

MORGRIDGE CENTER

FOR PUBLIC SERVICE

ANNUAL REPORT | 2025-26

PREPARED JUNE 2026

30
YEARS

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CAMPUS ADMINISTRATIVE AFFILIATION

Division for Teaching and Learning

LOCATION

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

BUSINESS HOURS

M-F: 8:30 a.m. – 5:00 p.m.

CONTACT

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Phone: 608.263.2432

LETTER FROM THE DIRECTOR

Dear Friend of the Morgridge Center for Public Service,

This past year, the Morgridge Center celebrated a remarkable milestone—our 30th anniversary. For three decades, we have worked to bring the Wisconsin Idea to life by connecting campus and community through service, learning, and research. As we reflect on this history, I am struck not only by what has been accomplished, but by the enduring relevance of our mission.

We live in a time marked by profound social challenges. Communities continue to grapple with polarization, loneliness, declining civic trust, and growing uncertainty about our collective future. At the same time, I remain deeply hopeful. Every day, I have the privilege of witnessing students, faculty, staff, alumni, and community partners come together in pursuit of something larger than themselves. Their work reminds me that hope is not simply an emotion—it is a practice. It is built through relationships, sustained through action, and strengthened when people work together across differences to improve their communities.

This spirit was evident throughout our anniversary year. We celebrated with an open house that brought together generations of students, alumni, staff, faculty, and community partners who have shaped the Morgridge Center over the past three decades. We also produced an 80-page commemorative magazine chronicling our history and highlighting the individuals and partnerships that have defined our work. One of the year's most meaningful moments was the intergenerational panel, *Hope is a Public Act: Celebrating Community Service in Madison*, which brought together community leaders, alumni, and partners to reflect on the power of sustained civic engagement and collective responsibility. These events not only honored our past but challenged us to imagine what the next thirty years of community engagement might look like.

While we celebrated our history, we also focused on strengthening our future. This year, we deepened partnerships across campus and the broader community, including expanded collaboration with the UW South Madison Partnership, the Division of Extension, and colleagues working in student success, high-impact practices, and community-engaged scholarship. These relationships continue to expand opportunities for students while strengthening our collective capacity to address complex community challenges.

We also invested in strengthening the infrastructure that supports our work. Under the guidance of Nick Curtis and the Division for Teaching and Learning, we undertook a year-long effort to develop a comprehensive assessment strategy designed to better understand and communicate the impact of our programs and partnerships. This work will help ensure that our decisions remain grounded in evidence, that we continue to learn from our community partners, and that we remain accountable to the students and communities we serve.

Another important area of growth involved supporting faculty and instructors committed to community-engaged teaching and scholarship. Through the development of Morgridge Fellows, Communities of Practice, and Faculty Affiliates initiatives, we have begun creating more intentional pathways for faculty learning, collaboration, and leadership. These efforts reflect our belief that meaningful community engagement flourishes when educators are supported in building reciprocal partnerships and integrating public service into their teaching and research.



Our student-facing programs also continue to evolve. Badger Volunteers launched a new framework—Activate, Elevate, Educate—that more clearly articulates the developmental journey we hope students experience through service. We have also continued to strengthen and expand our mentoring and tutoring initiatives, recognizing the powerful role that sustained relationships play in supporting both student learning and community well-being.

This year also marked our first participation in Day of the Badger. The response from our community was both humbling and inspiring. We exceeded our challenge goal, welcomed 39 donors, raised more than \$9,000, and earned additional support through campus-wide social media challenges. Just as importantly, the experience reminded us that there is tremendous enthusiasm and belief in the work of the Morgridge Center. We have built on that momentum by reactivating our Board of Advisors Fund Development Subcommittee and renewing our commitment to cultivating philanthropic support that will sustain and expand our impact in the years ahead.

At its core, however, the Morgridge Center has never been defined by programs, events, or initiatives alone. It is defined by relationships. The most meaningful lessons I have learned through community engagement have come from working alongside people whose experiences, perspectives, and identities differ from my own. These relationships have taught me humility, expanded my understanding of the world, and reminded me that meaningful change is rarely accomplished alone.

The same is true of the Morgridge Center. Our impact is possible because of the extraordinary students who choose service and engagement as part of their education, the faculty and instructors who bring community-engaged learning into their classrooms, the staff who make this work possible every day, and the community partners who generously share their expertise, wisdom, and trust. We are equally grateful to the university leaders and campus partners whose collaboration strengthens our collective efforts.

As we begin our next chapter, I remain optimistic about what lies ahead. The challenges facing our communities are real, but so too is the capacity of people to come together in service of the common good. The Morgridge Center will continue to foster the relationships, learning experiences, and partnerships that help students become thoughtful citizens, strengthen communities, and advance the Wisconsin Idea.

Thank you for your partnership, your support, and your belief in this work.

With gratitude and in service,

A handwritten signature in black ink, reading "Travis Wright". The signature is fluid and cursive, with the first name "Travis" written in a larger, more prominent script than the last name "Wright".

Travis Wright, Ed.D.
Faculty Director
Morgridge Center for Public Service

MORGRIDGE CENTER STAFF

STAFF TRANSITIONS

Nicole Ramer graduated in May with her PhD in rhetoric and composition. An engaged scholar in her own right, Nicole's dissertation explored the transformative impact of digital cancer support groups on self-advocacy and empowerment. During her time at the Morgridge Center, Nicole supported the community engagement education team, expanding the reach of our workshops, and launched our collaboration with the Writing Center to offer a weekly writing group focused on community-engaged scholarship. Nicole will be heading to the University of Arkansas at Little Rock in the fall for a faculty role in the English department.

Shannon Abolins graduated in May and left her role as the administrative specialist at the center. Shannon was with the center since early in her undergraduate career and worked with the center in a variety of administrative roles all the way through receiving her masters degree this spring. Shannon's hard-work, experience, and so much more will be missed. We wish her well her plans to attend law school in the fall.

HIRING

Emma Gleed joined the center's professional staff team as the inaugural education programs manager. In this role, Emma oversees and supports the Badger Volunteers – Tutoring & Mentoring Program. This includes collaboration with both the United Way of Dane County and the Madison Metropolitan School District in the transition of a direct partnership that will serve select elementary and high school sites for the upcoming academic year and beyond.



Professional Staff

Faculty Director

Travis Wright

Administrative Manager

Mai Nou Her

Educational Programs Manager

Emma Gleed

Administrative Director

Lisa Chambers

Marketing Manager

Xai Xiong

Achievement Connections

Campus Coordinator

Colm Fitzsimmons

**Assistant Director
of Administration**

Dean Ladwig

**Co-Curricular
Program Manager**

Shelby Fosco

Administrative Specialist

Shannon Abolins

**Assistant Director of
Community-Engaged
Scholarship**

Dave Lassen

**Badger Volunteers
Program Manager**

Lara Miller

**Assistant Director of
Civic Engagement**

José Luis Ramirez. Jr

**Community-Engaged
Scholarship Manager**

Cory Sprinkel

Undergraduate and Graduate Student Staff

The Morgridge Center employed over 20 undergraduate and graduate student staff in over 15 different positions in 2025-26.



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

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

Badger Volunteers Team

Caitlin Proffitt
Anna Bussolo
Layla Alabasi
Olivia Jezior
Kristhel Vernaza Sanchez

Community-based Learning Interns

Preet Talwar
Madeline Shields
Milana Bublik

Community-Engaged Storytelling Intern

Sophie Wooldridge

Communications and Marketing Interns

Molly Nichols
Sammie Garrity

Operations Interns

Hailey Shevitz
Rachel Bergstrom
Maya Valere
Abril Parga

IT Operations Interns

Ella Santoro
Hanisah Abdul Alim

Transportation Intern

Chloe Kelm

Fiscal Intern

Reeya Anand

Peer Advisor

Jack Cousineau

Literacy Program Student Intern

Adrian Jauregui

Afterschool Programs Intern

Estrella Garza

Civic Engagement Interns

Charlie Schmit
Mira Halker
Sam Arnold

Student Organization Preparation Intern

Madeline Seuring

UW South Madison Partnership Intern

Dharshita Nellore

Community Engagement Education Interns

Liana Dilauro
Deisy Perez-Cabrera
Angeline Morgado

Community Partner Support Intern

Ashley Sachs

Faculty Directors' Administrative Intern

Heaven Williams

Community-Engaged Scholarship Teaching Assistant

Rosanne Luu

Community Engagement Graduate Assistant

Nicole Ramer

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

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

Brenda González: Director of Community Relations

Devin Guthrie: 2025 Newman Civic Fellow; UW-Madison Undergraduate Student

Jeff Heerhold: Implementation Executive, Epic Systems

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

Alexis London: Executive Director, Bayview Foundation

Karen Menéndez Coller: Executive Director, Centro

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

Christina Olstad: UW-Madison Dean of Students

Mary Rouse: Community Outreach Liaison and Ex officio Board Member

Wren Singer: Executive Associate Vice Provost for Teaching and Learning

JulieAnn Stawicki: Associate Dean of Youth, Families and Health, Division of Extension

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

Linda Vakunta: Deputy Mayor, City of Madison

Laura Whitmore: Operations Manager, Madison School and Community Recreation

INTERNAL PROGRAMS AND INITIATIVES

30-YEAR ANNIVERSARY

This past year, the Morgridge Center proudly celebrated its 30th anniversary, marking three decades of living out the Wisconsin Idea by connecting campus and community through community service, learning, and research. A cornerstone of this milestone was the production of an 80-page commemorative magazine, detailing the center's history of civic impact and featuring stories of foundational community leaders, alumni, staff, and students. The anniversary year kicked-off with an open house celebration on Thursday, Oct. 9 and the high-profile intergenerational panel event, "Hope is a Public Act: Celebrating Community Service in Madison," held on Thursday, Nov. 20 at the UW South Madison Partnership.

This panel brought together diverse voices—including community leaders, one of whom was a past center intern to discuss long-term community change and collective responsibility. Together, these commemorative initiatives not only honored the center's deep legacy of service but reinforced its forward-looking commitment to equity, mutual reciprocity, and enduring campus-community partnerships.

COMPREHENSIVE ASSESSMENT STRATEGY

This past year, the Morgridge Center engaged in a transformative, year-long process to develop a comprehensive assessment strategy under the expert guidance of Nick Curtis, director of assessment within the Division for Teaching and Learning. This strategic initiative focused on creating robust, data-driven frameworks to measure and elevate the impact of the center's diverse community engagement programs and supported community-based learning courses and research. By collaborating closely with Dr. Curtis, staff refined evaluation methodologies to better capture student growth, strengthen institutional accountability, and ensure programs align with the center's mission.

This foundational investment in assessment infrastructure equips the center with the precise insights needed to continually guide programming, services, and support to ensure best community engagement practices are followed and ensure that student learning increases and community capacity is enhanced.

WE BELONG COMMITTEE

The Morgridge Center is committed to fostering a vibrant and inclusive culture. This year the committee co-chaired by Reeya Anand/Caitlin Proffitt and Lisa Chambers and focused on identifying and sharing ways we could help create a place where everyone felt they belonged (community-building activities, promoting opportunities to attend campus events/nonprofit events together, inviting people into the center).

WELLNESS COMMITTEE

The Wellness Committee continued its aim to promote health, balance, and community well-being among professional and student staff at the center with the efforts of professional staff member Lara Miller and student staff members Estrella Garza and Ashley Sachs. The committee brought new experiences capitalized on what went well last year by bringing back Wellness Walks and the now-signature End of the Year Comfort Food Potluck, while also adding new events such as Zumba, Overnight Oats workshop, Trivia and Dip Nights, and Puppy Love with Hoagie. A Teams Channel and bulletin board in the center continue to share wellness messages and resources as well.

SUSTAINABILITY

During the 2025-26 academic year the Morgridge Center Green Team under the direction of staff leads, Emma Gleed and Dean Ladwig, with the assistance of a great team, continued to carry on the work done in previous years. The team continued to carry on the commitment of the Morgridge Center to operate in a sustainable way and educate ourselves and others about living sustainably in both the workplace and at home. We continued our collaboration with the folx in the UW-Madison Office of Sustainability maintaining our platinum level office certification, which is the highest level attainable.

We planned regular “fun facts” sharing in our Teams channel, sustainability challenges throughout the year, and Green Team outings that included Devil's Lake State Park. We continue to plan many similar events as well as some new events in 2026-27.

PROGRAMMING BOARD

Our second year of the formalized Morgridge Center Programming Board was a resounding success. Under the guidance of professional staff member Lara Miller, the board coordinated 53 events designed to deepen civic engagement and build community.

Highlights include:

- **New Community Walking Tours:** Explored the Capitol, Regent Street, and Williamson Street neighborhoods
- **One-Time Volunteer Activation Events:** Partnered with Allen Centennial Garden, United Way, Madison College, and Madison Birthday Boost
- **Experiential Workshops with Campus Partners:** Collaborated with People's Farm, SoHE, NAMI, and AFSP
- **Reflective Discussions:** Tackled critical issues like civic identity, affordable housing, active listening, suicide prevention, educational inequities, and community engagement reflection
- **Community Building:** Continued the successful Who's Your Neighbor? Event, bringing students and community leaders together for a meal and reflective conversation about community

PROGRAMMING BOARD EDUCATION SESSIONS

Please see [APPENDIX B2](#) for a full listing of education sessions.

To maximize efficiency, we fine-tuned our meeting schedule and created specialized committee teams within the board structure. This division of labor streamlined event planning and fostered deeper collaboration without overwhelming our student leaders. These structural improvements provide a strong foundation to expand our campus footprint, welcome new students, and deepen our vital community partnerships moving forward.

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 includes 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

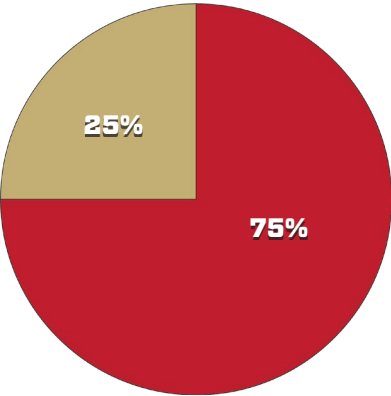
ENDOWMENT

At the end of FY26, the Morgridge Center endowment book value stands at \$13.1 million. A portion of the interest from the endowment provided \$782,854 towards expenses – covering 44% of anticipated expenditures.

BUDGET STATUS

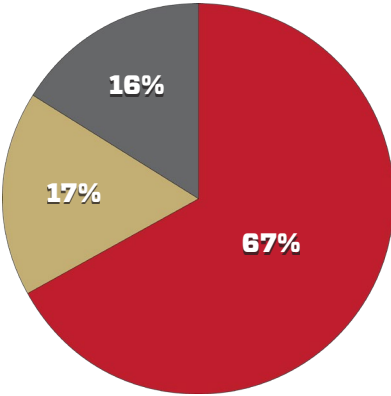
The Morgridge Center's income is on target with projections, and expenditures are projected to be under budget. Total budgeted expenditures amounted to \$1,781,790. The graphs below depict the expense breakdown of our two primary accounts. Final expenditure numbers will be available in late summer 2026.

101 BREAKDOWN



- Salaries: \$551,236
- Service and Supplies: \$188,934

233 BREAKDOWN



- Salaries: \$567,834
- Service and Supplies: \$142,027
- Fringes: \$135,409

DEVELOPMENT

The Morgridge Center continued to elevate its commitment and efforts related to communicating compelling giving opportunities and seeking private support. Regular communication with the Morgridge Center's family (past student participants, donors, staff, and friends) was systematized. Communication included sharing news stories highlighting the impact of the Morgridge Center's work. Development efforts resumed, refreshing some of our processes.

GIFTS AND GRANTS

2025-26 gifts and grants totaled \$39,965. The Morgridge Center is deeply appreciative of the support we received from corporate and community sponsors, campus sponsors, and individual donors. While our endowment covered over a third of current operating costs, these additional gifts and grants were crucial for our operation.

See [page 14](#) for the full breakdown of 2025-26 gifts and grants.

FUNDRAISING INITIATIVES

The Morgridge Center proudly participated in its first-ever Day of the Badger, UW-Madison's premier annual giving campaign. During the dynamic 1,848-minute (30.8-hour) digital event spanning April 13-14, the center experienced an overwhelming wave of generosity from its network. Showing early momentum, the center reached its challenge goal of 30 donors in just over 12 hours on the first day. This fast start set the stage for total success, resulting in 40 total donors and a total of \$10,430 raised.

The center's visibility was further amplified across campus by winning two of the university's official social media challenges, which unlocked crucial bonus funding. These vital resources will ensure that more Badgers can serve in Madison, across the state, and around the globe.

BOARD OF ADVISOR FUND DEVELOPMENT SUBCOMMITTEE

We resurrected the fundraising subcommittee comprised of three members of our Board of Advisors who will meet quarterly to help advise us on fundraising strategies for the year. Two of these members personally donated the seed funds for our Day of the Badger Challenge, which inspired others to donate. This allowed us to meet our 30-donor challenge, for which we are incredibly grateful.

OUR VISION FOR THE FUTURE

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

In the coming year, we will collaborate closely with the UW Foundation, alumni, and partners to develop a comprehensive fundraising strategy. Below are key development priorities identified for 2026-27:

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

Roughly 75% of the current Morgridge Center volunteer placements involve tutoring and mentoring youth in the Madison area, reflecting both the strong interest of UW students and the urgent need among community partners.

With many local organizations experiencing reduced federal and philanthropic support, Morgridge Center is committed to scaling up its mentoring and tutoring initiatives.

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

2. Broadening Our Reach to Serve Communities Across Wisconsin

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

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

3. Nurturing Civic Identity, Engagement, and Connection

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

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

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

4. Supporting Engaged Scholarship and Faculty Outreach

We seek to promote a campus culture that values and rewards public scholarship. With targeted funding, the Morgridge Center aims to offer annual grants that support faculty in conducting community-engaged research and integrating community-based learning into their teaching. These grants will encourage rigorous, collaborative projects that address defined community needs in Wisconsin, modeled after the Baldwin Wisconsin Idea Endowment – but with a distinct focus on research and scholarship. Supporting faculty in this way reinforces the university's public mission and expands the impact of academic expertise beyond the boundaries of campus.

This is just a sampling of our dreams and ambitions.

2025-26 GIFTS AND GRANTS

CORPORATIONS, BUSINESSES, FOUNDATIONS AND COMMUNITY ORGANIZATIONS

DONOR	DESIGNATION	AMOUNT
American Family Insurance Group	Wisconsin Idea Undergraduate Fellowships	\$15,000.00
Evjue Foundation	Badger Volunteers	\$15,000.00
Individuals		\$9,965.00
TOTAL		\$39,965.00

COMMUNICATIONS AND MARKETING

Focusing on our three main audiences – students, faculty and staff, and community members – the Morgridge Center executed a comprehensive digital and social strategy in 2025-26. Below are some of the highlights (2025-26 figures July-June).

PODCAST

GridgeFridge saw a steady production with one to two episodes produced a month from September to May. This year we produced three long-form narrative episodes focused on the history and hauntings of UW-Madison, the intersection between housing, health, and life in Madison, and combating food insecurity with Rooted. The episode produced this year with the most plays was *"Leading Community: A Morgridge Center Student Leader Reflection."*

GridgeFridge	2025-26 Total
Episodes Produced	8
Plays and Downloads*	681
Audience*	463
Consumed Time	34h58m
Avg Consumed Time	28m12s
Followers	51

*Plays and Downloads: The number of times any episode was listened to for at least 30 seconds.

*Audience: The number of distinct people who played or downloaded at least one episode.

INSTAGRAM

Between 2024-25 and 2025-26, there was a 120% increase in impressions. Reels and videos averaged 203 seconds watch time. In collaboration with UW-Madison, the Morgridge Center reel, "A Wiscard is not a voter ID" on March 11, reached a record-high 19,000+ views.

@morgridgecenter	2025-26 Total
Followers	2,324
Reach	165,721
Impressions	342,252
Content Interaction	7,030
Profile Activity	1,760
Follows from Posts	68

MORGRIDGE MAIL WEEKLY NEWSLETTER

The Morgridge Mail digital newsletter went out Mondays in 2025-26 and remained a very successful tool for informing students about our programming as well as community and campus partner opportunities.

Morgridge Mail saw the most clickthroughs in August with 207. The Badger Volunteers registration announcement sent in August and September saw the highest click-to-open rate with 13.04% and 10.29%. The number of subscribers increased by 5.2% from the previous year. The average open and click-to-open rate increased by an average of 1.5%

morgridgecenter	2025-26 Total
Subscribers	8,765
Total Sends	236,991
Total Opens	63,320
Total Clickthrough	3,993
Avg. Open Rate	1.71%
Avg. Click-to-Open	7.01%

GRIDGEFRIDGE PODCAST

This year we kicked off the sixth 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 three long-form narrative episodes focused on the history and hauntings of UW-Madison, the intersection between housing, health, and life in Madison, and combating food insecurity with Rooted. We also produced eight 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.

This year we used Eloqua to send out invitations and email reminders to our 30-Year Celebration event, Day of the Badger, and the Carnegie Classification Celebration. This is our fourth year using Eloqua.

ORIGINAL CONTENT

Forty stories were published to morgridge.wisc.edu in 2025-26, 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 included:

- “A Scholar, a Diagnosis, and the Communities That Changed Her Work and Life”
- “Bridging Intergenerational Divides in Plymouth”
- “Bolstering Innovative Engagement: Student Journalists get Hyperlocal”

MEDIA MENTIONS AND PUBLICITY

The Morgridge Center garnered 16 unique media mentions in 2025-26. The Morgridge Center received mentions in the following outlets:

Cap Times	Madison College's The Clarion	The American Bazaar
Channel 3000	Madison Commons	Spectrum News
Isthmus	NBC 15 News	UW News

SERVICE INSIDE THE CLASSROOM

2025-26 COMMUNITY-BASED LEARNING COURSE HIGHLIGHTS

3,332	132	86,218	See APPENDIX C for a full listing of community-based learning courses offered in 2025-26.
TOTAL CBL STUDENTS	CLASSES TAUGHT	TOTAL HOURS	

NUMBER OF CBL COURSES EACH SEMESTER

Summer 2025: **8**
Fall 2025: **69**
Spring 2026: **55**
Total Courses: **132**

NEW 2025-26 COMMUNITY-BASED LEARNING COURSES

- Civil Society and Community Studies 345: Evaluation and Planning for Community and Nonprofit Organizations
- Instructor: Jennifer Gaddis
 - Community Partner: Madison Metropolitan School District
- Educational Policy 580: Participatory & Community-based Research and Evaluation
- Instructor: Naomie Mae
 - Community Partner: UniverCity Alliance, Rocky Knoll Health Care Center
- Forest and Wildlife Ecology 550: Forest Ecology
- Instructor: George Meindl
 - Community Partner: UW-Madison Arboretum
- Environmental Studies 812: Sustainability Capstone
- Instructor: Kim Wahl
 - Community Partner: UniverCity Alliance partners

DEPARTMENTS WITH MOST CBL COURSES

1. Rehabilitation Psychology and Special Education
2. Kinesiology
3. Social Work
4. Department of Planning and Landscape Architecture
5. Civil Society and Community Studies

COMMUNITY-BASED LEARNING INTERN SUPPORT

Our team of three CBL interns supported a total of 15 courses this year. They worked with instructors to liaise with community partners and orient students to community engagement, as well as facilitate reflections to support students in developing deeper understandings of their engagement.

WISCONSIN IDEA CONFERENCE 2026

The Morgridge Center for Public Service hosted its fourth Wisconsin Idea Conference on Monday, March 2.

Three hundred and three community members, students, faculty, and staff attended the conference. Breakout and poster sessions included work from across the state, representing over 60 projects presented by more than 160 practitioners, researchers, and students.

The conference featured a keynote conversation with YWCA Madison CEO Gerry Paredes Vásquez and Civil Society & Community Studies Associate Professor Carolina Sarmiento. The conversation between Vásquez and Sarmiento highlighted their experiences in developing community-university partnerships.

COMMUNITY-UNIVERSITY PARTNERSHIP AWARDS

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

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

See **APPENDIX G** for a description of the 2026 CUPA winners.



Conference Presenters

119 presenters attended

28 student posters

33 research and project presentations

75 campus units and community organizations represented

Conference Planning Committee

34 members

27 campus units and community organizations represented



2025-26 Morgridge Fellows

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

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

See **APPENDIX F** for full bios of the 2025-26 Morgridge Fellows.

Andrea Noll

*Researcher I
Bolling Research Group in the
Department of Food Science*

Hannah Jeanette Laufenberg

*Doctoral Student
Sensory Motor Integration Lab*

Andrene Wright-Johnson

*Assistant Professor
Department of African
American Studies*

Jessica Lee Stovall

*Assistant Professor
Department of African
American Studies*

Cathryn Herlihey

*Farm to Institution Specialist
Division of Extension's
Community Food Systems
Program*

Jina Chun

*Assistant Professor
Department of Rehabilitation
Psychology and Special
Education*

Chandni Anandha Krishnan

*Doctoral Student
School of Human Ecology*

Kirk Sides

*Assistant Professor
Department of English*

Emily Azevedo-Casey

*Doctoral Student
Nelson Institute for
Environmental Studies*

Makamae Sniffen

*Doctoral Student
Department of History and
Educational Policy Studies*

Esther Kang

*Assistant Professor
Design Studies and
Department of Civil Society
and Community Studies*

Naman Gupta

*Doctoral Student
Computer Science*

Eve Pujol

*Teaching Faculty
Department of Spanish and
Portuguese*

Nicole Ramer

*Doctoral Student
Department of English*

Hadley Rahrig

*Postdoctoral Trainee
Center for Healthy Minds*

Srijan Pandey

*Doctoral Student
The Information School*

Troy Yilmaz

*Multimedia Producer
Center for Integrated
Agricultural Systems*

COMMUNITY-BASED LEARNING AND RESEARCH GRANTS

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

FUNDING FOR COMMUNITY-ENGAGED SCHOLARSHIP

Collectively awarded: \$35,924.92 to five community-based learning (CBL) grants + three community-based research (CBR) projects.

FIVE CBL GRANTS TOTALING: \$21,474.92

Instructor	Department	Course Name	Community Partner	Project Location
Taylor Dickson, PhD Candidate	English	Intermediate Composition	Mask Bloc 608, Clean Air 608, and Communication Madison	Madison, WI
Jennifer Gaddis, Associate Professor	Civil Society and Community Studies	Evaluation and Planning for Community and Nonprofit Organizations	Madison Metropolitan School District (MMSD) Department of Food and Nutrition	Madison, WI
Esther Kang, Assistant Professor	Design Studies	Civic Design: Systems Thinking and Service Design	Local Nonpartisan Public Service Entity	Madison, WI
Beth Tellman, Assistant Professor	Nelson Institute	Flood Exposure, Vulnerability, and Adaptation	TBD, will invite organizations to apply	Madison, WI
Zoua Vang, Professor	Civil Society and Community Studies	Design & Write Grants	Findley Foundation/Findley Medical Clinic (Milwaukee, WI), Franklin Lake Improvement Association (Madison, WI), Indianhead Community Action Agency (Ladysmith, WI), Public Health Madison and Dane County (Madison, WI), and Sun Prairie Civic Theatre (Sun Prairie, WI).	Madison, WI

THREE CBR GRANTS TOTALING: \$14,450

Instructor	Department	Course Name	Community Partner	Project Location
Matt Anderson, Associate Professor	Genetics	Defining the bounds of soil and microbiological impact by landspreading practices	Lac du Flambeau Tribal Natural Resources Department	Lac du Flambeau Reservation
Jina Chun, Assistant Professor	Rehabilitation Psychology and Special Education	From Advocacy to Employment: Centering Autistic Voices in Workplace Experiences Through Participatory Visual Research	Feist Vocational Counseling and Placement, LLC	Primary activities will take place at Feist Vocational Counseling and Placement, with secondary locations including the Disability Cultural Center for dissemination activities and various community venues for exhibitions. Photography will occur in participants' natural employment and community environments.
Jamie Koenig, PhD Candidate	Social Work	Navigating Supplemental Security Income (SSI), Medicaid, and the Public Benefit System for Adults with Intellectual and Developmental Disabilities	Disability Rights Wisconsin; Aging and Disability Resource Center of Trempealeau County	Online and in Wisconsin

COMMUNITY-ENGAGED SCHOLARSHIP

This year we added a new intern position, the community-engaged scholarship storytelling intern. The goal of the role was to allocate more resources to demonstrating the impact of community-engaged scholarship through storytelling tools.

In the inaugural year of this position, we put out a handful of stories highlighting the great partnerships and impactful learning experiences resulting from community-engaged scholarship.

A few highlights are included:

Podcast: "Combatting Food Insecurity: Local Organizations Rooted & Slowfood UW's Commitment to Community-led Food Systems"

Photo Story: "Community-University Mixer: Promoting Caring and Collaborative Communities"

Video: "The Impacts of Community-based Learning"

Article: "Bridging Intergenerational Divides in Plymouth"



During a visit to Sheboygan County, Professor Doug McLeod and his Journalism 445 class pose in front of Sheboygan's "Malibu of the Midwest" sign.



Education Policy 580 students and Dr. Naomi Mae pose together outside Rocky Knoll, a Sheboygan County-run facility serving people in short-term rehabilitation and long-term care.



Community-University mixer attendees circulated to stations in three separate rounds that each built on the previous.

GRADUATE COMMUNITY-ENGAGED SCHOLARSHIP WRITING GROUP

In spring 2026 we collaborated with the UW Writing Center to launch a weekly writing group focused on community-engaged scholarship.

The group provided space for emerging community-engaged scholars to build their own scholarly community and get support for their community-engaged approaches, while also learning about considerations and possibilities related to writing about community-engaged projects.

We'll be continuing the writing group next academic year.

COMMUNITY ENGAGEMENT EDUCATION

TOTAL PARTICIPANTS: 1,308 Participants

NUMBER OF WORKSHOPS: 49 Workshops

DEPARTMENTS WE WORKED WITH:

- Wisconsin Experience Summer Launch program
- Nelson Institute for Environmental Science
- Cross College Advising Service and Career Exploration Center
- Badger Volunteers – Tutoring and Mentoring
- Nutritional Sciences
- English Department
- Scholars in Education
- Department of Counseling Psychology, School of Education
- Occupational Therapy
- School of Human Ecology
- UW Hillel
- National Student Speech Language Hearing Association – Communication Sciences and Disorders
- Fraternity & Sorority Life
- WISCIENCE
- Student Leadership Program
- Mercile J. Lee Scholars Program
- University Housing
- Civil Society and Community Studies
- UW Posse Program

WORKSHOPS FACILITATED:

Place-based Engagement Workshops

- *Mapping Teejop: Indigenous Histories*
- *Haunts and Histories: UW Ghost Walk*
- *Connecting Campus and Community: Utilizing Morgridge Center Workshops in English 100*

Asset-based & Civic Literacy Activities

- *Asset-based Mapping*
- *Mapping What Matters: Writing with and for Local Communities*
- *Sustainability in Community Work*

Community Engagement & Ethical Practice

- *Introduction to Community Engagement*
- *Pathways to Service Workshop*
- *Getting out of Your Comfort Zone: Engaging Mindfully & Reflectively*

Professional and Academic Partnerships (Workshops for WISCIENCE, Advising Services, Fraternity & Sorority Life)

- *Community Engagement, the University, and Advising*
- *Working with Organizations*

NEW PARTNERSHIP AND WORKSHOP HIGHLIGHT

As part of English 100's shift toward a more place-based and campus-centered curriculum, thousands of first-year students across the university were introduced to questions surrounding community engagement and the Wisconsin Idea through one of UW–Madison's largest general education courses. To help support this curricular initiative, the CEE team collaborated with English 100 instructors and the English 100 admin team to develop and facilitate workshops that helped students understand what the Wisconsin Idea means in practice, what community-engaged work can look like, and how they can begin participating in it during their time at UW–Madison. These workshops helped students connect course themes to real-world opportunities by highlighting student organizations, volunteer programs, community partnerships, and local assets that shape civic life in Madison. And they encouraged students to see themselves as active participants in the university and broader community, while also helping them better understand the values of reciprocity, public service, and collaboration embedded within the Wisconsin Idea.

CO-CURRICULAR SERVICE OUTSIDE THE CLASSROOM

OVERVIEW

This year marked continued program growth, a rebranding effort, and celebration of our center's 30-year anniversary.

We kicked off the academic year during Wisconsin Welcome by offering staples such as the Public Service Fair, one-time service events, and a center-wide recruitment event. Our student leaders got the word out by tabling at a variety of resource fairs, including our center's continued sponsorship and presence at the Student Organization Fair.



Students seeking to elevate their engagement commitment in a sustained manner took part in our original Badger Volunteers program, in its second year with the expanded thematic areas:

- Isolation intervention & companionship
- Community education and afterschool programming
- Food & resource security
- Awareness raising and affinity spaces
- Urban farming and community gardening

ADDITION OF WEEKEND VOLUNTEER OPPORTUNITIES

Based on feedback from busy students and community partners operating outside standard business hours, Badger Volunteers expanded its impact by introducing weekend volunteer opportunities. These new Saturday and Sunday opportunities allow students with heavy weekday course loads to engage meaningfully with the Madison community while ensuring consistent support for community partners who operate on the weekends.



Students seeking out school-site based opportunities took part in Badger Volunteers – Tutoring & Mentoring. This program focused on fostering deeper, more consistent mentor/tutor engagement over the course of a semester or academic year.

This past year we added two new partnerships. One with the Jamarek Afterschool Steam program, which serves youth in the Sun Prairie Area School District. As well as an additional partnership with La Follette High School to provide classroom support. UW-Madison students took part as either volunteer or work study mentors/tutors.

For all center-affiliated programs, students were provided with transportation support to their community engagement sites that are more than a 35-minute bus ride away from campus.

HIGHLIGHTS

Education Programs Manager: We welcomed Emma Gleed to the professional staff team as the inaugural education programs manager. In this role, Emma oversaw and supported the Badger Volunteers – Tutoring & Mentoring program. This included collaboration with both the United Way of Dane County and the Madison Metropolitan School District in the transition to a direct partnership that will serve select elementary and high school sites for the upcoming academic year and beyond.



BadgersEngage: We experienced our second full year of conducting Badger Volunteers registration completely on the GivePulse platform. This included an expanded use by a handful of Badger Volunteers – Tutoring & Mentoring partners. We continue to acknowledge the benefits of having a more intuitive, centralized platform to support recruitment and registration efforts.

Badger Volunteers Rebrand: As the Badger Volunteers program has grown over the years, so too has the scope and nature of the co-curricular programming portfolio. To leverage the association that our students have with 18 years of Badger Volunteers, we rebranded our three co-curricular areas/programs as Badger Volunteers.

Our team gathered feedback and suggestions from our professional and student staff and decided on the following to sort and highlight the varying community engagement commitment levels:

Badger Volunteers Activate

- One-time and infrequent service and civic engagement opportunities. A low-commitment way for students to engage in service.

Badger Volunteers Elevate

- The traditional 11-week model where students commit to a one to four hour weekly volunteer shift.

Badger Volunteers Educate

- School-site based mentoring and tutoring opportunities for the duration of a semester and/or academic year. Volunteer and work study opportunities are available.

We anticipate acclimating our students, community, and campus partners this upcoming year with the new program names. Read more about the transition and rebrand [here](#).

‘Being Part of Something Bigger Than You’ with Badger Volunteers: On Friday, April 24, UW-Madison released its full-length feature story on the Badger Volunteers program. The story featured multiple Badger Volunteers, including our student intern Caitlin Proffitt, and their commitment to their volunteer sites and the Madison community. Read the full story [here](#).

BADGER VOLUNTEERS

BADGER VOLUNTEERS 2025-26 NUMBERS

	OPPORTUNITIES TO CHOOSE FROM	TOTAL VOLUNTEERS	HOURS SERVED
SUMMER 2025			
Sustainability	17	18	243
Public Health	30	35	570
Education	26	41	469
TOTAL	73	94	1282
FALL 2025			
Awareness Raising & Affinity Spaces	9	18	248
Community Education & Afterschool Programming	61	109	1585
Companionship & Isolation Intervention	24	58	955
Food & Resource Security	30	66	1019
Urban Farming & Community Gardening	13	27	594
TOTAL	137	278	4401
SPRING 2026			
Awareness Raising & Affinity Spaces	7	18	310
Community Education & Afterschool Programming	54	137	2116
Companionship & Isolation Intervention	14	41	709
Food & Resource Security	37	92	2267
Urban Farming & Community Gardening	12	35	802
TOTAL	124	323	6204
2025-26 TOTAL	334	685	11,887

BADGER VOLUNTEERS COMMUNITY PARTNERS AND SITES

Please see [**APPENDIX B**](#) for full listing of
Badger Volunteers community partners.

PROGRAMMING BOARD EDUCATION SESSIONS

Please see [**APPENDIX B2**](#) for a full listing
of education sessions.

BADGER VOLUNTEERS – TUTORING AND MENTORING

The Badger Volunteers – Tutoring & Mentoring recruited UW-Madison students to serve as mentors/tutors for elementary, middle, high school aged youth, and adults. This past year we partnered with the following agencies and programs:

- Big Brothers Big Sisters of Dane County
- Jamarek Afterschool STEAM Program
- United Way of Dane County's Achievement Connections Program
- United Way of Dane County's Schools of Hope Program
- Urban League of Greater Madison's Middle Schools of Hope Program
- Madison School and Community Recreation (MSCR)
- Madison Education Partnership (Fall)
- Monona Grove High School Tutoring Program
- John Muir Elementary School Classroom Support
- La Follette High School Classroom Support
- Goodman Center's *START Literacy Initiative
- Literacy Network
- Madison Metropolitan School District (MMSD)
- UW-Madison's Work-Study Office

During the 2025-26 academic year, 93 UW-Madison students took part as either volunteer or work-study mentors/tutors.

We had a variety of opportunities for our students to engage in. Some programs facilitated 1:1 mentor relationships, while others hosted volunteers to provide general in-classroom or afterschool programming support.

One area of continued growth has been supporting K-12 youth with literacy and/or math through our partnerships with youth focused community-based organizations: United Way of Dane County's Schools of Hope and Achievement Connections; Urban League's Middle Schools of Hope; and the Jamarek Afterschool STEAM Program.

This includes increased participation by our community partners in the use of work-study eligible students as tutors. Our relationship with the United Way of Dane County's Achievement Connections program has been in place for the last 12 years which includes hosting an AmeriCorps member to serve as the Achievement Connections AmeriCorps Campus Recruiter.

CO-CURRICULAR EVENTS AND PROGRAMS

CIVIC EDUCATION

This academic year was focused on expanding the definition of civic engagement beyond voting. Over 60 students participated in educational tours of the capitol building, and 24 students went on a walking tour of the Dane County Farmers Market to learn about food systems, local growers, and how the farmers market works with SNAP and EBT to ensure families have access to farm fresh produce and goods.

Students also engaged in workshops where they were encouraged to explore their civic potential by creating their civic profile. Civic profiles are developed by taking an interactive quiz that measures civic values, knowledge, and engagement. From there students are encouraged to find opportunities for connection, growth, and exploration to build their civic profile.



BLOOD DRIVE RESULTS

- Thirty units of blood
- One Power Red donor, resulting in two units
- Four new donors
- Thirty-eight people in total showed up to give
- Three donors whose blood supports our essential Sickle Cell or Hispanic/Latino Initiatives

PEER ADVISING

The peer advisor provided individual students and campus groups with one-on-one advising support to engage with the Madison off-campus community. In 2025-26, the peer advisor scheduled 35 appointments, helping students connect to local community organizations.

STUDENT ORGANIZATION PARTNERSHIP PROGRAM (SOPP)

The Student Organization Partnership Program (SOPP) at UW-Madison supports Registered Student Organizations (RSOs) and community partners to support 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 past academic year, SOPP supported 14 registered student organizations.

PUBLIC SERVICE FAIRS

The Public Service Fair hosted 75 nonprofit organizations to connect with over 240 students. Students had the opportunity to connect with organizations about volunteer opportunities, work study offerings, and other ways to get involved.

IMPACT CONFERENCE

The National IMPACT Conference took place at the University of Cincinnati this past February. The Morgridge Center covered the cost for our attendees.

Four undergraduates including our Achievement Connections AmeriCorps Campus Recruiter, Colm Fitzsimmons, 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. Kristhel Vernaza Sanchez presented "What Youth-Led Movements Teach Us About Civic Engagement in Adverse Environments" while Mira Halker and Charlie Schmit presented on "Civic Engagement". This conference serves as a professional development opportunity and vehicle to showcase the work of our student leaders with colleagues in the field.



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 the community-engaged scholarship teaching assistant, who is supervised by the assistant director of 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.

Nine new projects for 2026-27 were announced in spring 2026. A full listing of those projects can also be found in **APPENDIX E**.



2026-27 WISCONSIN IDEA FELLOWS SELECTED

Aayana Roy
Angeline Morgado
Grace Onesime Zongo
Jess Randall
Katherine Mastorides
Keyla Pillacela
Kristhel Vernaza Sanchez
Leela Hart
Micah Sagers
Payton Eilers
Riley Erben
Shane Funmaker

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

MORGRIDGE CENTER AWARDS

ENGAGED ALUMNI

Laura Livingston

During her time at the Morgridge Center, Laura served as the community engagement graduate assistant, supporting data management, coordinating the AGES network, and mentoring Wisconsin Idea Fellowship students. She strengthened WIF and AGES programming, enhanced marketing processes, and created sustainable systems such as surveys, task calendars, and Canvas training tools. She co-taught counseling psychology 601, helping graduate students integrate community-engaged scholarship into dissertations and grant proposals while collaboratively managing course logistics, grading, and feedback systems.

Laura is now a faculty member at Chatham University where she partners with Pittsburgh-area farmers on community-driven food systems work. She supports grant writing, facilitates communities of practice, teaches community-based research, and leverages university resources—including a campus farm—to strengthen regional agricultural initiatives.

EXCELLENCE IN ENGAGED SCHOLARSHIP GRADUATE STUDENTS

Emily Nott

Emily is an exceptional community-engaged scholar whose project, *Crip Wisdoms: A Feminist Disability Studies Coloring Book*, exemplifies creative, justice-oriented collaboration. Originating as a course assignment, Emily expanded it into a fully accessible publication, partnering with fellow scholar Miso Kwak to create image descriptions and a tactile Braille edition with Clovernook Center for the Blind. She ensured free public access, donated proceeds to the Disability Visibility Project, and organized an accessible community release event with *A Room of One's Own*, the City of Madison Department of Civil Rights, Dane County Food Collective, and Disability Pride Madison.

Her work consistently inspires broad community engagement and lasting cross-organizational connections. Their nominator commented: "I have been working at UW-Madison for 8 years and Emily Nott is hands down one of my most memorable students."

FRED RISSE EXCELLENCE IN ENGAGED UNDERGRADUATE STUDENT

Devin Guthrie

Devin has actively contributed to multiple organizations' executive boards to uplift marginalized communities through mentorship opportunities for



2025-26

AWARD RECIPIENTS

Engaged Alumni Award

Laura Livingston

Excellence in Engaged Scholarship Graduate Student

Emily Nott

Fred Risser Excellence in Engaged Undergraduate Student

Devin Guthrie

Louis Korenman Badger Volunteers

Nathan Sever

Student Activism

Devin Guthrie

aspiring scientists and fostering dialogue on equitable outdoor access. Their public service also includes statewide science communication teaching thousands to engage with the cosmos. Devin has inspired peers to lead events, share their expertise, and collaborate across disciplines. Devin's journey—from an introverted first-year student to a partnership-driven civic leader—inspires peers and expands community engagement across disciplines.

LOUIS KORENMAN BADGER VOLUNTEERS

Nathan Sever

Volunteerism has always been among Nathan's most deeply held values. When Nathan arrived on campus as a freshman, he immediately found Badger Volunteers as a great way to continue his commitment to service, now benefiting his new community of Madison.

From tutoring at West High School to supporting St. Vincent de Paul's drive-through food pantry to engaging with adults with disabilities at Neighborhood House to reading with afterschool students at Lighthouse Christian School, Nathan has now spent all six of his semesters on campus bringing his enthusiasm and humility to the wider Madison community in an authentic, supportive way. Each time he volunteers, he seeks to bring the best version of himself, as he is representing himself, Badger Volunteers, and UW-Madison.

STUDENT ACTIVISM

Devin Guthrie

Devin has shown outstanding leadership in advancing environmental justice and inclusion across UW-Madison. As president of We Outside, Devin created more than 20 opportunities for BIPOC students to connect with nature and represented the organization in community dialogues about access to outdoor spaces.

Devin's impact also includes co-leading SEEDS, coordinating events that support diverse students in ecological research, and fostering belonging as vice president of the Multiracial Student Union. Through the Community Environmental Scholars Program, Devin applied community-engaged training to highlight environmental disparities in Madison and expand participation in environmental initiatives.

Through creativity, collaboration, and a growing emphasis on eco-futurism, Devin is shaping a more inclusive and imaginative environmental future.

APPENDIX A: STUDENT STAFF

DIRECTOR'S ADMINISTRATIVE INTERNS

The directors' administrative interns (2) assisted the faculty director and the administrative director of the Morgridge Center with administrative aspects of their respective roles.

AFTERSCHOOL PROGRAMS INTERN

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

BADGER VOLUNTEERS INTERNS

The Badger Volunteers interns (5) assisted with the administration of the Badger Volunteers program, including program management, marketing, and recruitment of Badger Volunteers. Other responsibilities included tracking program data, planning and implementing engagement sessions as members of the Morgridge Center Programming Board, and assisting with orientations and reflection sessions for all Badger Volunteers.

CIVIC ENGAGEMENT INTERNS

The civic engagement interns (3) helped amplify civic education, information, and opportunities.

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-ENGAGED STORYTELLING INTERN

The goal of this newly added role was to allocate more resources to demonstrating the impact of community-engaged scholarship through storytelling tools. The intern helped produce a handful of stories highlighting the great partnerships and impactful learning experiences resulting from community-engaged scholarship.

COMMUNITY ENGAGEMENT EDUCATION INTERNS

The community engagement education interns (3) played an integral role in ensuring UW student and staff readiness for community engagement.

COMMUNITY ENGAGEMENT GRADUATE ASSISTANT

This community engagement graduate assistant was central to supporting our community engagement education workshops and facilitation team. The graduate assistant reached out to campus partners to solicit interview requests and worked with requesters to tailor workshops to specific disciplines and audiences.

COMMUNITY-ENGAGED SCHOLARSHIP TEACHING ASSISTANT

The community-engaged scholarship teaching assistant supported the 2-credit course, Counseling Psychology 601: Best Practices in Community-Engaged Scholarship, and the growing community-engaged scholarship portfolio. This included supporting the administration of the Wisconsin Idea Fellowship and other Morgridge Center workshops and events.

FISCAL INTERN

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

LITERACY PROGRAMS INTERN

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

MARKETING AND COMMUNICATIONS INTERNS

The marketing and communications intern (2) supported the marketing manager in coordinating branding, promotion, and communications. The interns oversaw weekly Morgridge Mail distribution to over 8,000 students, assisted with website maintenance, produced, and published featured stories and continued with the sixth season of GridgeFridge. The interns also assisted the marketing manager in handling the Morgridge Center social media accounts.

OPERATIONS INTERNS

The operation interns (2) greeted visitors at the front desk, assisted professional staff members with projects, and provided general administrative support. The 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 and served as a main point of contact for students interested in volunteering and building relationships with other campus units. 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 INTERN

The intern coordinated all functions connected to the Morgridge Center's Student Organization Partnership Program (SOPP), which prepares students to do meaningful, responsible, and respectful community engagement in service-minded student organizations.

TRANSPORTATION INTERN

The transportation intern played a major role in helping students make informed choices about how they go to their community partner sites. Specifically, the intern assisted Badger Volunteers and community-based learning students on getting set up with transportation options. The intern also helped maintain resources related to transportation, processed the registration of transportation options users, tracked usage data, and provided administrative support to the Transportation Options Program.

UW SOUTH MADISON PARTNERSHIP INTERN

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

APPENDIX A2: CLASS OF 2025-26 STUDENT STAFF

ABRIL PARGA

Majors: Marketing and Real Estate, and Urban Land Economics

Certificate: Consulting

Position: Operations Intern

"I have gotten the chance to meet amazing people, both interns and pro staff were always so kind and they made me enjoy going into work. I especially enjoyed the front desk shifts because I got the chance to catch up with everyone and greet everyone who came in asking about the center."

ADRIAN JAUREGUI

Major: Consumer Behavior & Marketplace Studies

Position: Literacy Programs Student Intern

"In my three years at the center, I have been able to teach but more importantly, I have been able to learn. In my role, I've learned and opened my mind on community, the importance & impact of giving back, and just how crucial an equitable education is for all students. The work continues! Personally, the Morgridge Center pro staff have seen me grow up throughout my time at UW & have always supported everything I do. I am so grateful to have been able to experience such an amazing place with even better people."

DEISY PEREZ-CABRERA

Major: Chicanx/e & Latinx/e Studies

Certificates: Criminal Justice and Gender & Women Studies

Position: Community Engagement Education Intern

"I'm thankful for all the people I met on campus along with the Morgridge Center, since they have taught me the importance about not being afraid of taking on opportunities and experiences that create a sense of courage and self growth."

DHARSHITA NELLORE

Major: Biology

Certificates: Environmental Studies and Biocore

Position: UW South Madison Partnership Intern

"All the people I met during my time at Morgridge have been amazing as they helped create a super supportive atmosphere and allowed me to expand on the skills I had while also cultivating new ones."

ESTRELLA GARZA

Majors: Elementary Education and Educational Policy Studies

Certificates: Early Childhood Education and English as a Second Language

Position: Afterschool Programs Intern

"My time at UW-Madison and Morgridge Center has been life-changing both personally and professionally. As a first-generation college student, UW-Madison provided me with opportunities to grow as a learner and educator. These experiences shaped my passion for creating inclusive classrooms and strengthened my dedication to supporting multilingual learners. As I reflect on my time here, I'm confident not only in knowledge and skills I gained, but also in the sense of purpose and responsibility I carry as I begin my journey as an educator."

HEAVEN WILLIAMS

Majors: Health Promotion, Health Equity and African American Studies

Certificate: Disabilities Rights and Services

Position: Directors' Administrative Intern

"My time at the Morgridge Center and UW-Madison has been incredibly transformative. Both spaces challenged me to grow not only as a student and leader, but also as a person committed to service, advocacy, and community. Through the Morgridge Center, I learned the importance of leading with empathy, building meaningful relationships, and creating environments where people feel welcomed and valued. At UW-Madison, I found opportunities to uplift others, strengthen my voice, and pursue passions centered around health equity, accessibility, and community engagement. Together, these experiences have shaped my purpose and reinforced the kind of impact I hope to make in the future."

JACK COUSINEAU

Major: Consumer Behavior & Marketplace Studies

Certificate: Chicanx/e & Latinx/e Studies

Position: Peer Advisor

"Going into Morgridge has sparked my interest in service and helping with student outreach and how to give back to communities. The staff have been amazing to work with, and I know I will be reaching out to them in postgrad for any support or quick updates. I am proud to have served as this year's peer advisor and to have made an impact on our students!"

MADDIE SHIELDS

Majors: Psychology and Human Development and Family Studies

Position: Community-based Learning Intern

"My time at UW and the Morgridge Center has given me meaningful memories and lifelong friendships. I feel forever grateful to have been able to spend the last four years in Madison."

NICOLE RAMER

Doctoral Degree: PhD in English with a Specialization in Composition & Rhetoric

Position: Community Engagement Preparation Graduate

"My time at Morgridge and UW-Madison reshaped how I think about impact by teaching me to center relationships and collaboration. Through Cory's mentorship and my work facilitating workshops and programs, I saw how trust and connection make community-engaged work possible."

PREET TALWAR

Majors: Consumer Behavior & Marketplace Studies and Psychology

Certificates: Entrepreneurship and Criminal Justice

Position: Community-based Learning Intern

"Throughout my time at UW and Morgridge, I've followed my passion for understanding people through the systemic and environmental contexts that shape us. My favorite part of this internship has been meeting other students and supporting them on their own journey's of self reflection, as we navigate how to make meaningful impact through our UW education. These experiences and people I've met along the way have shaped my understanding of what community and success means to me."

RACHEL BERGSTROM

Majors: Political Science and International Studies

Certificates: Public Policy, History, and Criminal Justice

Position: Operations Intern

"I remember when I was writing my application to UW that the Wisconsin Idea was something that stood out to me. That not only was this university setting me up for my professional career, but there was a commitment to the community beyond campus borders. When I found the Morgridge Center, I knew that I had found the place that would allow me to explore the Wisconsin Idea in-depth. Public service is something that I hold very dear to my heart, so working at the Morgridge Center has been the opportunity of a lifetime."

SAMUEL ARNOLD

Majors: Legal Studies and Psychology

Certificates: Public Policy and Criminal Justice

Position: Civic Engagement Intern

"My time at the Morgridge Center and at UW-Madison more generally, shaped how I understand my role in a community. UW showed me that being a steward of the communities I inhabit comes from building real relationships, sharing responsibility, and showing up for others. At Morgridge, I saw how networks of students, staff, and community partners make it possible to do work that has a real impact on people's lives. Forever, On Wisconsin!"

SOPHIE WOOLDRIDGE

Majors: Journalism and Communication Arts

Position: Community-Engaged Storytelling Intern

"During my time at UW, I developed a strong passion for storytelling, and my experience at Morgridge in particular showed me the importance of uplifting community voices that often go unheard. Being the first to serve in this role was initially intimidating, but the support of Morgridge's dedicated interns and professional staff gave me the confidence and enthusiasm to highlight engaged community members and their work. Thank you, MCPS!"

APPENDIX B:

BADGER VOLUNTEERS 2025-26 COMMUNITY PARTNERS

PARTNER	FOCUS
Bethel Lutheran Church	Awareness Raising & Affinity Spaces
LGBT Books to Prisoners	Awareness Raising & Affinity Spaces
OutReach LGBTQ+ Community Center	Awareness Raising & Affinity Spaces
Social Justice Center	Awareness Raising & Affinity Spaces
WI Salt Wise	Awareness Raising & Affinity Spaces
Community Action Coalition	Community Education & Afterschool Programming
Door of Hope	Community Education & Afterschool Programming
Facilitated Language Studies - East High School	Community Education & Afterschool Programming
Facilitated Language Studies - Plymouth High School	Community Education & Afterschool Programming
Girls Scouts of Wisconsin Badgerland	Community Education & Afterschool Programming
Goodman Community Center	Community Education & Afterschool Programming
Jamarek Afterschool STEAM in Sun Prairie	Community Education & Afterschool Programming
Lighthouse Christian School	Community Education & Afterschool Programming
Lussier Community Education Center	Community Education & Afterschool Programming
Madison Children's Museum	Community Education & Afterschool Programming
Madison International Partners/Christ Presbyterian Church	Community Education & Afterschool Programming
Morgridge Institute for Research	Community Education & Afterschool Programming
Omega School Inc.	Community Education & Afterschool Programming
Red Caboose Day Care Center	Community Education & Afterschool Programming
Red Caboose School Age Program	Community Education & Afterschool Programming
Vera Court Neighborhood Center	Community Education & Afterschool Programming
West High School - Tutoring Center	Community Education & Afterschool Programming
Capitol Lakes	Companionship & Isolation Intervention
Catholic Charities Adult Day Center	Companionship & Isolation Intervention
Central Wisconsin Center	Companionship & Isolation Intervention
GiGi's Playhouse	Companionship & Isolation Intervention
Neighborhood House Community Center	Companionship & Isolation Intervention
NewBridge Madison	Companionship & Isolation Intervention

Badger Prairie Needs Network	Food & Resource Security
Bayview Foundation	Food & Resource Security
Bikes for Kids Wisconsin	Food & Resource Security
Catholic Multicultural Center	Food & Resource Security
Habitat for Humanity of Dane County	Food & Resource Security
The Open Seat Food Pantry	Food & Resource Security
Public Health of Madison and Dane County	Food & Resource Security
Richard Dilley Tax Center	Food & Resource Security
Second Harvest Foodbank of Southern Wisconsin	Food & Resource Security
St. Vincent de Paul	Food & Resource Security
The Beacon	Food & Resource Security
The Crossing Inc	Food & Resource Security
The River Food Pantry	Food & Resource Security
UW Nutrition Access Program (formerly UW Frozen Meals)	Food & Resource Security
WayForward Resources	Food & Resource Security
Allen Centennial Garden	Urban Farming & Community Gardening
Holy Wisdom Monastery	Urban Farming & Community Gardening
Lake View Community School Outdoor Classroom	Urban Farming & Community Gardening
Madison Area Food Pantry Gardens-Forward Garden	Urban Farming & Community Gardening
Nuestro Mundo at Frank Allis School Garden	Urban Farming & Community Gardening
Ronald McDonald House Charities of Madison	Urban Farming & Community Gardening
Rooted Inc-Badger Rock	Urban Farming & Community Gardening
Rooted Inc-Troy Farm	Urban Farming & Community Gardening
Spring Harbor Garden & Greenhouse	Urban Farming & Community Gardening

APPENDIX B2: COMPLETE LIST OF PROGRAMMING BOARD ENGAGEMENT SESSIONS

Getting Out of Your Comfort Zone – Engaging Mindfully
and Respectfully with Community
September 24

Pathways of Public Service Workshop
September 26

Community Impacks
September 30

Food Forest Tour and Harvesting
October 1

Trauma Informed Mentoring & Relationship Building
October 2

Wisconsin in Black & White: Criminal Justice
October 7

Relationship Building Through Active Listening
October 8

Wellness Walk by the Water
October 9

Wisconsin State Capitol Tour
October 10

Affordable Housing Panel
October 14

Who's Your Neighbor?
October 16

Information Session for the Wisconsin Idea Fellowship
October 21

Volunteer at Allen Centennial Gardens
October 23

Haunts & Histories: A Madison Ghost Tour
October 27

Information Session for the Wisconsin Idea Fellowship
November 4

Brighten a Day Card Making
November 5

Exploring Civic and Community Connections at UW-
Madison
November 10

Closure: The Dismantling of Wisconsin's Colleges-
Screening and Discussion
November 10

Who's Your Neighbor? – Access to the Outdoors Edition
November 13

BV Coffee Chat – Feedback and Ideas
November 14

Badger Volunteers Reflection Walk
November 18

Game Night at The Morgridge Center for Public Service!
November 18

NAMI x Morgridge Center Wellness Hour: Supporting
Volunteer Mental Wellbeing
November 19

Court Observers Workshop
November 20

Wisconsin in Black & White: Education
December 3

BV Coffee Chat – Feedback and Ideas
December 5

Wisconsin Capitol Tour
January 19

Mapping Madison
February 4

Valentines Day Card Making
February 11

How to Represent Your Community Engagement on Your Resume
February 13

Unlock Your Strengths: How Personality Types Enhance Volunteer Work
February 16

Lollipop Moment
February 18

Wisconsin in Black and White: Racial Wealth Gap
February 24

Madison Birthday Boost x Morgridge Center for Public Service
February 24

BVTM-Math Tutoring Best Practices Workshop
February 25

Badger Volunteers Chat and Color
March 5

Trauma Informed Mentorship/Relationship Building Workshop
March 12

Badger Volunteers Chat and Color
March 18

Volunteer with Madison College at Neighborhood House
March 20

Internship Recruitment Mixer
March 23

Wellness Hour: Supporting Volunteer Mental Wellbeing
March 25

How to Advocate for Disability Rights
April 6

QPR (Question, Persuade, Refer) Suicide Prevention Training
April 7

Court Observers Workshop
April 13

What's your Civic Profile?
April 13

Community & Organizational Development Panel
April 15

Education Networking Night
April 15

Willy Street Walking Tour
April 17

Pickling Workshop with the Peoples Farm
April 21

Who's Your Neighbor? Immigrant & Community Advocacy Edition
April 22

Reflection Game Day
April 28

Reflection Game Day
April 30

APPENDIX C: COMPLETE LIST OF 2025-26 CBL COURSES

SUMMER 2025

Landscape Architecture 360
Indigenous Arts & Sciences

Legal Studies 473
Health and Social Needs

Legal Studies 694
Criminal Justice Field Observation

Rehabilitation Psychology And Special Education 630
Internship - Rehabilitation or Special Education

Rehabilitation Psychology And Special Education 880
Clinical Rehab Counseling - Practicum I

Rehabilitation Psychology And Special Education 900
Clinical Rehabilitation Counseling - Practicum III

Rehabilitation Psychology And Special Education 910
Clinical Rehabilitation Counseling - Internship

Sociology 694
Criminal Justice Field Observation

Civil Society and Community Studies 400
Philanthropy & Civic Engagement

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

Civil Society and Community Studies 812
Mixed-Methods Community Research

Computer Sciences 402
Introducing Computer Science to K-12

Counseling Psychology 620
Special Topics - Counseling & Guidance

Dance 331
Dynamics of Dance Therapy

Design Studies 341
Design Thinking

Educational Policy Studies 150
Education and Public Policy

Educational Policy Studies 350
Topics in Education Studies

Educational Policy Studies 580
Participatory & Community-based Research & Evaluation

Environmental Studies - Gaylord Nelson Institute 317
Community Environmental Scholars Seminar

Environmental Studies - Gaylord Nelson Institute 600
Environmental Studies Capstone

Environmental Studies - Gaylord Nelson Institute 881
Benefit-Cost Analysis

Environmental Studies - Gaylord Nelson Institute 972
Conservation Planning

FALL 2025

Agricultural and Applied Economics 881
Benefit-Cost Analysis

Art Department 338
Service Learning in Art

Chicanx/e and Latinx/e Studies 530
Advanced Topic - Chicana/o & Latina/o Studies

Civil and Environmental Engineering 578
Senior Capstone Design

Civil Society and Community Studies 335
Communicating with Key Audiences

Forest and Wildlife Ecology 550
Forest Ecology

Geological Engineering 479
Geological Engineering Design

Human Development and Family Studies 663
Developmental & Family Assessment

Integrated Science 240
Service with Youth in STEM

Integrated Science 840
Practicum in STEM Public Service

Interdisciplinary Courses (CALS) 421
Global Health Field Experience

Journalism and Mass Communication 445
Creative Campaign Messages

Journalism and Mass Communication 463
Digital Media Strategies

Journalism and Mass Communication 699
Directed Study

Kinesiology 125
Adapted Fitness & Personal Training

Kinesiology 300
Practicum in Kinesiology

Kinesiology 325
Group Develop & Behavior Management

Kinesiology 362
Adapted Physical Education Community Engagement

Kinesiology 373
Methods & Practicum of 6-12 Physical Education

Kinesiology 399
Independent Study

Kinesiology 516
Physical Activity for Diverse Abilities

Kinesiology 527
Principles of Strength & Conditioning

Landscape Architecture 363
Eco-Restoration Education

Landscape Architecture 373
Mindfulness in Restorative Environments

Landscape Architecture 560
Plants and Ecology in Design

Landscape Architecture 563
Designing Sustainable Regions

Landscape Architecture 610
Landscape Architecture Capstone I

Landscape Architecture 668
Restoration Ecology

Latin American, Caribbean, and Iberian Studies 440
Topics in LACIS

Legal Studies 473
Health and Social Needs

Legal Studies 694
Criminal Justice Field Observation

Library and Information Studies 640
Topics - Library & Information Studies

Nutritional Sciences 421
Global Health Field Experience

Pharmacy Practice 625
Pharmacy Practicum Experiences III

Physical Therapy 541
Culture & Diversity in Health Care

Political Science 871
Public Program Evaluation

Population Health Sciences 881
Benefit-Cost Analysis

Psychology 626
Issues in Prisoner Reentry

Public Affairs and Public Policy 369
Workshop in Public Policy

Public Affairs and Public Policy 871
Public Program Evaluation

Public Affairs and Public Policy 881
Benefit-Cost Analysis

Public Health 780
Evidence-based Decision-Making

Rehabilitation Psychology And Special Education 300
Individuals with Disabilities

Rehabilitation Psychology And Special Education 630
Internship-Rehabilitation or Special Education

Rehabilitation Psychology And Special Education 890
Clinical Rehabilitation Counseling - Practicum II

Rehabilitation Psychology And Special Education 910
Clinical Rehabilitation Counseling - Internship

Social Work 400
Field Practice and Integrative Seminar I

Social Work 420
Poverty and Social Welfare

Social Work 422
Social Issues in Aging

Social Work 800
Field Practice and Integrative Seminar III

Social Work 835
Advanced Social Work Practice in Mental Health

Sociology 422
Social Issues in Aging

Sociology 694
Criminal Justice Field Observation

Soil Science 499
Soil Management

Urban and Regional Planning 912
Planning Workshop

SPRING 2026

Agroecology 702
The Multifunctionality of Agriculture

Art Department 338
Service Learning in Art

Chicanx/e and Latinx/e Studies 530
Advanced Topic-Chicana/o & Latina/o Studies

Civil and Environmental Engineering 578
Senior Capstone Design

Civil Society and Community Studies 345
Evaluation and Planning

Civil Society and Community Studies 400
Philanthropy & Civic Engagement

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

Civil Society and Community Studies 600
Community Leadership Portfolio

Civil Society and Community Studies 811
Community-based Research

Computer Sciences 402
Introducing Computer Science to K-12

Counseling Psychology 620
Special Topics - Counseling & Guidance

Curriculum and Instruction 329
Teaching Artist Practicum

Dance 231
Introduction to Dance/Movement Therapy

Design Studies 501
Special Topics

English 201
Intermediate Composition

Environmental Studies – Gaylord Nelson Institute 317
Community Environmental Scholars Seminar

Environmental Studies – Gaylord Nelson Institute 398
Sustainability Community Engagement

Environmental Studies – Gaylord Nelson Institute 600
Environmental Studies Capstone

Environmental Studies – Gaylord Nelson Institute 900
Seminar

Geological Engineering 479
Geological Engineering Design

Human Development and Family Studies 663
Developmental & Family Assessment

Integrated Science 240
Service with Youth in STEM

Integrated Science 341
Service in STEM Practicum

Interdisciplinary Courses (CALS) 421
Global Health Field Experience

Journalism and Mass Communication 475
Special Topics in Advanced Concepts & Skills

Kinesiology 125
Adapted Fitness & Personal Training

Kinesiology 300
Practicum in Kinesiology

Kinesiology 316
Adapted Physical Activity

Kinesiology 325
Group Develop & Behavior Management

Kinesiology 365
Practicum: Adapted Physical Education

Kinesiology 516
Physical Activity for Diverse Abilities

Landscape Architecture 321
Health Promoting Environments

Landscape Architecture 562
Urban Design and Open Space

Latin American, Caribbean, and Iberian Studies 440
Topics in LACIS

Law 768
Health Justice Clinic

Legal Studies 473
Health and Social Needs

Legal Studies 694
Criminal Justice Field Observation

Legal Studies 699
Directed Study

Library and Information Studies 640
Topics - Library & Information Studies

Nursing 511
Community Supports for People with Dementia

Nursing 768
Health Justice Clinic

Nutritional Sciences 421
Global Health Field Experience

Pharmacy Practice 626
Pharmacy Practice Experience IV

Pharmacy Practice 743
Community Pharmacy Practice

Psychology 62
Issues in Prisoner Reentry

Public Affairs and Public Policy 860
Workshop - International Public Affairs

Public Affairs and Public Policy 869
Workshop in Public Affairs

Rehabilitation Psychology And Special Education 300
Individuals with Disabilities

Rehabilitation Psychology And Special Education 630
Internship - Rehabilitation or Special Education

Rehabilitation Psychology And Special Education 910
Clinical Rehabilitation Counseling - Internship

Social Work 401
Field Practice and Integrative Seminar II

Social Work 578
Housing Precarity & Social Policy

Social Work 801
Field Practice and Integrative Seminar IV

Social Work 836
Mental Health Policies & Services

Sociology 694
Criminal Justice Field Observation

APPENDIX E: NEW WIF PROJECTS

1. Nuestras Voces Digitales (Our Digital Voices): Digital Literacy and Civic Empowerment for Ecuadorian Youth

Students: Angeline Morgado, Keyla Pillacela, Kristhel Vernaza Sanchez

Academic Advisor: Dr. Andrene Wright-Johnson, African American Studies

Community Partners: Red de Organizaciones por la Defensa de Derechos de Niñez y Adolescencia and Ayawana Foundation (Guayaquil, Ecuador)

Nuestras Voces Digitales was born out of a community needs assessment that identified the urgent need for intervention in the digital sphere where young people are increasingly exposed to disinformation, radicalization, and polarization. In Ecuador, where 83.7% of the population have internet access, and 74% have at least one social media account, digital environments become spaces where young people do not merely observe the world – they interpret it, recreate it, and, with the right incentives, transform it positively. However, the same technology that offers new opportunities for participation can also reproduce and amplify structural inequities, discrimination, and violence. A community assessment identified that young Ecuadorians are keen to learn good practices and access resources to stay safe online, and that they recognize social media as a space to organize and speak up against injustice. This project aims to strengthen the digital capabilities of Ecuadorian youngsters through hands-on workshops on digital literacy as a tool for civic engagement so they can understand how digital dynamics operate, exercise their voices critically and responsibly as advocates, and conscientiously create content that promotes peace, digital citizenship, and addresses their community issues.

2. Pathways to Communication Careers: Expanding Access for Underrepresented Youth

Students: Payton Eilers and Leela Hart

Academic Advisor: Dr. Mianisha Finney, PhD, CCC-SLP, Communication Sciences & Disorders

Community Partner: Boys & Girls Clubs of Dane County (Madison, WI)

The communication sciences & disorders (CS&D) workforce remains overwhelmingly white and monolingual, limiting access to equitable and culturally responsive services for many communities. Recent research shows that students from underrepresented backgrounds have limited exposure to these careers and face structural barriers to entering the field, resulting in a workforce that does not reflect the populations it serves. Through a long-standing, five-year partnership between UW–Madison’s National Student Speech Language Hearing Association’s Wisconsin Idea Task Force and the Boys & Girls Clubs of Dane County, this project offers immersive programming, including high school presentations, campus visits, clinical shadowing, research lab tours, and a paid summer internship. The ongoing goals are to diversify the CS&D pipeline, strengthen students’ academic and professional skills, and foster belonging among youth who may not otherwise encounter this field. By providing local high school students with these experiences, this project aims to help develop a future workforce whose identities, languages, and lived experiences more closely align with the diverse communities we serve.

3. Healthy Women, Healthy Communities: Training Community Health Coaches in Rural Kenya

Student: Jess Randall

Academic Advisor: Sweta Shrestha, MPH, School of Medicine and Public Health

Community Partner: The Nikubuke Project

This project is a community-driven health education initiative developed in partnership with the Nikumbuke Project, a grassroots women's health organization in rural Kenya. This project responds to a community-identified need for health coach training, leadership development, and sustainable teaching materials. This project strengthens Nikumbuke's existing train-the-trainer model through the creation of 23 training books that combine health education content, leadership strategies, and participatory teaching methods for low-resource settings. It's informed by literature on community-led health education, women's leadership in health, and the train-the-trainer approach, emphasizing sustainability, peer-to-peer learning, and local ownership. The goal of this project is to strengthen the capacity, confidence, and sustainability of community health education in rural Kenya by investing in women leaders as educators. By supporting locally-led health education, this project contributes to Nikumbuke's broader efforts to advance health equity, reduce structural barriers, and empower women across communities.

4. Roots of Responsibility

Student: Shane Funmaker

Academic Advisor: Dr. Reynaldo Morales, Educational Policy Studies

Community Partner: Cloud Legacies, Inc (Baraboo, WI)

The Roots of Responsibility project is a community-based Traditional Ecological Knowledge (TEK) and Sustainability initiative based on a framework that can be implemented across Indian Country. TEK has suffered erasure through the termination, removal, and assimilationist policies being enacted on the Indigenous people. Once lush and ripe with food, nature is now poisoned and covered in commercial farms that are not nourishing the people who inhabit it. It is clear and undeniable that the current practices are not sustainable, and there is a scientific consensus. This research is led through interviews with community knowledge keepers and elders, supplementing the curriculum research with existing literature on Indigenous pedagogies. By implementing a culture camp based around a traditional village, this project will create an immersive experience, ensuring the transfer of intergenerational traditional education. While the physical camp would last three days, community meal workshops will continue through the winter and spring. The camp will include all Indigenous communities within Wisconsin and non-Indigenous community members, ensuring the mission of creating inter-community relationships.

5. Freedom is Wellness: Health in a Freedom School Model

Student: Micah Sagers

Academic Advisor: Dr. Jessica Lee Stovall, African American Studies

Community Partner: Perry Family Free Clinic (Madison, WI)

Black communities in the United States experience persistent health disparities rooted in structural racism and oppression with particularly severe inequities observed among Black residents of Wisconsin. Black and other communities of color are disproportionately exposed to housing instability, food insecurity, limited access to healthcare, and environmental hazards that collectively harm physical, mental, and emotional wellbeing. These conditions underscore the need for community-centered approaches to health equity. "Freedom is Wellness" is embedded within the development of the SoulFolk Saturday School, a Freedom School-inspired program launching in spring 2027, designed by Dr. Jessica Lee Stovall and the SoulFolk Collective at UW-Madison's African American Studies Department. The SoulFolk Saturday School will serve Black high school students in the Madison Metropolitan School District (MMSD) through weekly Saturday sessions. This project will contribute to the school's design and implementation with an emphasis on students' social, emotional, and physical wellness. This project

will partner with the Perry Family Free Clinic in Madison to support community-informed health programming and connect uninsured students and their families to free healthcare services. In particular, this project will study the potential of Freedom Schools to positively impact the health and wellbeing of Black youth.

6. Tech'Up Jeunes Initiative

Student: Grace Onesime Zongo

Academic Advisor: Dr. Mark C. Allie, MS, Electrical and Computer Engineering

Community Partner: Leading Change Africa (Ouagadougou, Burkina Faso)

In Burkina Faso, high school students learning electronics are hindered by a critical lack of practical, hands-on training, and accessible electronic components. Despite a strong spirit of innovation often demonstrated through resourceful recycling of broken electronics in landfills, students are primarily limited to theoretical study, leading to a significant technology gap between knowledge and application. This persistent imbalance is driven by a broader lack of educational resources and infrastructure necessary for practical Science, Technology, Engineering, and Mathematics (STEM) skill development. This project will begin with a session focusing on leadership and community needs assessment to ensure students' designs focus on solving an identified community need. The students will then transition to the small FabLab put in place at the Leading Change Africa training center for hands-on curriculum in electronics and programming. This study hopes to design a strategy to build essential electronics competencies and connect the trainees to local university mentors. Anticipated outcomes include the establishment of a sustainable practical curriculum for high school students and the creation of STEM clubs in high schools.

7. From Silence to Strength: Building Lifelong Health Literacy for Women in Rural Nepal

Student: Aayana Roy

Academic Advisor: Dr. Anna Bishop Courtier, WISCIENCE

Community Partner: Shri Rashtriya Mahavidyalaya School, (Sirsiya, Nepal)

This project will co-design and deliver six culturally responsive health literacy workshops for women of all ages in Sirsiya village, Nepal, in partnership with Shri Rashtriya Mahavidyalaya School and local community stakeholders. This work responds to ongoing health inequities faced by women in Sirsiya, a Maithili-speaking community in Nepal's rural Terai region, where low health literacy, delayed care-seeking and limited awareness of government programs contribute to preventable conditions such as anemia, untreated reproductive health issues and delayed emergency response. Each workshop will combine interactive learning, hands-on skill-building and the distribution of reusable menstrual hygiene and first-aid kits. A central component of the project is training existing female teachers to serve as facilitators, building long-term capacity within the school to continue the workshops annually beyond the fellowship period. The project will also translate essential health information into Maithili and adapt materials for low-literacy audiences to ensure they are accessible and relevant. Cultural norms, restricted mobility, and language barriers further limit access to care. Interviews with local physicians, school leaders and community advisors identified key needs, including menstrual and reproductive health education, early recognition of health risks, basic first-aid skills and improved awareness of available health and social support programs. Project outcomes will be evaluated through surveys, skills demonstrations and participant feedback to assess learning and guide future improvements.

8. Learning Beyond Housing Instability: A Community-Based Supplementary Education Program

Student: Riley Erben

Academic Advisor: Dr. Travis Wright, Counseling Psychology

Community Partner: Transition Education Program (Madison, WI)

The number of youth experiencing homelessness in the Madison Metropolitan School District continues to rise. Children who are currently experiencing homelessness – or have experienced it in the past – demonstrate significantly lower rates of academic achievement. These disparities reflect not only gaps in access to material resources but also the cumulative impact of instability on learning and engagement. The Transition Education Program (TEP), a unit within the Madison Metropolitan School District, supports students and their families by providing essential resources, including clothing, hygiene items, transportation, and school supplies. This project seeks to design and provide accessible academic enrichment activities that can be integrated into the materials TEP already distributes. These activities will be intentionally designed to be low-cost, flexible, and responsive to the realities of housing instability. By embedding enrichment into existing resource pathways, this project aims to promote meaningful learning experiences while strengthening opportunities for family engagement. Ultimately, this work is intended to support academic continuity and foster more equitable educational outcomes for students experiencing homelessness.

9. Soul Circles: Improving Postpartum Social Connectedness, Nutrition, and Well-Being

Student: Katherine Mastorides

Academic Advisor: Dr. Kathleen Hipke, Psychiatry

Community Partner: A Bowl of Soul / REAP Food Group (Madison, WI)

Wisconsin has the highest rate of Black infant mortality in the nation, and Black women experience maternal mortality at five times the rate of white women. In Dane County, this contributes to the lowest life expectancy of any group. Research shows that the postpartum period carries the greatest risk for maternal health complications, social isolation, and mortality, with suicide and drug overdose among the leading causes of death. Up to 80% of pregnancy-related deaths are preventable through improvements in social determinants of health, including nutrition, yet Black communities experience disproportionately high rates of food insecurity. Dane County lacks comprehensive, culturally responsive prenatal services – particularly those centered on holistic healing and offered in the postpartum period. A Bowl of Soul (ABOS) is the county's only postpartum doula meal support program. Soul Circles will expand ABOS's impact through community gatherings and educational programming that fosters connection, shared learning, and resource access. Project goals include reducing postpartum isolation, strengthening social support networks, improving maternal health and nutrition, and increasing awareness of postpartum challenges.

APPENDIX F: 2025-26 MORGRIDGE FELLOWS

ANDREA NOLL, *RESEARCHER I, BOLLING RESEARCH GROUP IN THE DEPARTMENT OF FOOD SCIENCE*

Andrea Noll has always felt a strong connection to nature, which led her to study the natural sciences. Along the way, she gained hands-on experience doing research in different areas and currently focuses on how food affects our health. As she continued her journey and earned a master's of public health, she began to see the bigger picture—how health is shaped by our communities, cultures, environment and everyday lives. Now, Noll balances research and working directly with communities, especially around building healthier and more sustainable food systems. She's passionate about listening, learning and collaborating with Tribal Nations, non-profits and local organizations that are already leading the way. Her goal is to support and strengthen these efforts through respectful partnerships and shared knowledge.

ANDRENE WRIGHT-JOHNSON, *ASSISTANT PROFESSOR, DEPARTMENT OF AFRICAN AMERICAN STUDIES*

Andrene Wright-Johnson (she/her) is an assistant professor of Black politics in the Department of African American Studies. Wright-Johnson is also a faculty affiliate in the Department of Political Science, and the University of Wisconsin Election Research Center. She is also and a senior research specialist at the Institute for Research on Race and Public Policy (IRRPP) at the University of Illinois at Chicago. Wright-Johnson specializes in urban politics and political behavior at the intersection of race, gender and class. She primarily focuses on producing work that centers the voices of Black women and girls—perspectives that are often pushed to the margins of both race and gendered scholarship. Wright-Johnson holds a master of arts and a doctorate in philosophy in political science from Northwestern University and a bachelor's degree in political science and African American studies from CUNY John Jay College of Criminal Justice.

CATHRYN HERLIHEY, *FARM TO INSTITUTION SPECIALIST, DIVISION OF EXTENSION'S COMMUNITY FOOD SYSTEMS PROGRAM*

Cathryn Herlihey (she/her) is the Farm to Institution specialist for UW–Madison Division of Extension's Community Food Systems Program. In this role, she centers Wisconsin's farmers, while fostering opportunities for local food procurement by institutions (schools, food banks, business campuses) through values-based food supply chain coordination and research. Her work is informed by her previous experience as a farmer operating her own small-scale, organic vegetable farm, in addition to an academic background in sociology (BA), water resources management (MS) and urban and regional planning (MS).

CHANDNI ANANDHA KRISHNAN, *DOCTORAL STUDENT, SCHOOL OF HUMAN ECOLOGY*

Chandni Anandha Krishnan (she/her) is a doctoral student in the School of Human Ecology. Her research focuses on how early childhood adversity such as poverty, parental incarceration and child maltreatment shapes young children's developmental trajectories. She is particularly interested in how trauma-informed, family based prevention and early intervention programs can promote secure attachment to caregivers and support children's cognitive, social and emotional development. Krishnan is currently involved in the Healthy Brain and Child Development (HBCD) study, the largest long term study of early brain and child development in the United States, sponsored by the National Institutes of Health. Deeply committed to community-engaged research, Krishnan also explores the experiences of families impacted by incarceration, with a particular focus on child-friendly jail visits as a means to foster connection and maintain strong attachment relationships between incarcerated parents and their children. She is passionate about advancing policies and practices that support caregiver-child relationships in the context of incarceration and promote the well-being of vulnerable families.

EMILY AZEVEDO-CASEY, *DOCTORAL STUDENT, NELSON INSTITUTE FOR ENVIRONMENTAL STUDIES*

Emily Azevedo-Casey is a PhD student in environment and resources at the Nelson Institute for Environmental Studies and holds a master's degree in environmental conservation. Originally from the Northeast, she now lives and studies in Wisconsin, where her research focuses on community-led river restoration, dam removal in the Great Lakes region and collaborative projects that cross treaty boundaries and jurisdictions. She partners with Tribal Nations and local organizations to explore how nontribal allies can support Tribal-led environmental governance through co-management, capacity building and storytelling. These efforts reflect her commitment to environmental justice, care for land and water and research that supports community-defined goals. With a background in AmeriCorps and nonprofit work, Azevedo-Casey is committed to scholarship that centers reciprocity and place-based knowledge.

ESTHER KANG, *ASSISTANT PROFESSOR, DESIGN STUDIES AND DEPARTMENT OF CIVIL SOCIETY AND COMMUNITY STUDIES*

Esther Y. Kang (she/her) is an assistant professor in the School of Human Ecology. Her primary affiliation is with the Department of Design Studies and her secondary affiliation is with the Department of Civil Society and Community Studies. She is a member of the Wisconsin RISE Initiative, Global Human Ecology Network and faculty affiliate at the Holtz Center for Science and Technology Studies. Her scholarship focuses on civic engagement, place-making practices and infrastructure development in the era of big tech and sustainability transitions. This work sits at the intersection of design studies, feminist science and technology studies, critical geography, urban humanities and infrastructure studies. and builds upon 12+ years as a leading design researcher, strategist and advisor focusing on co-design practices in policy-making, urban planning and social justice organizations in the U.S. Previously, Kang held positions in nonprofit management, arts administration and place-based grantmaking that encouraged transdisciplinarity and cross-sector collaborations.

EVE PUJOL, *TEACHING FACULTY, DEPARTMENT OF SPANISH AND PORTUGUESE*

Eve Pujol teaches in the Department of Spanish and Portuguese and has long been interested in connecting students to the local community. In 2017, she designed and launched an advanced medical Spanish course that, unlike traditional classes focused mainly on vocabulary, and emphasizes culturally competent communication, awareness of healthcare disparities, and the challenges many Spanish-speaking patients face in the U.S. Her goal is to prepare students—many of whom plan to work in healthcare—to become empathetic, informed and effective providers. She is especially committed to building bridges between the university and the local Hispanic community through meaningful student engagement, though finding community partners remains a challenge due to confidentiality and clinical restrictions. As she looks ahead, she hopes to expand this community-based approach to other areas of the curriculum. The knowledge and experience she gains from the Morgridge Fellows program will play a key role in helping her develop future courses, such as a Spanish legal studies class.

HADLEY RAHRIG, *POSTDOCTORAL TRAINEE, CENTER FOR HEALTHY MINDS*

Hadley Rahrig (she/her) is a postdoctoral psychologist and affective neuroscientist at the Center for Healthy Minds. Her research program focuses on promoting human health and well-being as emergent properties of sociopolitical and historical contexts. This overarching goal is supported by three overlapping lines of inquiry. First, Rahrig applies a biologically-grounded approach to understand how social and political experiences become embodied. Second, she examines and adapts therapeutic offerings to address systemic harms, with priority extended to communities who are disproportionately impacted. Third, using meta-scientific inquiry, she advocates for interdisciplinary and community-informed praxis to advance the aforementioned research goals with compassion and care. Rahrig is grateful to continue building meaningful partnerships with Filipinx American community organizers.

HANNAH JEANETTE LAUFENBERG, DOCTORAL STUDENT, SENSORY MOTOR INTEGRATION LAB, DEPARTMENT OF KINESIOLOGY

Hannah Jeanette Laufenberg (she/her/hers) is an occupational therapist and PhD student in the Sensory Motor Integration Lab. She is a scholar-practitioner, with a clinical and research background rooted in community-based participatory methods. Her work centers on improving mental health service accessibility through inclusive, equity-driven partnerships with nonprofit organizations and individuals with lived experience. She brings a strong foundation in participatory methods, inclusive teaching, and interdisciplinary collaboration, shaped by experience in community-engaged research and outreach. She is passionate about transforming academic spaces through reciprocal engagement and to contributing to a learning community that values critical reflection and community impact.

JESSICA LEE STOVALL, ASSISTANT PROFESSOR, DEPARTMENT OF AFRICAN AMERICAN STUDIES

Jessica Lee Stovall is an assistant professor of African American Studies, where she also holds affiliate positions in the Department of Curriculum and Instruction and the Department of Educational Policy Studies at UW-Madison's School of Education. Her research in education draws on the discipline of Black Studies to explore how Black teachers create fugitive spaces to navigate and combat antiblackness at their respective school sites. All of her work is grounded in community engagement, from the Black Teacher Project based out of Oakland, CA or the upcoming Center for Black Excellence and Culture here in Madison, WI. Stovall was a graduate student fellow for the Haas Center for Public Service at Stanford University and now serves on the advisory board for the Morgridge Center for Public Service at UW-Madison.

JINA CHUN, ASSISTANT PROFESSOR, DEPARTMENT OF REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION

Jina Chun (she/her) is an assistant professor in the Department of Rehabilitation Psychology and Special Education. She has over 20 years of experience supporting transition-aged youth and working-age adults with intellectual and developmental disabilities—particularly autistic individuals and their families. As a rehabilitation counselor in both Korea and the U.S., she has shaped her research agenda through meaningful community collaboration and a commitment to real-world impact. Her work explores the intersection of career growth, mental health, and well-being in the lives of autistic individuals, with a strong emphasis on autism advocacy and employment equity. She examines how systemic barriers, identity development and stakeholder expectations influence employment outcomes and everyday thriving. Using person-centered and community-engaged approaches, she partners with stakeholders to identify service gaps and co-develop tailored interventions that promote self-efficacy, support vocational identity development and expand access to inclusive career pathways.

KIRK SIDES, ASSISTANT PROFESSOR, DEPARTMENT OF ENGLISH

Kirk Sides is an assistant professor in English and an affiliate professor of the Department of African Cultural Studies. Sides has been a research fellow at the University of Witwatersrand's Institute for Social and Economic Research in Johannesburg, South Africa, a visiting research scholar in the Humanities Institute at Pennsylvania State University, as well as a research fellow at the Rachel Carson Center for Environment and Society in Munich. His forthcoming book, *Environmental Entanglements: African Literature's Ecological Imaginary*, was published in 2025 with Oxford University Press, and charts a long history of ecological thinking in African literatures from the start of the twentieth century up to the present.

MAKAMAE SNIFFEN, DOCTORAL STUDENT, DEPARTMENT OF HISTORY AND EDUCATIONAL POLICY STUDIES

Nestled between the Ko'olau and Wai'anae mountain ranges, Wahiawā nourished me as a child while the malu (shade, protection) of Kānehoalani and Keahiakahoe nurtured me in adulthood. It is where my deep love for my language, culture and 'āina grew. Cradled between (Lake Mendota and Monona)' the settler names for the waterways of the

Hoocåk, Teejop cultivated my relationship with Native relatives and expanded my knowledge in ways that I would never have imagined. I honor these lands.

¹ To protect sacred names, I do not use the Hoocåk word for these waters as it is not my language to use nor my knowledge to share.

Makamae Sniffen is guided by those who came before her, motivated by those alongside her and inspired by the generations to come. Sniffen is a native Hawaiian/Filipino joint PhD student in the Department of History and Educational Policy Studies. Her history scholarship focuses on the 19th century Hawaiian Kingdom, prioritizing Hawaiian language documents and considering how to make these materials more widely accessible. While her education policy work engages Indigenous language revitalization efforts through collaboration and co-creating with community partners.

NAMAN GUPTA, *DOCTORAL STUDENT, DEPARTMENT OF COMPUTER SCIENCE*

Naman Gupta (he/him) is a PhD student studying computer science. His research is committed to advancing the safety and well-being of marginalized populations who face gender-based violence (GBV) by amplifying their silenced voices. Rooted in cultural sensitivity through feminist and decolonial lenses, his work empowers survivors of interpersonal and systemic gender-based violence by fostering safety, healing and resilience. His research combines interdisciplinary perspectives through collaborations with the computer security and privacy research group at UW MadS&P, Preventing Interpersonal Violence and Overcoming Trauma (PIVOT) Lab, Native American Women Thriving through Innovative Violence Prevention and Empowerment (NATIVE) Lab and Sexual Violence Research Initiative (SVRI). Further, he coordinates the Madison Tech Clinic and leads the outreach and training program with rural and indigenous Domestic Violence support organizations in Wisconsin.

NICOLE RAMER, *DOCTORAL STUDENT, DEPARTMENT OF ENGLISH*

Nicole Ramer is a PhD candidate in composition and rhetoric in the English department whose research examines how community writing in Facebook cancer support groups supports individual agency and helps reshape public discourse on women's health. Her dissertation is grounded in partnerships with group facilitators and explores how digital spaces sustain meaningful community-engaged work and resist institutional constraints. As a first-generation student and someone whose experiences with cancer and disability shape her approach to academic and community work, Ramer brings a justice-oriented lens to both research and teaching. In the classroom, she emphasises community knowledge as a rigorous and necessary form of research, inviting students to engage with local and lived expertise.

SRIJAN PANDEY, *DOCTORAL STUDENT, THE INFORMATION SCHOOL*

Srijan (Sri) Pandey (they/she/he) is a doctoral researcher in the Information School pursuing a minor in design and gender studies. Their work sits at the intersection of human-AI interaction, critical data and AI ethics and justice through care and community engagement. Pandey's research interrogates how algorithmic socio-technical systems mediate the lived experiences of marginalized communities, particularly in global South contexts, and explores how participatory and feminist methodologies can reconfigure these systems toward more equitable and accountable futures. Their scholarship builds on design justice, queer technologies, feminist technoscience and data feminism. It centers collective liberation and the lived experiences of the marginalized through a desire-centered approach that foregrounds care, sustainability and intersectional justice as essential to reimagining policy and infrastructural governance. Beyond academia, Pandey is actively engaged in spaces of collective expression and political resistance, and draws creative sustenance from live music, dance, visual art and grassroots activism.

TROY YILMAZ, *MULTIMEDIA PRODUCER, CENTER FOR INTEGRATED AGRICULTURAL SYSTEMS*

Troy U. Yilmaz currently works as a multimedia producer for the Center for Integrated Agricultural Systems (CIAS) and UW Organic Collaborative, with responsibilities split between videography, graphic and web design. A native of Türkiye, he earned his BA in art history from Istanbul University and later moved to the United States to pursue an MS in management at Florida International University. After a pivotal experience working at Apple where he received a full scholarship to study graphic design, Yilmaz worked as a graphic artist and art director for two decades, specializing in branding and corporate identity. He returned to academia in 2020 to study film at UW–Milwaukee, completing his degree in 2023. Having transitioned into filmmaking, Yilmaz focuses on documentaries, particularly stories that amplify the voices of underrepresented communities.

APPENDIX G: 2026 CUPA WINNERS

1. REAP FOOD GROUP AND UW-MADISON SCHOOL OF HUMAN ECOLOGY

For over three years, the UW-Madison School of Human Ecology (SoHE) and REAP Food Group (REAP) have maintained a transformative partnership dedicated to building an equitable local food system while cultivating the next generation of community leaders. Launched in 2022 by Associate Professor of Civil Society & Community Studies Jennifer Gaddis, this collaboration bridges the gap between academic theory and community practice by integrating SoHE student interns directly into REAP's impactful programs. Interns have primarily supported REAP's Farm to School programming, advancing the use of locally grown foods in schools by strengthening school nutrition programs through policy advocacy, marketing to increase student meal participation, and community education.

2. STRENGTHENING THE DOULA ROLE THROUGH COLLABORATIVE RESEARCH TRAINING

A partnership between WI Doulas Of Color and UW-Madison Prevention Research Center

The goal of this collaboration is to strengthen the doula role by integrating birth and postpartum doula training with collaborative research mentorship. DeAnna Tharpe leads birth doula training through WI Doulas Of Color, while Micaela Berry-Smith leads postpartum doula training. Together, they support doulas of color across the perinatal continuum and mentor them in engaging with research and learning efforts that reflect their lived experience and professional practice. The partnership seeks to equip doulas not only with technical skills, but also with the tools to participate in community-defined research that uplifts the doula workforce, informs systems change, and centers client quality of life.

3. GROWING HEALTH, WELL-BEING, AND BELONGING IN A COMMUNITY SCHOOL GARDEN

A partnership between Mendota Community School, Mindfulness in Madison Metropolitan School District (MMSD), Rooted, Groundswell Conservancy, and the Department of Planning and Landscape Architecture

This community-university partnership focuses on the growth and development of the Mendota Community School Garden and Outdoor Classroom, which is a community-identified priority in support of the health, well-being, and sense of belonging of 4K-5th grade students, families, staff members, and the entire school community at Mendota Community Elementary School – one of eight community schools in MMSD. This partnership is grounded in equitable relationships and mutual respect. In particular, it centers reciprocal engagement, mutual benefit, and relevant goals, activities, and outcomes for all partners.



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