SERVICE-LEARNING AT UVM
Connecting Classrooms & Communities

A REPORT ON ACADEMIC COMMUNITY ENGAGEMENT 2003-2013
10th Anniversary

In November 2013, the Office of Community-University Partnerships (CUPS) honored Professor Lynne Bond (pictured left, with UVM President Tom Sullivan) as the founding Director of the CUPS Office. In her honor, the faculty award for service-learning is now the “Lynne Bond Award for Outstanding Service-Learning.” A reception and exposition of student work from service-learning classes provided an occasion to honor students, community partners, and the 100+ Faculty Fellows for Service-Learning.

Acknowledgements

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From the Director

As I work with faculty preparing their courses, attend presentations of student work, and connect with community partners, I am continually impressed with both the caliber and the diversity of service-learning at UVM. Across the campus, partnerships of all kinds bring tremendous resources to the community and provide significant — even life-changing — learning opportunities for students.

Now in our 11th year, attention is turning again toward experiential learning as a method to prepare our students for finding their way in an increasingly challenging economy. Service-learning — as is amply demonstrated in these pages — is as vital a form of experiential learning as ever.

We were proud to honor Lynne Bond as the founding Director of the CUPS Office, upon our 10th Anniversary. I am equally proud to showcase the work of our office, UVM’s service-learning faculty, and our long-standing community partners, in this report on 10 years of academic community engagement.

Mission

To connect the university and community as partners in addressing real world challenges through engaged scholarship and transformative learning experiences.

Vision

Students, faculty, staff, and communities are active change agents, empowered with the values, skills, and knowledge to contribute to the public good.

CUPS History

In the late 1990s, several UVM faculty worked closely with Burlington’s Community and Economic Development Office (CEDO) to establish a Community Outreach Partnership Center in the Old North End. The COPC — funded by a US HUD grant — integrated research, teaching and community organizing in a number of areas. This group organized the Faculty Fellows for Service-Learning to train faculty in community-engaged approaches to teaching and scholarship. The founding of CUPS in 2003 gave the Faculty Fellows program a permanent home on campus and officially established academic service-learning at UVM. In the years since, CUPS has trained faculty, fostered community partnerships, and provided high-impact learning opportunities for UVM students in every School and College. CUPS serves as a voice for academic community engagement at UVM.

Susan Munkres
Director, CUPS
Faculty Fellows for Service-Learning

Since 1999, CUPS has trained over 100 faculty in the pedagogy of service-learning. The Faculty Fellows for Service-Learning program includes course design, project design, evaluation, integration of experiential learning (reflection), and development of reciprocal collaborations with community partners. Faculty are also supported to publish in the scholarship of teaching and learning or within their discipline on their pedagogical innovations.

Faculty receive access to implementation grants, resources and Service-Learning Teaching Assistants for their courses. CUPS staff continue to mentor community-engaged teaching and to support community-engaged faculty in the RPT process.

A complete list of Service-Learning Faculty Fellows can be found at the end of this report.

Faculty Spotlight: Kathy Fox

Interviewing Inmates for Change

Kathy Fox of Sociology was hoping for a transformational experience when she accepted a request from the VT Department of Corrections to create a survey about the families and children of prisoners in Vermont and how they are impacted by the incarceration of their loved one. In her Criminal Justice Seminar, she and her 18 students interviewed 379 inmates (25% of Vermont’s total in-state prison population) at Vermont’s seven correctional facilities. Students in a Sociology statistics class and analyzed the results of the 90-plus question survey and presented their results to the Department of Corrections.

“As a teacher, seeing students taking ownership and doing service to the state has made this one of the most rewarding experiences in my 20 years of teaching. My students love the idea that the results of their work might inform policy that could help these individuals. I think we’ll make a difference.” — Kathy Fox, Service-Learning Faculty Fellow, 2005

Other CUPS Workshops

- Introduction to Community-Engaged Teaching
- Reciprocity with Partners
- Service-Learning in “Unexpected” Places
- Small-Scale Service-Learning
- Reflective Writing
- Supporting Travel Service-Learning
- Teaching for Critical Thinking
- Service-Learning and Place-Based Approaches for Teaching Social Justice
Four units at UVM have undergone a thorough assessment and revision of their curriculum to incorporate community engagement at all levels of study. Sequenced, developmental courses in the curriculum support students’ progression in engaged learning. Funded by grants from Campus Compact and Learn & Serve America, the Engaged Department initiative institutionalized a sequenced curriculum in Community Development & Applied Economics, Civil & Environmental Engineering, Teacher Education, and the Rubenstein School for the Environment & Natural Resources.
Service-Learning Courses

While most typically think of service in terms of volunteering, at UVM roughly two-thirds of SL courses involve “problem” or “project-based” service-learning, where students produce deliverables or conduct research that benefits community partners. In 2013-2014, service-learning students in more than 80 courses created marketing plans, public service announcements, engineering designs, websites, maps using GIS, tree inventories, employee profiles, statistical analysis, policy reports, curricula, environmental impact assessments, wildlife monitoring reports, outreach plans, forestry plans, educational materials and interview schedules for — as well as providing direct service to — over 150 community partners.

Designating Courses SL

Faculty can officially designate a credit-bearing course as “service-learning” (SL) when the course:

- integrates the academic course content with a service or experiential component involving a community partner;
- benefits both the community partner and the students through the service or project; and
- is designed to support students in meeting course learning goals through the experiential component.

Assessment is based upon demonstration of student learning, not on the service itself.
CDAE 195: Cabot Marketing Challenge
The Cabot Marketing Challenge pairs groups of students with local socially responsible businesses and non-profit organizations to develop unique, targeted outreach and marketing plans, the most promising of which are then funded and implemented with grants from the Cabot Creamery Cooperative. Professors Kate Woodruff and David Connor won the 2014 Vermont Campus Compact Engaged Educator Award for their development of the course.

College of Medicine: Public Health Projects
Each spring, first-year UVM medical students meet with Burlington area agencies — coordinated by United Way of Chittenden County — to identify partnerships for Public Health Projects to address a need in the community. These projects, led by Jan Carney in the College of Medicine, are conducted during the fall of the second year of medical school. Over the past ten years more than 1,000 students have completed 150 projects, adding up to roughly 39,000 hours of work.

GEOG 192: Vermont Field Studies
Working Landscapes
Professor Cherie Morse incorporates work for community partners in several Geography classes. In one semester, students analyzed historic photos, examined land-use patterns, and interviewed stakeholders to understand cultural meanings attached to UVM’s Jericho Research Forest parcel. They produced maps and a report with recommendations.

EDSC 215: Reading in Secondary Schools
Faculty in the College of Education & Social Services work with a range of community partners to connect UVM education students with Burlington-area youth who need reading help, often as part of learning English as a second language. The courses partner with agencies such as the Boys & Girls Club and King St. Youth Center in Burlington, the O’Brien Community Center in Winooski, and several middle and high schools in the area.
Faculty members across UVM have turned their scholarly attention on their community engagement, authoring studies of service-learning pedagogy within their disciplines and more broadly. A few recent examples of this scholarship from current and former members of the CUPS Advisory Committee:

**College of Education & Social Services**


**College of Engineering & Mathematical Sciences**


**School of Nursing & Health Sciences**


**College of Arts & Sciences**


**CUPS Staff / Faculty Collaboration**

Engaged Scholarship & Community-Based Research

Community-engaged teaching often flows from scholarly engagement with communities. Over half of faculty at UVM engage with the community in their research in some fashion; close to a quarter of UVM faculty say that their work involves active collaboration and reciprocity with community partners. CUPS supports faculty members who maintain a scholarly agenda that integrates community issues, often known as the “scholarship of engagement” (Boyer 1991).

CUPS has also worked for the recognition of the scholarship of engagement in the RPT process. In 2011, UVM put forward language on this issue that had been advanced by CUPS, and which was then accepted into the Collective Bargaining Agreement (below right).

**Faculty Spotlight: Ernesto Méndez**

V. Ernesto Mendez is an agroecologist committed to “interdisciplinary and inclusive analysis.” Working with farmer organizations and cooperatives in a Participatory Action Research approach — which seeks the fair and equitable participation of all relevant stakeholders and has the potential to increase the depth and relevance of the research process — Professor Mendez works with partners in the coffeelands of Central America to support rural livelihoods and environmental conservation.

The University recognizes scholarship of engagement, that is, research/scholarly activity conducted in collaboration with, and/or for the benefit of, community stakeholders. Such research should be judged on its research rigor as well as its influence on the discipline or some community of people.

— From Reappointment Promotion & Tenure, subsection on Scholarship/Research/Creative Activity, p. 37 of the CBA)
Service-learning courses have profound impacts on students: in all surveys administered to UVM students, they report being affected positively by their academic community engagement. Students who participate in service-learning experience greater interaction with faculty members, greater satisfaction with UVM, and a higher level of academic rigor. They also report greater skill in handling real-world problems and higher levels of job-related knowledge and self-awareness.

Service-Learning Teaching Assistants

SL-TAs are hired by the CUPS Office to assist in designated SL courses across campus. In this capacity, they might help recruit community partners, facilitate and grade reflection, or assist with project management. For international service-learning courses, the SL-TAs also travel with the students. SL-TAs typically facilitate discussion and critical reflection, helping students to connect their service or community-engaged work to the learning goals of the course. SL-TAs also receive training in service-learning pedagogy, and gain valuable leadership and teaching experience. Since 2003, CUPS has placed more than 160 SL-TAs in service-learning courses at UVM.

“Student Spotlight: Hillary Laggis

The ‘Rebuilding Vermont’ class really opened a ton of doors for me, beyond just the Pearson Prize. It was my favorite class at UVM. It was the first time I was actually able to apply everything I’d learned in the classroom immediately in the field.”

— Hillary Laggis, Class of 2014

Hillary earned the nationally competitive Pearson Prize for Higher Education, which honors students who have completed at least one year of college and demonstrated community service leadership. She was chosen as one of 20 winners (out of more than 20,000 applicants), who received $10,000 to help defray college costs, as well as guidance, support and training from the Pearson Foundation around community involvement and social entrepreneurship. The award was based in part on Hillary’s work in the “Rebuilding Vermont” service-learning course she took following the devastation of Tropical Storm Irene at the beginning of her sophomore year. And it led to another opportunity: an internship with the Irene Recovery Office in Montpelier, an area of work she says she might like to explore further.

“I think service-learning classes like NR 206 should be required for all students, not just Rubenstein School students. Service-learning courses allow students to develop relationships with individuals in the community and have personal contact with real issues and examples, rather than reading about countless case studies or past documents.”

— 2012 RSENR Graduate
Community-Based Research

CUPS also supports undergraduates to engage in community-based research. Through the Simon Family Foundation, 5 undergraduates are able to undertake collaborative projects with community partners each summer. Students, faculty mentors and community partners develop a Memorandum of Understanding (MOU) as part of the application process, and students create a budget for their research.

First year student Sammi Ibrahim won a $5,000 Simon Family Public Research Scholarship in 2013, conducting research on obstacles participation in transportation alternatives for Local Motion, Chittenden County’s biking and walking advocacy organization. Pictured here with faculty mentor Pablo Bose of Geography and Jason Van Driesche of Local Motion, Sammi says that the project profoundly affected her:

“As a geography major, we think about spaces, but I hadn’t seen transportation as important in relationship to people and places. I also didn’t think of transportation as a social justice issue. But working with Local Motion, I came to see how having a car — which most people have to for transportation — is a huge economic as well as environmental burden. I now see biking...as an access issue for many people.”

International Service-Learning

Service-learning at UVM doesn’t just happen in Burlington. Students travel around the world, connecting more deeply in the countries they visit through service projects community engagement. UVM service-learning travel study courses have taught English in Japanese schools, provided basic health care in Bangladesh, and worked with rural communities on sustainable development plans in Costa Rica, to name a few. In addition, many students choose to pursue service-learning opportunities in their study abroad programs.
Community Partners

UVM students contribute the equivalent of 100 hours of community partner staff time per service-learning project, according to community partner estimates. Community partners also report a high level of satisfaction with UVM students’ professionalism, preparation and communication. Every semester, over 80% of community partners say they are interested in continuing to partner with service-learning courses in the future.

COMMUNITY PARTNER SPOTLIGHT:
KING ST. YOUTH CENTER

Alan Tinkler of UVM’s Teacher Education program and Gabriella Tufo-Strause of the King Street Youth Center won the 2013 Vermont Campus Compact Engaged Partnership Award for their sustained, reciprocal collaboration of over 5 years. Says one of Tinkler’s students on his experience volunteering with King St.: “The pedagogical experience I have acquired over the past three semesters is priceless... These hours I have spent at King Street have crafted my abilities to educate in all academic subjects, and my confidence as an instructor has consequently skyrocketed...It has allowed me to grow as an instructor in ways I could not imagine in an on-campus classroom experience.”

Community Impact

Every semester CUPS reaches out to each of the community partners working with UVM students in service-learning courses to solicit feedback on the experience. Examples from Spring 2013:

It is always rewarding both personally and professionally to meet so many dynamic young people.

The class has helped us come up with innovative ways to expand our visitor experience. They’ve given us recommendations that will eventually be implemented. It’s a win-win situation.

This was a great opportunity for our students and UVM students to work together — we were not looking for labor necessarily, but a shared experience and we got that!

The students were a joy to work with and very professional!
Outstanding Community Partner Awardees

CUPS recognizes students, faculty, and community partners, who contribute to exceptional service-learning experiences, through annual awards and nominations to state and national award competitions (faculty awardees are notes on the next page). Recent CUPS Outstanding Community Partners Award winners include:

2012: **JoEllen Calderara**, Central VT Long-Term Recovery Committee, who worked with students from the NR 285/CDAE 295: Rebuilding Vermont course to coordinate meaningful activities for students to directly assist victims of Tropical Storm Irene.

2011: **Peter DeGraff**, Otter Creek Engineering, who worked with students from the CDAE 171: Community and Economic Transformation course to create successful community-based water systems projects in Honduras.

2010: **Paul Conner, Cathy Larose, & Tom Hubbard**, South Burlington Planning & Zoning Office, who worked with at least 5 separate courses over two years to give students real-world experience and the opportunity to build professional skills in working with a public audience.

2009: **VT Campaign to End Childhood Hunger**, which partnered with Sheila Weaver’s MATH 095: Mathematics and Social Justice course for three semesters, and **Joyce Shaw**, St. Barnabas Anglican School in Cayo, Belize, who worked with CDAE 195: Applications of Sustainable Development as well as CDAE’s semester study abroad in Belize.

2008: **Corey Beach**, Champlain Valley Office of Economic Opportunity, who helped student with projects related to affordable housing in Project Planning and Development courses.

2007: **Deborah Shelden & Ethan Maurer**, ReCycle North, whose Youthbuild program partnered with graduate level career and lifestyle counseling courses; and **Carrie Deegan & Gary Hawley**, Williston Conservation Commission, who partnered with a place-based landscape analysis course.

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**RESOURCES**

**CUPS Office**
UVM’s academic service-learning office, providing support to faculty and students across campus, and to community partners in Burlington and beyond.
409 Billings Center
48 University Pl.
Burlington, VT 05405
802-656-0095 | partners@uvm.edu
http://www.uvm.edu/partnerships

**RSENR Office of Experiential Learning (OEL)**
Provides targeted support within RSENR for community-engaged learning initiatives as well as experiential learning for RSENR students.
802-656-3002 | rsenroel@uvm.edu
www.uvm.edu/rsenr/experiential/experiential.php

**Vermont Campus Compact**
A statewide consortium of higher education institutions committed to creating a flourishing democracy, helping prepare tomorrow’s civic and social leaders, and strengthening today’s communities.
802-654-2092 | vcc@smcvt.edu
http://www.vtcampuscompact.org/

**Assn. of American Colleges & Universities**
AAC&U publishes extensively on issues surrounding service-learning and other high-impact practices in higher education.
202-387-3760
http://www.aacu.org
Service-Learning Faculty Fellows, 2000-2014

Since 2000, UVM has supported faculty to develop community-engaged courses through the Faculty Fellows program. Fellows receive a 2-day training and follow-up consultations with CUPS staff throughout the spring semester. Fellows have priority access to SL TA’s for their courses.

2000
- Chyi-Lyl K Liang
- Thomas Patterson
- Nancy Brooks
- Lynne Bond**
- Jacqueline Weinstock
- Mary Canales

2001
- Luis Vivanco*
- Nancy Welch
- Kevin McKenna
- Sheila Weaver
- Anne Sullivan
- Chris Kasprisin
- Dianne Clements
- Jeff Hughes
- Rick Paradis

2002
- Kim Huismann
- Chris Harmon
- Janet Bossange*
- Karla Karstens
- Elizabeth Wheeler
- Amy Seidl
- Al McIntosh
- Eileen Burgin*
- Erica Hurwitz
- Susan Comerford
- Alison Pechenick
- Ann Greenan-Naumann*
- Thomas Hudspeth*
- Lesley-Ann Dupigny-Giroux
- Chris Leskiew
- Tracey McLaughlin-Volpe
- Barbara Burrington
- Sue Kasse Raphael
- Efleda Tolentino
- Hendrika Malby*
- Chet Parsons

2003
- Eileen Burgin*
- Erica Hurwitz
- Susan Comerford
- Alison Pechenick
- Ann Greenan-Naumann*
- Thomas Hudspeth*
- Lesley-Ann Dupigny-Giroux
- Chris Leskiew
- Tracey McLaughlin-Volpe
- Barbara Burrington
- Sue Kasse Raphael
- Efleda Tolentino
- Hendrika Malby*
- Chet Parsons

2004
- Lesley-Ann Dupigny-Giroux
- Chris Leskiew
- Tracy McLaughlin-Volpe
- Barbara Burrington
- Sue Kasse Raphael
- Efleda Tolentino
- Hendrika Malby*
- Chet Parsons

2005
- Brian Burow
- Patricia Moynagh
- Meaghan Emery
- Kathy Fox
- Helga Schreckenberger
- Julie Richards**
- Nancy Hayden*
- Robert Erickson
- Gary Visco
- Ahmad Chaudhry
- Walter Poleman*
- Lynn Gregory
- Amy Trubek
- Kazuko Suzuki
- Roberto Mere
- J. Lisette Smith
- Mary Canales

2006
- Scott McLaughlin
- Matthew Carlson
- Donna Rizzo
- Jeff Frolk
- Sarah Abrams
- Matt Kolan*

2007
- Joshua Farley
- Marjan Van den Belt
- Ximena Mejia
- Mindar Dewoodkar**
- Jennifer Jenkins
- Michael Snyder
- Monica McKenna

2008
- Ken Bauer
- Linda Berlin
- Don Ross
- Kimberly Wallin

2009
- Asim Zia
- Dan Baker*
- Amy Nickerson
- Elaine Harrington
- Sarah Reid
- Deane Wang

2010
- Tao Sun
- Anne Maroszera
- Shelly Rayback*
- Juliet Halladay
- Barri Tinker
- Katharine Anderson

2011
- David Conner*
- Binta Colley
- Carol Buck-Rolland
- David McCauley
- Jed Murdoch
- Larry Forcier

2012
- Sarah Heiss
- Susan Munkres
- Alice Forthgill
- Cynthia Reyes
- Byrnie Lee

2013
- Shoshannah Inwood
- Cara Robechek

2014
- Rachael Montesano
- Teresa Mares
- Lourdes de Dios
- Sean Hurley
- Katherine Merril
- Jason Waskiewicz
- Christine Vatovec
- Matt Myers

*CUPS Outstanding Service-Learning Faculty Award Winner
+Vermont Campus Compact Engaged Educator Award Winner
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