

Curriculum Vitae

Matthew Wolfgram

PRESENT APPOINTMENTS:

Researcher II and *Principal Investigator*, Wisconsin Center for Education Research, since 2014. *Teaching Faculty*, Department of Education Policy Studies since 2023.

CONTACT INFORMATION: Address: Education Sciences Building, 1025 West Johnson Street, Madison, Wisconsin 53706

Phone: 608-436-0478

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EDUCATION:

University of Michigan, Ph.D., Department of Anthropology, September 2009.

Dissertation title: "Ayurveda in the age of biomedicine: Discursive asymmetries and counter-strategies."

The George Washington University, MA., Department of Anthropology, August 1999.

Thesis title: "Malayali Hinduism's embodying practices: Ritual learning as institutional reproduction in Kerala, South India."

University of Wisconsin-Milwaukee, BA., Department of Anthropology, May 1997.

PAST EMPLOYMENT (Selected):

Assistant Professor, Department of Anthropology, University of Alabama, 2011-2014.

Research Specialist, Wisconsin Center for Educational Research, 2006-2011.

Program Director, University of Wisconsin, Division of International Academic Programs, Kerala Performance Arts Seminar, Summer semesters of 2005 & 2006.

LANGUAGE STUDY: Malayalam, speaking and reading comprehension

COURSES TAUGHT:

University of Wisconsin-Madison:

- Climate Change, Sustainability and Education (Fall 2024; Spring 2025)
- Language, Politics, and Education (Fall 2023; Fall 2024)
- Participatory Action Research (Spring 2023; 2024)
- Language and Culture (Spring 2011)
- Introduction to Cultural Anthropology (Spring 2010)
- Medical Anthropology (Spring 2009)
- Anthropology of Religion (Spring 2008)

University of Alabama:

- Landmarks in Anthropological Research (Spring 2013)
- Ethnography of Communication (Spring 2012, 2013)
- Linguistic Anthropology Seminar (Fall 2011, 2012, 2013)
- Understanding Body Language (Fall 2013),
- Anthropological Theory Seminar (Spring 2013)
- Language and the Nation (Spring 2013, 2012)

- Language and Culture (Spring 2012, 2013, Fall 2011)
- Anthropology of Asian Religions (Summer 2012, 2013)
- Visual Anthropology and Ethnographic Film (Summer 2013)
- Global Perspectives on Religion and Science (Fall 2012)

University of Wisconsin-Milwaukee:

- Global Perspectives on Religion and Science (Spring 2011)
- Introduction to Hinduism (Fall 2010)
- Introduction to Buddhism (Spring 2010)

PUBLICATIONS:

- Wolfgram, M. & Larson, J. (in press) “It was supposed to be an internship”: The consequences of semiotic ambiguity for labor and learning in the new economy. *Signs and Society*.
- Wolfgram, M., & Van Auken, P. (2023). The Time Politics of Refugee Resettlement and Higher Education in the United States. *Refuge: Canada's Journal on Refugees*, 39(1), 1-18.
- Wolfgram, M. & Kendell, N. (2023). “Piling on the stress”: Low-income students’ experiences in a neoliberal majoritarian university *Anthropology & Education Quarterly*, 54(4), 392–413.
- Hora, M. T., Chen, Z., Wolfgram, M., Zhang, J., & Fischer, J. J. (2023). Designing Effective Internships: A Mixed-Methods Exploration of the Sociocultural Aspects of Intern Satisfaction and Development. *The Journal of Higher Education*, 1-28.
- Vang, M., Wolfgram, M., Smolarek, B., Lee, L., Moua, P., Thao, A., ... & Yang, L. (2022). Autoethnographic engagement in participatory action research: Bearing witness to developmental transformations for college student activists. *Action Research*, 14767503221145347.
- Hora, M., Wolfgram, M., Huerta, A., Gopal, A., & Lee, C. (2022) A multilevel network analysis of intersectionality in a Hispanic Serving Institution: The case of college internship accessibility for Latinx students. *AERA Open* 8, 23328584221102162.
- Wolfgram, M. & Ahrens, V. (2022) ‘One internship, two internships, three internships ... more!’: exploring the culture of the multiple internship economy, *Journal of Education and Work*, 35(2), 139-153. DOI: 10.1080/13639080.2022.2036713
- Wolfgram, M., Vivona, B., & Akram, T. (2021). On the intersectional amplification of barriers to college internships: A comparative case study analysis. *Harvard Education Review*. 91(4), 457-481
- Hora, M.T., Wolfgram, M. & Chen, Z., Lee, C. H. (2021). Closing the doors of opportunity: A field theoretic analysis of the prevalence and nature of obstacles to college internships. *Teachers College Record*, 123(12).
- Smolarek, B. B., Wolfgram, M., Vang, MN., Xiong, C. Lee, L. Lee, P., Thao, M., Vang, K., Xiong, P. K., Xiong, O., & Xiong, P. (2021). Our HMoob American college paj ntaub: Student-led community-based participatory action research (CBPAR) as counter-invisibility work. *International Journal of Qualitative Studies in Education*. <https://doi.org/10.1080/09518398.2021.1888162>
- Wolfgram, M. (2020). Refugees and the audit culture of international higher education in the United States. *New Directions for Higher Education*, 2020, 55–66. <https://doi.org/10.1002/he.20382>

- Kendall, N., Goerisch, D., Kim, E. C., Vernon, F., & Wolfgram, M.S. (2020). *The true costs of college*. Springer Nature.
- Wolfgram, M. & Vang, I. (2019). The time politics of higher education for refugees in the United States. *Anthropology News* 60(3):e113-e117.
- Sicoli, Mark A. & Wolfgram, M. S. (2018). Charles Sanders Peirce and anthropological theory. In *Oxford Bibliographies in Anthropology*, Ed. John Jackson. New York: Oxford University Press.
- Nathan, M. J., Wolfgram, M., Srisurichan, R., Walkington, C., & Alibali, M. W. (2017). Threading mathematics through symbols, sketches, software, silicon and wood: Teachers produce and maintain cohesion to support STEM integration. *The Journal of Educational Research* 110(3):272-293.
- Wolfgram, M. S. (2016). Science talk and scientific reference. *Annual Review of Anthropology* 45: 33-44.
- Wolfgram, M. S. (2014). Gesture and the communication of mathematical ontologies in classrooms. *Journal of Linguistic Anthropology* 24(2):216-237.
- Alibali, M. Nathan, M., Wolfgram, M., Church, B., Jacobs, S., Johnson, C. & Knuth, E. (2014). How teachers link representations in mathematics instruction using speech and gesture: A corpus analysis. *Cognition and Instruction* 32(1): 65-100.
- Nathan, M. J. Srisurichan, R., Walkington, C., Wolfgram, M., Williams, C. & Alibali, M. W. (2013). Building cohesion across representations: A mechanism for STEM integration. *Journal of Engineering Education* 102(1):77-116.
- Wolfgram, M. S. (2012). The entextualization of Ayurveda as intellectual property. *International Journal of Cultural Property* 19:313-343.
- Cooper, E.E., Lynn, C.D., & Wolfgram, M.S. (2013). Teaching technologies for research, collaboration, and dissemination. *Anthropology News*. February 6, <http://www.anthropology-news.org/index.php/2013/02/06/teaching-technologies-for-research-collaboration-and-dissemination/>.
- Wolfgram, M. S. (2010). Truth claims and disputes in Ayurveda medical science. *Journal of Linguistic Anthropology* 20(1):149-165.
- Wolfgram, M. S. (2006). Book Review of *Georgetown Roundtable on Languages and Linguistics: Language and the Professions conference proceedings*. *Journal of Linguistic Anthropology*. 14(2):305-307.
- Wolfgram, M. S. (2001). Visualizing culture: Inscription as an ethnographic artifact. *Janus Head*, winter supplement, 125-141.
- Wolfgram, M. S. (2000). Exhibition Review of “Devi: The Great Goddess” (Arthur M. Sackler Gallery, Smithsonian Institution). *Museum Anthropology* 24(1):75-77.
- Wolfgram, M. S. (2000). Inscribing authority in clinical discourse.” *Texas Linguistic Forum* 43:233-242.

MANUSCRIPTS IN DEVELOPMENT

- Wolfgram, M. (Accepted) “The null curriculum of refugee “success stories” in US resettlement discourse.”
- Wolfgram, M., Lee, S. J., & Her, C., et al. (Submitted) “STEM Asianization and the racialization of the educational experiences of Asian American college students.”

Smolarak, B., Wolfgram, M. et al., (Submitted) “STEM pushout and redirection: The impact of Institutional logics of disposability and accountability on the educational goals and experiences of HMoob American college students.”

Wolfgram, M. (Submitted). Data equity for social justice in higher education:

Participatory and critical quantitative approaches to survey design

Wolfgram, M. & C. Vineyard (submitted). “Participatory Action Research as a Pedagogical Framework for Refugee Engagement in Higher Education.”

Smolarek, B. Vang, M. N., Wolfgram, M., & Her, C. (submitted). “Participatory Action Research with College Students to Advance Social Justice in Higher Education.”

RESEARCH REPORTS PUBLISHED ONLINE (Selected)

Yang, M. C., Xiong, Y. Y., Wolfgram, M., Smolarek, B.B., Her, C., Lee, S. J., Long, G., Pha, K. P., Vang, M. N., Vang, S. Xiong, C. M., Xiong, C., Xiong, E., Yang, K., Yang, L., Yang, S., & Yang, S. (2024). How do STEM college support programs impact minoritized Asian Americans?: The experiences of HMoob students at UW-Milwaukee. Student-engaged Participatory Action Research Center Reports #3. <https://studentengagedpar.wceruw.org/publications-resources/reports/>

Wolfgram, M. (2022). Cultural-institutional values and the coordination of internships at HBCUs: A framework for a value theory of educational labor (WCER Working Paper No. 2022-4). University of Wisconsin–Madison, Wisconsin Center for Education Research.

Wolfgram, M., & Pasqualone, A.D. (2022). Discourse tokens of value and the coordination of internship labor: Analyzing how employers talk about college internships (WCER Working Paper No. 2022-2). University of Wisconsin–Madison, Wisconsin Center for Education Research.

Tamanna Akram, T., Wolfgram, M., Collet-Klingenberg, L. & Yu, H. (2022). What can we learn from research about internships for students with disabilities? Preliminary results from the survey of the College Internship Study. Center for Research on College-Workforce Transitions (Research Brief #19). University of Wisconsin–Madison, Wisconsin Center for Education Research, <http://ccwt.wceruw.org/Research/publications.html>

Hora, M.T., Huerta, A., Gopal, A., & Wolfgram, M. (2021). A review of the literature on internships for Latinx students at Hispanic-Serving Institutions: Toward a Latinx-serving internship experience. Center for Research on College-Workforce Transitions (Research Brief #16). University of Wisconsin–Madison, Wisconsin Center for Education Research, <http://ccwt.wceruw.org/Research/publications.html>

Hora, M.T., Wolfgram, M., Brown, R., Colston, J., Zhang, J., Chen, Z., & Chen, Z. (2020). The Internship Scorecard: A new framework for evaluating college internships on the basis of purpose, quality and equitable access. Research Brief #11. Center for Research on College-Workforce Transitions. University of Wisconsin-Madison, <http://ccwt.wceruw.org/Research/publications.html>

Hora, M.T., Wolfgram, M., Chen, Z., Zhang, J. & Fischer, J. (2020). A sociocultural analysis of internship supervision: Insights from a mixed-methods study at five postsecondary institutions. WCER Working Paper 2020-8. Wisconsin Center for Education Research. University of Wisconsin-Madison, <http://ccwt.wceruw.org/Research/publications.html>

- Moua, P., Thao, A., Xiong, O., Lee, L., Smolarek, B., Vang, M. N., Wolfgram, M., Xiong, P. K., Xiong, Y. Y., & Yang, L. (2020). Weaving the Paj Ntaub for future HMoob Students: A compiled collection of advice. Wisconsin Center for Education Research. University of Wisconsin-Madison, <http://ccwt.wceruw.org/Research/publications.html>
- Lee, L., Xiong, P., Xiong, Y., Yang, L., Smolarek, B., Vang, M., Wolfgram, M., Moua, P., Thao, A. & Xiong, O. (2020). The Necessity of Ethnic Studies: Prioritizing Ethnic Studies During COVID 19 and Beyond. Center for Research on College-Workforce Transitions (Research Brief #16). University of Wisconsin–Madison, Wisconsin Center for Education Research, <http://ccwt.wceruw.org/Research/publications.html>
- Arman, L., Benbow, R., Chughtai, M., Deeb, R., Fitzgerald, I., Lee, L., Lewis, D, Moua, P., Pasqualone, A., Thao, A., Toms, O., Siddiqui, K., Smolarek, B., Vang, M., Vivona, B., Wolfgram, M., Xiong, O., Xiong, P., Xiong, Y., & Yang, L. (2020). Engaging College Students of Color in Higher Education Policy Studies and Advocacy: Preliminary results from Three College Student-led Community-based Participatory Action Research Studies. Center for Research on College-Workforce Transitions, , University of Wisconsin–Madison, <http://ccwt.wceruw.org/Research/publications.html>
- Smolarek, B. B., Vang, M., & Wolfgram, M. (2019). HMoob American Undergraduate Students at University of Wisconsin’s 4-Year Comprehensive Colleges – Background, Enrollment Statistics, and Graduation Trends Center for Research on College-Workforce Transitions, University of Wisconsin–Madison, <http://ccwt.wceruw.org/Research/publications.html>
- Lee, L., Lee, P., Smolarek, B., Thao, M., Vang, K., Wolfgram, M., Xiong, C., Xiong, O., Xiong, P. K., & Xiong, P. (2019). Our HMoob American college paj ntaub. Center for Research on College-Workforce Transitions, University of Wisconsin–Madison, <http://ccwt.wceruw.org/Research/publications.html>
- Wolfgram, M. S., Vang, I & Blackburn Cohen, C. (2018). Documenting higher education for refugees in Wisconsin. Center for Research on College Workforce Transitions, University of Wisconsin–Madison, <http://ccwt.wceruw.org/Research/publications.html>
- Smolarek, B. B., Wolfgram, M., Darrow, M., Duernberger, C., Hartzog, C., Gagen, K. G., Mulrooney, R., Singer, D., & Vang, I. (2018). Documenting the aims of higher education in Wisconsin. Center for Research on College-Workforce Transitions, University of Wisconsin–Madison, <http://ccwt.wceruw.org/Research/publications.html>
- Hora, M.T., Wolfgram, M. & Thompson, S. (2017). What do we know about the impact of internships on student outcomes? Results from a preliminary review of the scholarly and practitioner literatures. Center for Research on College-Workforce Transitions, University of Wisconsin–Madison, <http://ccwt.wceruw.org/Research/publications.html>

PAPER PRESENTATIONS (Selected):

- Smolarek, B. & Wolfgram, M. “STEM Pushout and Redirection: STEM Meritocracy and the Educational Experiences of HMoob American College Students.” Association for the Study of Higher Education’s 2024 General Conference. November 20-23, 2024. Minneapolis, Minnesota.

- Wolfgram, M., Smolarek, B. & Her, C. “Impacting higher education through participatory action research with student activists.” Wisconsin Idea Conference. April. 9th. 2024. University of Wisconsin-Madison.
- Her, C. Yang, M.C. Wolfgram, M. & Paj Ntaub Team. It Takes a Village to Graduate a HMoob Student. American College Students American Education. Research Association Annual Conference. Philadelphia, PA, April 11–14, 2024.
- Wolfgram, M. Keynote Address: “Are internships a stepping stone or a gatekeeper?: Addressing barriers of access and success for college internships.” Conference on Applied Learning in Higher Education. March 7-8th, 2024, Missouri Western State University.
- Paj Ntaub Research Team. From transactional to asset-based advising for HMoob college students and other students of color. Wisconsin Academic Advising Conference (WACADA). Madison, WI, September 29-29th, 2023.
- Smolarek, B., Wolfgram, M., Lee, L., & Thao, A. STEM Pushout and Redirection: Institutional Disposability and the Educational Experiences of HMoob American College Students American Education. Research Association Annual Conference. Division G - Social Context of Education/Division G - Section 4: Policies, Matterings, and Praxis. Chicago, April 13-16, 2023.
2022. Wolfgram, M. STEM education through community engagement. American Association for the Advancement of Science. April 21, 2022.
2022. Moua, P., Smolarek, B., Thao, J., Vang, M. N., Wolfgram, M., Xiong, C. M., Xiong, Y., Yang, L., & Yang, M. C. STEM pushout and redirection: Institutional logics of disposability and accountability that impact the educational goals and experiences of HMoob American college students. Hmong Studies Consortium Speaker Series, March 30, 2022, Madison, Wisconsin.
2022. Moua, P., Smolarek, B., Thao, J., Vang, M. N., Wolfgram, M., Xiong, C. M., Xiong, Y., Yang, L., & Yang, M. C. “From transactional to asset-based advising for students of color: The (unintended) consequences of gatekeeping and redirection.” University of Wisconsin-Madison Advising and Career Services Conference. February 23, 2022, Madison, Wisconsin.
2021. Wolfgram, M. & Yu, H. “Investigating the Impact of Online Internships in the Midst of the COVID-19 Pandemic. PI meeting for the RAPID Grant Program, National Science Foundation, December 8th, 2021. Washington, DC.
2021. Vang, M. N., Smolarek, B., & Wolfgram, M. Autoethnography and minoritized college student-engaged participatory action research. Community-engaged Scholarship Series, Morgridge Center for Public Service, February 4, 2021. University of Wisconsin-Madison.
2021. Wolfgram, M. (accepted, cancelled due to COVID-19). Refugees and the International Higher Education Audit Culture in the United States. Annual Meetings of the American Anthropological Association. November 2020. St. Louis, Missouri.
2019. Lee, L., Lee, P., Smolarek, B., Thao, M., Vang, K., Wolfgram, M., Xiong, C., Xiong, O., Xiong, P. K., & Xiong, P. Our HMoob American College Paj Ntaub: Experiences of HMoob American Undergraduates at UW-Madison. Annual Meeting of the Association of Asian American Studies. April 25-28, 2019. Madison, Wisconsin.

2019. Wolfgram, M. The Time-Politics of Refugee Resettlement and Higher Education in the United States. Annual Meetings of the American Anthropological Association. November 20-24, 2019. Vancouver, British Columbia.
2018. Wolfgram, M. S. & Kendall, N. "Stressed": Low-Income College Students' Embodiments of Precarity Following the Historic Rise of Inequality and State Disinvestment from Public Higher Education. 2018 Annual Meetings of the American Anthropological Association. November 14-18, 2018. San Jose, California.
2016. Kendall N. & Wolfgram, M. S., with Goldrick-Rab, S. Goerisch, D., Kim, E. & Vernon, F. Constructing Affordability: How Institutional and Relational Contexts Affect Retention of Undergraduates from Low-Income Families. The Center for Education and Ethics' Conference: The Right to a Quality Public College Education. March 3-4, 2016. Chicago, Illinois.
2015. Wolfgram, M. S. The Institutional Management of Student Precarity on Campus. The National Women's Studies Association Annual Conference: Precarity. November 12-15, 2015. Milwaukee, Wisconsin.
2015. Wolfgram, M. S. Negotiating and Managing a Team Ethnography Across Sites and Settings. Eleventh International Congress of Qualitative Inquiry. May 20-23, 2015, University of Illinois at Urbana-Champaign.
2014. Wolfgram, M. S. STEM Classroom Participation Formatting and the Socialization of Neoliberal "skills." Annual Meeting of the American Anthropological Association. November 14-18, 2014. Washington, DC.
2013. Wolfgram, M. S. Language and the Commodification of Ayurveda Drugs. Invited Speaker Series, Department of Linguistics, Georgetown University. November 8, 2013.
2013. Davies, C. E. & Wolfgram, M. S. The Use of Discourse Analysis in the Assessment of University Classroom Pedagogy. Annual Meeting of the American Association of Applied Linguistics. March 16-19, 2013. Dallas, Texas.
2013. Wolfgram, M. S. Discourse Topic Parallelism and the Political-economy of Ayurveda Education." Annual Meeting of the American Anthropological Association. November 14-18, 2013, San Francisco, California.
2011. Nathan, M. J., Alibali, M. W., Wolfgram, M., Srisuruchan, R., & Felton, M. Modal Engagements in High School STEM Classrooms: Tracking the 'Where' and 'What' of Mathematics across Ecological Contexts. In session "Diverse Perspectives on Embodied Learning: What's So Hard to Grasp?" Annual Meetings of the American Educational Research Association. April 2011. New Orleans, Louisiana.
2011. Wolfgram, M. S. Translating Ayurveda in the Age of Biomedicine: Ideology, Genre, and Institutional Change." Invited lecture delivered at the University of California-Los Angeles, Department of Anthropology (2011, January); at the University of Alabama, Department of Anthropology (2011, March); and at the University of Wisconsin-Milwaukee (2011, May).
2009. Wolfgram, M. S. The Sound of Authority: Prosodic Iconicity in Ayurveda Discourse. Annual Meeting of the American Anthropological Association, December 2-6, 2009. Philadelphia, Pennsylvania.
2008. Wolfgram, M. S. Intimacy and Authority: Double-voiced Enregisterment as an Entrepreneurial Strategy. Annual Meeting of the American Anthropological Association. November 19-23, 2008. San Francisco, California.

2007. Wolfgram, M. S. Experience against Reason: On the Discursive Organization of Knowledge in a Debate about the Modernization of Ayurveda. Annual Meeting of the American Anthropological Association. November 28-December 2, 2007. Washington, DC.
2007. Wolfgram, M. S. Ayurveda and its Nationalist Salvage Historiography: Translation and Temporality. Annual Conference on South Asia, October 14, 2007, University of Wisconsin, Madison.
2001. Wolfgram, M. S. Talk about Ritual on an International Buddhist Committee: The Politics of Meta-Discursive Projection in Diasporic Context. Annual Meeting of the American Anthropological Association. November 28, 2001. Washington, DC.
2001. Wolfgram, M. S. Gesture and Narrativity in the Cross-Cultural Psychiatric Encounter. Paper presented at the Georgetown University Round Table on Languages and Linguistics. March 8, 2001. Washington, DC.
2000. Wolfgram, M. S. Motion and Melancholia: The Quantitative and Qualitative Features of Video Data. Annual Meeting of the American Anthropological Association. November 18, 2000. San Francisco, California.
2000. Wolfgram, M. S. Visualizing Culture: 'Seeing' as an Ethnographic Artifact. Paper presented at Rethinking the Human Sciences: Interdisciplinary Studies, Global Education, & the Languages of Criticism. April 7-8, 2000. The George Washington University. Washington, DC.
1999. Wolfgram, M. S. Embodied Knowledge: Ritual Socialization in Urban Malayali Hinduism. Annual Meeting of the American Anthropological Association. November 17-21, 1999. Chicago, Illinois.
1999. Wolfgram, M. S. Institutionalizing the Self: Clinical Discourse in the Socialization of a Modern Ideology. Symposium about Language and Society-Austin (SALSA). April 9, 1999. University of Texas-Austin. Austin, Texas.

MEDIA ENGAGEMENT (Selected):

Wolfgram, M. & Smolarek, B. (June 6, 2019). Opinion: Is this minority group too small to have a voice on campus? How U.S. higher education can become more inclusive. The Hechinger Report: Covering Innovation & Inequality in Education. <https://hechingerreport.org/opinion-campus-minority-voice/>

Wolfgram, M. (April 22, 2019). Interview with Matthew Wolfgram on why we should focus more on refugees' goals in higher education. Wisconsin Public Radio: Central Time.

<https://www.wpr.org/why-we-should-focus-more-refugees-goals-higher-education>

Wolfgram, M. & Vang, I. (April 18, 2019). Why the educational dreams of refugees get put on the back burner. The resettlement process can limit college opportunities, professional credentialing. WisCONTEXT Series: Refugee Resettlement in Wisconsin. <https://www.wiscontext.org/why-educational-dreams-refugees-get-put-back-burner>

Wolfgram, M. (February 6, 2019). Noon Wednesday with guest Matthew Wolfgram, Why do so many barriers exist for refugees to go to college? PSB Wisconsin: Here & Now. <https://pbswisconsin.org/watch/here-and-now/noon-wednesday-guest-matthew-wolfgram-5flife/>

Awards

2024. Community Engaged Scholarship Award. School of Education. University of Wisconsin-Madison.

Research Funding

(Submitted) \$500,000. Mai See Thao, Wolfgram, M., and Smolarek, B. The Structures of Data: Data (In)equity and the View from Below. Research Forward Competition. UW-Madison Office of the Vice Chancellor for Research and Graduate Education.

(Submitted) \$4 million. Wolfgram, M. Co-PI of the \$1 million research component of the grant. Wisconsin Louis Stokes Alliance for Minority Participation (WiscAMP). National Science Foundation.

(Submitted) \$200,000. Wolfgram, M. (sub-award with Catholic Multicultural Center of Madison). Encouraging immigrant civic engagement through action research and Immigrant Town Halls. Reilly-Baldwin Wisconsin Idea Endowment Grant.

(Submitted) \$1 million. Smolarek, B. and Wolfgram, M. Transforming STEM education research and practice through Student-engaged Participatory Action Research: An IMP workshop series, field school, mentorship program, and symposium. National Science Foundation.

\$500,000. Wolfgram, M. (sub-award with Catholic Multicultural Center of Madison) Enhancing access to culturally appropriate mental health services for immigrants and refugees. Wisconsin Partnership Program Community Impact Grant.

\$7,000. Wolfgram, M. Engaging College Students with Disabilities in Action Research for Transformational Change on Campus. Community-based Research Grant Award. Morgridge Center for Public Service.

\$10,000. Wilt, C. and M. Wolfgram. A Survey of College Students with Disabilities. University of Wisconsin System Spark Grant Funding.

\$2.2 million. Wolfgram, M. Smolarek, B., Lee, S., Thao, M., Pha, K. Racial Equity in STEM Undergraduate Education for Minoritized Students: A Longitudinal Mixed-Methods Study of the STEM Experiences of Hmong American College Students National Science Foundation.

\$150,000. Wolfgram, M. Smolarek, B. Racial Equity in STEM Experiences of Southeast Asian Students. Wisconsin Louis Stokes Alliance for Minority Participation (WiscAMP).

\$1.4 million. Benbow, R, Lee, Y-G., & Wolfgram, M. Exploring STEM Career Pathway Persistence Among Student Service Members and Veterans. National Science Foundation.

\$96,199. Hora, M., Smolarek, B., Wolfgram, M., Lee, S. Understanding and Reducing Inequalities in Higher Education: Lessons from Hmong American College Student-Engaged Participatory Action Research. University of Wisconsin-Madison Office of the Vice Chancellor for Research and Graduate Education, Understanding and Reducing Inequality Initiative.

\$1,489,273. Hora, M., Thompson, M., & Wolfgram, M. The College Internship Study: A Longitudinal Mixed Methods Study Exploring the Impacts of College Internships on Student Outcomes at HBCUs. National Science Foundation (#1920560).

- \$70,000. Smolarek, B. B., & Wolfgram, M.S. Our HMoob American College Paj Ntaub. Grand Challenges Research Competition. UW-Madison.
- \$40,000. Kendall, N. & Wolfgram, M.S. Deliberating the ethics of “college affordability” in 21st Century America. Center for Education and Ethics and the Spencer Foundation.
- \$16,000. Wolfgram, M.S. Dissertation fieldwork in Kerala on the Malayalam Language and Ayurvedic medicine. Junior Research Fellowship from the American Institute of Indian Studies (2004-2006).
- \$12,000. Wolfgram, M.S. Historical research and writing on the colonial history of Ayurvedic medicine at the Oriental and India Office Records housed in the British Library in London. Rackham Humanities Fellowship (2004).