



A. S. Connection

Connecting Academic Staff to Useful Information

Fall 2022

VOLUNTEERING WITH HOPE HOUSE

UWM's Center for Community-Based Learning, Leadership, and Research (CCBLR) offers many volunteer opportunities for academic staff, including their long-standing partnership with Milwaukee's Hope House. The CCBLR is committed to civic engagement and leadership education through its many partnerships in the non-profit sector.

Hope House began in 1987 with the goal of addressing homelessness on Milwaukee's south side. Over the years it has grown immensely; providing support and services for families and the community. This includes their homeless center, rehousing facility, community center, and food pantry. With the help of volunteers (students, staff, and faculty) UWM can staff the Hope House Food Pantry every Tuesday and Thursday during the academic year.

Volunteering at the Hope House Food Pantry allows academic staff to see first-hand the impact UWM's service-learning courses have on students and the overall community. Students in service-learning courses engage in community projects related to their course content. Those who volunteer at Hope House are often enrolled in nutrition-focused courses and are educated on food insecurity issues facing the Milwaukee community.

One example of how this experience educates volunteers on food insecurities is the way the pantry itself operates; it is more of a grocery store experience. A volunteer gets to spend time with a community member, walking around the pantry with a shopping cart and the community member gets to choose what items work best for them. They may be able to pick two bread items, if needed, and may have twelve varieties to pick from. This allows the community member to self-advocate for their needs, gives the volunteer the opportunity to spend time directly with those Hope House is serving, and helps eliminate food waste as items are not pre-assigned or gathered on their behalf.

Volunteerism is not only a key part of UWM's mission but a key component for academic staff working towards indefinite status. Offering time to Hope House is a unique experience as it allows staff to interact with UWM students, helping them to achieve their educational goals, as well as providing direct assistance to the Milwaukee community. Volunteering at the Hope House Food Pantry includes stocking shelves, sorting food, and assisting community members with check-in, grocery shopping, and pick-up.

UWM staff and students can volunteer at the Hope House Food Pantry every Tuesday and Thursday from 11:30am to 2:30pm and the CCBLR will provide transportation to and from UWM to Hope House. Staff interested in volunteering with Hope House, or the many other opportunities offered by the CCBLR can visit uwm.edu/community to learn more. You may also volunteer at the food pantry directly through Hope House, as well as learn more about all their services: hopehousemke.org.





ELECTA QUINNEY INSTITUTE: PROMOTING INDIGENOUS KNOWLEDGE AND TEACHING

While at UWM, you may have heard a land acknowledgement read aloud during an event. Maybe you've seen this acknowledgement posted online or in an email signature. Perhaps you've walked by the fire circle installed last year in front of Merrill Hall or even attended a gathering there. But how much do you know about the on-campus institute responsible for developing and sharing these gifts in our community?

The Electa Quinney Institute for American Indian Education (EQI) was founded at UWM in 2010. A 1999 donation from the Indian Community School had established an endowed professorship in American Indian education, and EQI grew out of this, as well as further strategic visioning in 2007. Named for Electa Quinney—a Stockbridge-Munsee Mohican woman, who became Wisconsin's first public school teacher in 1828—EQI promotes Indigenous education and teaching practices. Alongside the American Indian Student Center, EQI plays a key role in recruiting and supporting Native students. The institute also heightens awareness of American Indian presence and issues on campus, as well as fostering connections across UWM and Wisconsin tribal nations and communities.



Earlier this year, EQI experienced a significant leadership transition. Professor of English Margaret Noodin, EQI Director since 2014, completed her service in this role in June, though she'll continue her work in language revitalization as an EQI affiliated scholar. The new Director is Mark Freeland, who comes most recently from South Dakota State University. Mark's departmental home at UWM is in Anthropology, with a research focus on worldview. He summarizes his work: "using Anishinaabe language as a way of understanding how relationships to land, time, and the environment are fundamentally different in Indigenous communities."

The teaching and preserving of Indigenous languages have represented a vital part of EQI's mission in recent years. This work includes publishing, curriculum development, teaching classes, and supporting professional development of Native language instructors. UWM offers a four-semester sequence "Indigenous Languages of Wisconsin," which students may take to fulfill their language requirement. These classes serve Native students desiring to learn their heritage languages, as well as interested non-Native students.

Angela Mesic, EQI's Indigenous Languages Project Manager, was one of those latter individuals. As a UWM student needing to complete her language requirement, Angela chose to take Ojibwe to "learn more about the land that I am from and the language that's associated with these areas." She fell in love with the language—a passion that led her, after graduation, into her current role at EQI as a teacher of Ojibwe and project manager.

Language revitalization is one of many ways EQI fulfills its multi-faceted mission of advancing Indigenous education, raising awareness, and connecting people to needed resources. When Margaret Noodin **ELECTA**



QUINNEY INSTITUTE CONTINUED

first arrived at EQI in 2014, she heard people express the need for greater visibility. Both the land acknowledgement and the fire circle contribute to that goal. They also serve another role of EQI, which Margaret describes as “help[ing] the community come to terms with the impacts of colonization.” In particular, the fire circle provides “space for people to process trauma and bring community together.”



As Mark Freeland begins his directorship, he envisions EQI building on these contributions to campus and the community. He stresses that Indigenous knowledge has much to offer us all. “Our ability with EQI is to have the presence on campus of Indigenous people doing Indigenous things, as part of this education process,” he explains, “and much of that is the production of knowledge, which is for everybody.”

His invitation to each of us at UWM, whatever our identities and roles, is to come and learn through EQI-sponsored events, such as the annual autumn Pow Wow, speakers, or classes. “Come out when we’re at the Fire Circle,” he continues, “and it’s okay to ask questions! When appropriate, we’ll invite you in, and we’ll participate with one another.... Vern Altman, who’s our Elder in Residence, is very open and very outgoing, helping to bring people into these ways of knowing.” Mark concludes, “Anyone working in higher ed is going to come into contact with Indigenous students and staff and faculty.... There is a responsibility to know, to do our jobs well.”

A Look Back

AT UW-MILWAUKEE

10 YEARS AGO - 2012

Deteriorating relations between student renters and local residents, caused by a perceived uptick in loud parties and booze-fueled mayhem on the weekends, dominated the Post. A police crackdown on underage alcohol use and public disturbance in student neighborhoods outraged the student body. MPD Chief Edward Flynn added fuel to the fire by referring to student renters as “guests” because they didn’t own property. The crackdown also led to a sweep of housing inspections by the city when the police discovered widespread neglect of rental properties by landlords.

25 YEARS AGO - 1997

Students faced the largest tuition increase in recent history (about 7%) in a continuing effort to counter decreases in state allocations. A new state statute forced the university to ban smoking except in designated areas, though the Student Union alone contained five such areas. The local guide edition of the Post featured seven video rental stores within walking distance, noting that one rented adult videos which was “a plus.” Among the paper’s advertisements was an IBM laptop marked down to \$1799 (\$3,321.27 adjusted for inflation).



ACCESSIBILITY TIP

PROFCONNECT PORTAL



Class accommodations ensure an inclusive and equitable educational environment for students with disabilities. Student accommodations may include a mix of academic flexibility, alternative testing, communication access, alternative formats, assistive technology, and notetaking services.

UWM's PROfconnect portal is designed so that instructors can view and manage accommodation-related information with the Accessibility Resource Center (ARC).

- This confidential portal allows instructors to see and update relevant information without having to rely on email.
- Upload their course syllabus so that ARC staff can verify test dates, assigned readings etc.
- View a list of all the students who have requested accommodations in their class(es)
- Complete testing agreement and upload tests
- View class notes provided for students by notetakers

Instructors can get more information and log in to the PROfconnect portal through the ARC website at <https://uwm.edu/arc/profconnect/>

In addition, instructors can learn more about accommodations and accessibility by taking the Online Accessibility Training. The training is available for instructors through the ongoing efforts of ARC staff and the Center for Excellence in Teaching and Learning (CETL).

This training focuses on several topics including:

- Accommodation plans for students
- Alternative testing
- Interpreting
- Captioning
- Assistive technology
- Universal Design
- UDOIT accessibility checker for Canvas.

Instructors can also earn a UWM Certificate in Accessibility by completing additional class-related assignments. For more information see the online training website at <https://uwm.edu/accessibility-training/>

The A.S. Connection team consists of the following members of the Academic Staff Communications Subcommittee:

Amanda Brickner, Shiraz Bhatena, Jean Creighton, Gina Lukaszewicz, Sarah MacDonald (Co-Chair), Nicole Palasz (Co-Chair), Mingyu Sun, Beth Traylor, Lynn Washatko Uhyrek, Derek Webb, Jason Williamson.

If you would like to join this committee, please contact Sarah MacDonald at macdonal@uwm.edu