degree in sociology from Western Illinois University.

EVAN NELSON, *ASSOCIATE PROFESSOR (CHS), DOCTOR OF PHYSICAL THERAPY PROGRAM*

Evan Nelson, DPT, PhD, a board-certified specialist in orthopaedic physical therapy, is an associate professor (CHS) in the Doctor of Physical Therapy Program & Department of Family Medicine and Community Health at the School of Medicine and Public Health. A translational science trained clinical researcher, Nelson’s work aims to provide evidence-based guidance for running-related injuries in youth runners. Nearly all running injury studies include only adult runners, but physical development or contextual reality experienced by youth runners is unique. To this end, Nelson is building a collaboration with a high school track and field team to better understand factors contributing to injury or affecting athletes’ subsequent recovery. His work creates appealing opportunities for students to participate in community-engaged, translational science. During this fellowship, Nelson aims to advance his skills in Community-Engaged Scholarship so that he can better incorporate stakeholder community groups in translational science research projects that implement running medicine discoveries made at UW–Madison.

LASHANDA HARBIN, *PHD STUDENT, EDUCATIONAL POLICY STUDIES | SCHOOL OF EDUCATION*

Born and raised on the South side of Chicago, LaShanda is a PhD student in educational policy studies. Since beginning her career in education as a volunteer math tutor when she was 17 years old, she has worked in various educational spaces in New England, Chicago and now Wisconsin over nearly a decade. Her independent research focuses on how to improve school safety for Black queer and trans youth. She is also very committed to mentoring youth and empowering them as they work to address educational and social issues that matter most to them. Working closely with WCER’s Annalee Good and other graduate students, she supports partnerships between WCER, various community partners and middle and high school students across Wisconsin. Across all aspects of her work, LaShanda is committed to uplifting the voices of multiply marginalized youth and community members.

LINDSAY FLOWERS, *ASSISTANT PROFESSOR OF OBOE AND MUSIC COMMUNITY ENGAGEMENT*

Dr. Lindsay Flowers is the assistant professor of Oboe at UW–Madison’s Mead Witter School of Music where she is a member of the Wingra Wind Quintet and guides student-generated community engagement projects. She received a doctor of music degree from Indiana University’s Jacobs School of Music. Her background in athletics distinguishes her pedagogical approach in her emphasis on performance visualization, disciplined commitment, and supportive

teamwork. Flowers is an oboist and English hornist with the Madison Symphony Orchestra and Wisconsin Chamber Orchestra.

MAY RAMÍREZ, *PHD STUDENT, EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS*

May Ramírez is a doctoral student in educational leadership and policy analysis at UW–Madison. They received their bachelor's in disability studies and child development at Vanderbilt University and master's in clinical rehabilitation counseling at UW–Madison. A lot of May's work focuses on working with BIPOC transition-age youth with intellectual and/or developmental (I/DD) disabilities and their families to support their mental health and career goals. They have experience working with children, teenagers and adults with disabilities in various education and counseling settings.

MORGAN L. HENSON, *PHD CANDIDATE, DEPARTMENT OF SOCIOLOGY*

Morgan L. Henson is a PhD candidate in sociology studying social hierarchies within a comparative, transnational context. Currently, Henson researches phenotypic hierarchies in the United States, Germany, and Russia and compares how whiteness manifests in countries with different social, economic and political histories. Over the last two years, Henson has taken his knowledge of whiteness and worked with different community groups around Madison, WI to understand how whiteness manifests in their specific contexts and how these communities can work toward creating more equitable spaces for everyone, including white people. He has received both the Bucky Award for graduate student commitment to engagement and activism and the Honored Instructor Award from UW–Madison for his work with communities both inside and out of the classroom.

SHIQI SHEN, *PHD STUDENT, CIVIL SOCIETY AND COMMUNITY RESEARCH, SCHOOL OF HUMAN ECOLOGY*

Shiqi Shen is a community-based learner and scholar deeply influenced by the kinship ties and place-based cultural practices of her upbringing in Suzhou, China. These experiences have ingrained in her the belief that relationships form the foundation of one's identity. With a strong interest in the intersection between youth purpose and community development, Shen's research revolves around understanding how urban Indigenous college students in land-grant universities contribute to their elders, communities and lands. Drawing on her background collaborating with Chinese grassroots NGOs dedicated to community-led development and education equity, Shen brings a relational, global and interdisciplinary perspective to her work. As a fellow, she is dedicated to centering indigenous understandings of community well-being and youth development while fostering an inclusive and supportive community of engaged scholars.



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