



# THE UNIVERSITY OF VERMONT COMMUNITY-ENGAGED LEARNING



# AY 20 ANNUAL REPORT

# COMMUNITY-ENGAGED LEARNING at the UNIVERSITY OF VERMONT, AY20

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- Overview of Community-Engaged Learning at UVM..... 1**
  - Community-Engaged Courses: SL & CL Designations..... 2
  - Types of Service-Learning at UVM..... 3
  
- Statewide Reach..... 4**
  
- Community-Engaged Faculty..... 5**
  - Training and Supporting Faculty..... 5
  - Recognizing Faculty..... 6
  
- Student Impact..... 9**
  - Beyond the Service-Learning Course..... 9
  - Student & Alumni Snapshots..... 10
  - Pathways from Community Engagement to Career..... 12
  - Recognizing Students..... 12
  
- Community Partners..... 13**
  - Snapshots: SL Partnerships..... 14
  - Recognizing Community Partners..... 15
  - Partner Benefit & Community Impact..... 15
  
- Office of Community-Engaged Learning..... 18**
  - Our Mission..... 18
  - Carnegie Classification..... 18



## LETTER FROM CELO DIRECTOR SUSAN MUNKRES, Fall '20

From the vantage point of fall, our emergency pivots to remote learning last spring feel remarkably distant. Our focus as an institution is necessarily on the immediate present, as we respond to a semester like no other. Even further in the recesses of our minds are the courses and activities before the pandemic. Yet there were so many meaningful examples of students engaging with the communities in which UVM is inextricably embedded. This report on the Office of Community-Engaged Learning (CELO) AY20 activities celebrates both the community-engaged learning of normal circumstances, and the ingenuity and persistence of service-learning in a pandemic.

As has been typical in previous years, AY20 saw roughly 100 service-learning courses taught at UVM, a new cohort of Faculty Fellows for Community-Engaged Learning discussing the pedagogy, and recognition of our committed faculty and community partners. Students experienced the power of community engagement, taking leadership roles as Service Learning TAs and in community-based research projects. Unlike any other year, however, students and faculty together went remote under emergency circumstances, and still produced research reports, engineering designs, environmental plans and communications deliverables on schedule for partners who themselves flexed to continue with students. Others lost their internship placements, but remained determined to continue remotely — or made remarkable and creative adaptations to their projects.

And as we continue to witness unprecedented mobilization against systems of inequality and oppression, both nationwide and in our own communities, we are more committed than ever to enhancing students' learning through community engagement. We believe that positioning students in the heart of local community efforts as part of their learning is the best way to invite students into full participation in public life, and to animate the land-grant mission of the university. Throughout, we have sought to find opportunity amidst these incredibly challenging times, and are now working to apply lessons learned in spring 2020, inspired by the creative and responsive ways that community-engaged learning has continued — and the thought and care that has gone in to temporarily suspending activities that remain unsafe or unworkable.

Read on to learn more about how faculty are creating hands-on, real-world learning experiences for students while building collaborations around shared priorities with community members near and far.

A handwritten signature in blue ink that reads "Susan Munkres".

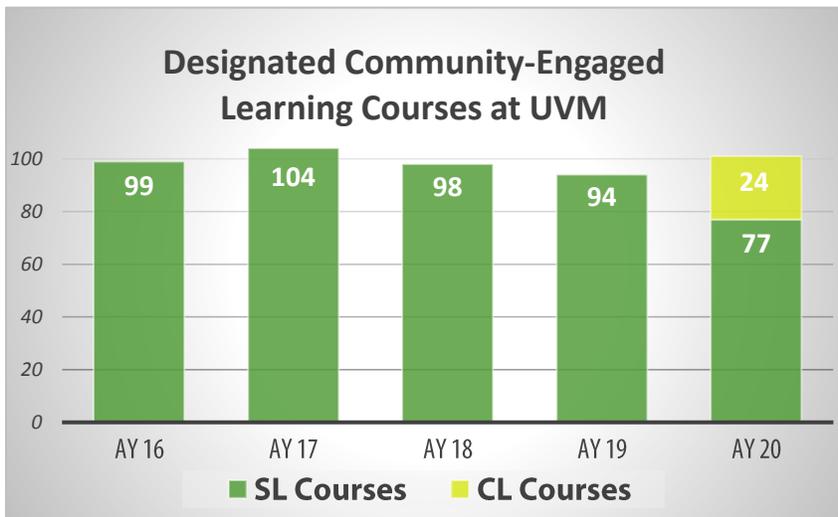


# Overview of Community-Engaged Learning at UVM

The Community-Engaged Learning Office (CELO) is UVM's home for academic service learning. Our goal is to help students put their learning into practice on behalf of the many communities connected to UVM.

The University of Vermont has a distinguished history of community-engaged teaching and learning. As the alma mater of John Dewey and in his hometown of Burlington, UVM is deeply invested in this particular high-impact educational practice, and has long valued engagement in community and experiential education as key foundations for citizenship. CELO continues this work, supporting pathways for students to engage in communities throughout their time at UVM and beyond.

CELO trains faculty in the pedagogy and practice of service-learning, providing students with access to approximately 100 community-engaged learning courses every year across disciplines and in almost every school and college (see graphs below). These courses work in partnership with hundreds of organizations: nonprofits, local government, small businesses, community associations, and more. Students in SL courses offer technical, logistical, educational, design, and clinical support to these groups. In so doing, students prepare for full participation in public life by deploying their academic skills within reciprocal community partnerships that address community-identified priorities.



**101**

Service Learning (SL) & Civic Learning (CL) courses were offered university-wide in AY20

**60**

UVM faculty taught SL & CL courses

**15%**

of UVM students took at least one SL course

**158**

community partners worked with students in SL courses

**44%**

of 2020 graduating seniors passed at least one SL course during their UVM career

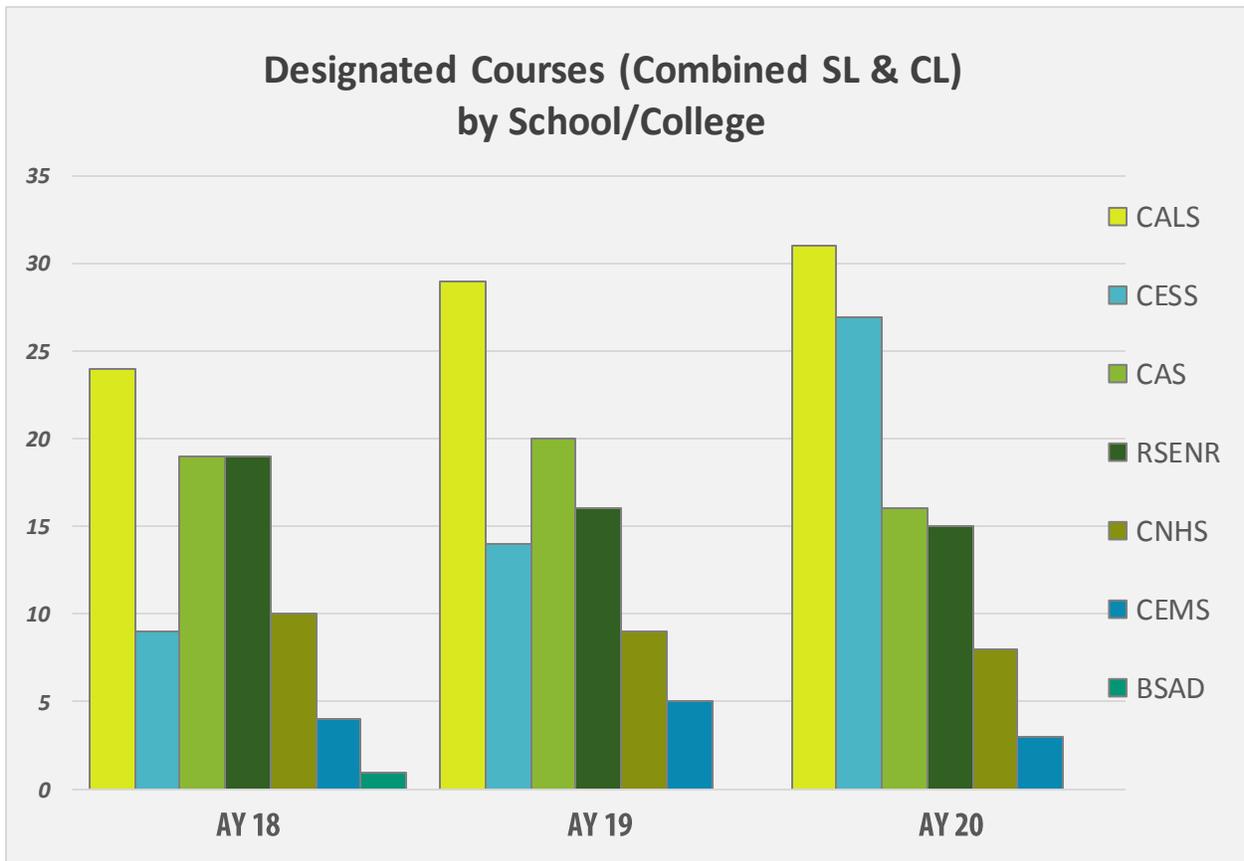
## Community-Engaged Courses: SL & CL Designations

In AY20, CELO introduced a new designation, allowing faculty to designate two types of community-engaged courses. Together, Civic Learning (CL) and the existing Service-Learning (SL) designation comprise community-engaged learning at UVM. Based on the recommendation of the CELO Advisory Committee (composed of faculty and staff from every unit where service-learning occurs), and approved by the Faculty Senate in May 2019, this tiered designation system responds to developments within the field of community-engaged learning and to our unique needs and evolving commitments to service-learning, which vary by academic unit (see graph below).

Civic Learning courses can be preparatory in nature: community-facing, they introduce students to communities, to place-based study, and to specific relevant cases. They model to students how to apply disciplinary knowledge in real-world contexts.

These courses can be introduced earlier in the curriculum, when students have less experience and disciplinary knowledge, but sparking the same kinds of curiosity and making the same connections between curriculum and relevant application. This is particularly useful at UVM, where project-based service learning is more common than direct service — the opposite of typical community engagement on most college campuses. Service-learning courses, meanwhile, emphasize reciprocal community partnerships that contribute to meaningful community impact over time.

For faculty, CL courses are intended as a pathway in to community-engaged work, both as teachers and as scholars. Faculty can deepen their courses by providing real-world and hands-on examples for students without having to ensure a professional-caliber deliverable for a community partner.



Similarly, in preparation for a future scholarly project and/or in support of current scholarship they might choose, in a particular course or series of courses, to tackle real-world and place-based problems of interest to them.

Over the next few years, numbers of SL courses will likely drop and then stabilize, as courses are moved into the appropriate designation. Ultimately, however, we expect the total number of community engaged courses to rise, as faculty respond to this new option.

## Types of Service Learning at UVM

Despite the common image of students working with youth or building houses, service-learning activities are much more diverse, falling into four distinct modes.

Direct service involves interpersonal connections, where students work with a client population, whether tutoring in afterschool programs, or — in the pandemic — making Zoom phone calls to isolated senior citizens. Nicole Conroy (faculty award winner profiled below) has students in their first year of their program working at King Street Center, the O'Brien Community Center and the Boys & Girls Club, critically reflecting on their preconceptions, biases and roles as future human development professionals.

If students are engaged in providing services, but not to individuals, such as tree planting and eco-



*David Hohenschau (CDAE) and his Community Design Studio students at the Burlington Waterfront in Fall '19. They met with Harbor-master Erin Moreau to discuss the waterfront landscape — both built and natural — as it relates to community design.*

logical restoration work (see Bill Keeton's award profile below), this is called indirect service.

At UVM most commonly, students engage in the project-based or consultant model SL, where they provide deliverables or professional-level projects for community partners, meeting those partners' specifications. John Lens' engineering students, for example, create professional design proposals for local government entities around the state (see faculty award profile below)

And finally, students may conduct research driven by community partners' questions, aka community-based research, as seen in Lucia Possehl's work within Qualitative Research Methods and her own community-engaged research.

Community-engaged learning at UVM takes many different forms (see examples in the map below). Students doing work as part of service-learning partnerships may engage in:

**Direct service** → i.e. working directly with community members: tutoring, mentoring, direct support services, etc.

**Indirect service** → i.e. sorting food, measuring trees, planting gardens, collecting GPS data, etc.

**Project-based** → i.e. producing deliverables: marketing plans, policy papers, educational campaigns, engineering designs, etc.

**Community-based research** → i.e. research (of various methods) that addresses a community partner's priorities and goals: interviewing staff, volunteers or clients; statistical analysis of existing data sets; surveys; etc.



# STATEWIDE REACH



Click photos to read more about each project.



# COMMUNITY-ENGAGED FACULTY

Faculty in every school and college have chosen to teach using community-engaged pedagogies, including service-learning. Some employ service-learning because they value the rich educational experience it provides for students; others are hired to take over existing service-learning courses. Some design courses around a particular community partner's request for assistance, while others seek partners to "pitch" projects to students.

All courses working with community partners in this way are expected to seek the Service-Learning (SL) designation and meet the rigorous designation requirements. CELO's Advisory Committee — comprised of faculty and engagement staff from every academic unit with service-learning — reviews course designation requests, ensuring that courses meet the designation criteria approved by the Faculty Senate. In so doing, we increase the likelihood of courses achieving fidelity to the best practices of community-engaged pedagogy, including reciprocity with community partners and respectful engagement with communities.

## Training and Supporting Faculty

CELO supports faculty to use community-engaged pedagogy through consultations, workshops, and a signature Faculty Fellows program, developed over 20 years ago as the first fellows program at UVM. Faculty who are accepted as Fellows spend six months meeting as a cohort, discussing key issues in the pedagogy and designing a service-learning or community-engaged component to one of their courses. Of the 60 UVM faculty members teaching a designated CL or SL course this past year, just over half are alumni of this program. Roughly half of all program alumni who are still teaching are using service-learning pedagogy on a regular basis.

CELO staff continue to offer ongoing consultation, implementation grants, Service-Learning Teaching

Assistants (SLTAs), and in-class workshops to faculty members with designated courses.

In AY20, we worked with faculty much more closely during the semester than is typical, and had active contact with every faculty member teaching a service-learning course during the emergency remote transition of spring. We offered remote workshops, visited final presentations on Teams, and interviewed faculty about their successes and struggles to inform our end-of-year faculty development activities. Director Susan Munkres co-facilitated the Experiential Pathway within the Pivotal Pedagogy faculty development collaboration in May and offered a workshop on adapting community-based pedagogy for flexible delivery.

### CELO ADVISORY COMMITTEE

- Nadeje Alexandre, *RSENR*
- Wendy Berenback, *Center for Teaching & Learning*
- Susan Davidson, *University Communications*
- Thomas DeSisto, *CALS*
- Jason Garbarino, *CNHS*
- Shana Haines, *CESS*
- Deb Hinchey, *CNHS*
- Rachael Montesano, *CAS*
- Cherie Morse, *CAS*
- Tiffanie Spencer, *CESS*
- Lisa Townson, *UVM Foundation*

## Recognizing Faculty

CELO accepts nominations yearly to recognize faculty whose community-engaged teaching exemplifies the best practices of the pedagogy, including collaboration, reciprocity, integration of experiential learning and a commitment to recognizing diverse perspectives as fundamental to effective community engagement. We offer awards for outstanding new faculty (usually teaching less than 5 years) and the Lynne Bond Award for Service-Learning Faculty, for faculty with many years of experience. In AY20, we were unable to recognize these faculty members in person, but are grateful to have fully finished the nomination and review process before our transition to remote.



One of two winners of the **Outstanding New Faculty Awards**, **Nicole Conroy** teaches HDFS 001, an introductory-level writing intensive and service-learning course — for first-year Human Development & Family Studies majors. The course provides an orientation to the field, and to the skills and lens of the HDFS pro-

fessional, including direct service experience and intensive written reflection. Jackie Weinstock, who preceded Nicole in teaching HDFS 001, stressed that she has increased the course's attention to social justice in critical reflection, recognizing that the reflection process must be attentive to the needs of all students in the classroom.

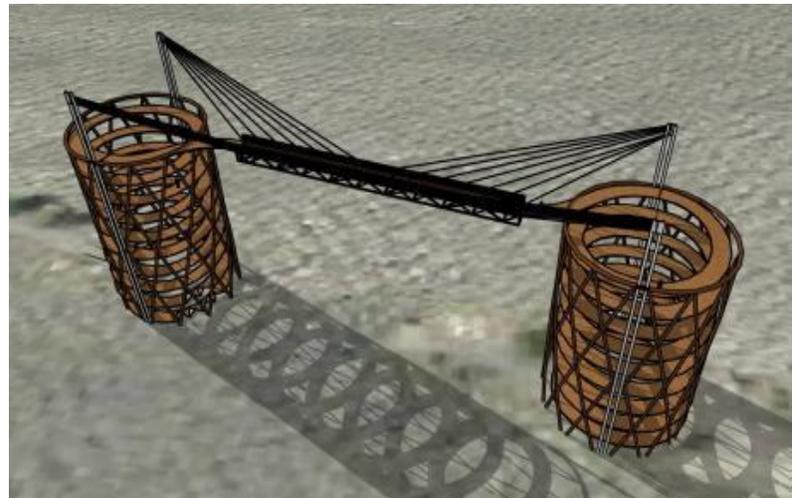
Conroy also enhanced the students' service-learning journal writing into a three-part reflection process, introduced over time, with scaffolded grading and opportunities for revision. Nicole participated in the CELO Faculty Fellows program to hone her ideas for the course, and continues to collaborate with CELO staff. The course is an exemplar of best practices for direct service: care and attention to the

needs of the community sites, careful design of assignments, and real recognition of how students are positioned in relation to each other and the communities in which they work.

The second **New Faculty Award** winner, **John Lens**, teaches project-based service-learning; instead of working with individuals directly, students produce deliverables — in this case engineering designs — on behalf of a community partner, addressing their goals and priorities. A professor of the practice, John draws upon



years of professional connections to develop meaningful projects with the partners for whom the students ultimately work. Each year, these skills are brought to bear in the senior-level, two-semester capstone design experience in Civil & Environmental Engineering. Between 50-70 students work with up to 20 community partners. Students work with partners as clients, gaining valuable pre-professional



*In their Civil & Environmental Engineering SL Capstone, seniors Connor Agro, Declan Martis, Jordan Shustack, Hunter Simpson, & Jimmy Can Hook created a Lake Champlain Causeway pedestrian and bicycle bridge design, on behalf of the nonprofit Local Motion.*

experience, and are also challenged to consider social, environmental and economic aspects of the designs as they respond to the community partner's goals. Students present in multiple venues, to partners, CEMS faculty and to broader audiences at Senior Design Night. Nominator Priyantha Wijesinghe additionally and specifically acknowledged the added work John puts in to ensure that the designs are fully vetted before being provided to partners; these designs can save an organization many thousands of dollars in initial problem-solving and assessment.



**Bill Keeton** of Environmental Sciences in the Rubenstein School of the Environment & Natural Resources was the 2020 recipient of the **Lynne Bond Outstanding Service-Learning Faculty Award**. Named in honor of CELO's founder, professor emerita of psychology Lynne Bond, this award goes to faculty with a

long-standing commitment to service-learning, and whose teaching exemplifies the principles of academic rigor, community reciprocity and reflective engagement.

Dr. Keeton has been teaching *ENSC 201: Restoration and Recovery of Altered Ecosystems* yearly (minus two sabbatical years) since 2001. He was nominated by two long-term community partners of the course, Rose Paul of The Nature Conservancy



*ENSC 201 students planting trees on public land in Burlington, stabilizing eroding streambanks and restoring ecosystems on the shores of Lake Champlain.*

and Dan Cahill of Burlington Parks, Recreation & Waterfront.

Both partners highlighted not only the value of the students' work, but the intentional and reciprocal nature of the partnership. Paul lauded Keeton's proactive development of projects: in active collaboration with TNC staff and well in advance of the semester. She also noted open lines of communication and thoughtful questioning of the students, with the process resulting in "useful, informative, creative plans tailored to each SL site for stream bank restoration, in-stream habitat restoration, management of invasive plants, recreation trail enhancements, and vegetation restoration."

Cahill, a RSENR alumnus and Director of Land Stewardship, explained that the partnership has transformed ecological restoration from a distant academic concept to a lived reality of natural community restoration in three parks in Burlington. Further, the involvement of Bill's class has also allowed the city to leverage additional resources and volunteers for significant impact. But the course offers more than services rendered; it provides the city with opportunities to engage in support and mentoring of students, as well as critical review of student projects and proposals.

"It is truly rewarding for us to see a large cohort of students each year begin to experience and practice what they aspire to for their careers — making places better for people, for wildlife and for our planet."

— Rose Paul, *The Nature Conservancy*  
*ENSC 201 Community Partner*

And as is often the case, partners express satisfaction in collaborating with a well-run SL course as part of the development of their field. As Paul noted, “It is truly rewarding for us to see a large cohort of students each year begin to experience and practice what they aspire to for their careers — making places better for people, for wildlife and for our planet.” We're delighted to recognize Bill Keeton for his impact on students, partners and Vermont landscapes.

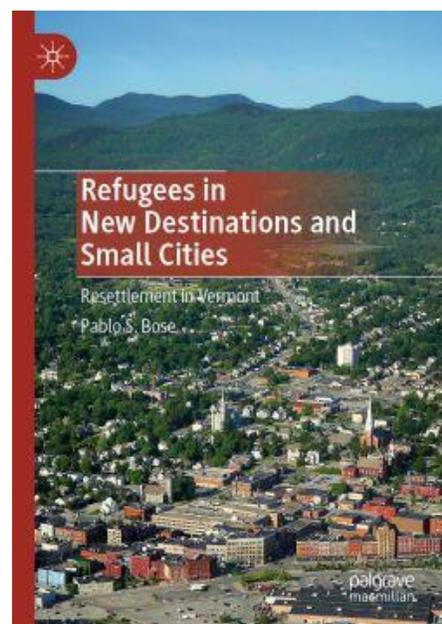
At the national level, **Pablo Bose** (Geography) was one of four finalists for the **2019 Thomas Ehrlich Civically Engaged Faculty Award** — an award offered through Campus Compact, a national coalition of over 1,000 college and universities committed to the public purposes of higher education.

Nominated by CELO Director Susan Munkres and Lisa Townson of the UVM Foundation for his community-engaged research and teaching, Pablo

was recognized for exemplary scholarship, leadership in advancing students' civic learning, and reciprocal partnerships.

Dr. Bose's research focuses on refugee resettlement in small cities, and he is a leader on campus for thoughtful research with refugee populations. He also excels at incorporating students into community-engaged research projects, with multiple students winning Simon Fellowships for action research and community work with refugee-serving organizations (see Student Impact section below). Unfortunately the event honoring the finalists and award winner was cancelled due to the pandemic.

We are delighted to support and recognize community-engaged faculty, who do the hard work of connecting many constituencies to building flexible and responsive learning opportunities for our students.



“Reviewers were impressed by (Dr. Bose’s) integration of teaching, scholarship, and engaged action in service of refugee and migrant communities in Vermont. They found it notable that your work addresses an issue that is invisible to many living in your state and has enabled your university to become a significant resource for communities that often struggle to find partners.”

— *Andrew Seligsohn*  
President, Campus Compact



# STUDENT IMPACT

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Service-learning courses are powerful opportunities for students because they combine so many of the elements of high-impact educational practices, and they often provide students a window into different worlds and ways of being. Service learning necessarily involves relevant *real-world application of academic knowledge, interactions with peers and faculty about substantive issues, structured opportunities to reflect and integrate learning*; it can often involve *public demonstrations of competence, and experiences with diverse populations and unfamiliar circumstances* (Kuh & O'Donnell, 2013). All of these elements contribute to the significance of the pedagogy on student engagement and learning, which is well-documented both nationally and at UVM — and demonstrated powerfully in the student and alumni stories at right. It also gives students the opportunity to experience Vermont outside the campus bubble and to connect with advocates, organizers, leaders and professionals in their areas of interest. Students express appreciation for these opportunities, and we often hear that they wished they had encountered service-learning courses earlier in their time at UVM.

## Beyond the Service-Learning Course

Every year, 5-10 students work as **Service-Learning Teaching Assistants (SLTAs)**, supporting faculty in existing service-learning courses. They serve as important resources for faculty; their roles include coordinating service experiences, facilitating and/or grading reflective assignments, and helping project manage students and/or groups on deadlines and deliverables, all while offering advice and a student perspective on course design and the progress of service projects and experiences.

Since 2007, this program has allowed students to connect their experiences in service-learning courses with a deeper understanding of the principles of service-learning pedagogy. Either for a stipend or for academic credit, SLTAs work up to 5 hours per week on the community-engaged portion of the course, and participate in a weekly training and discussion with their fellow TAs and with CELO Program Coordinator Tom Wilson. They consider reciprocity, principles of community partnership, models of social change, effective practices for academic reflection, their own positions and identities, and

the potential significance of community engagement. In AY20, eight SLTAs supported courses in four schools and colleges. Their work helped students placed in the field in early childhood classrooms and youth services organizations; connected student research to public health nonprofits, informing their practice; oversaw a food access survey in rural Addison County, which took on additional urgency once the pandemic hit; and helped students critically engage with their travel study experiences in St. Lucia.

Community-engaged student leadership is not limited to service-learning courses, however, as some students choose to continue engagement work with community partners during the summer. The **Simon Family Public Research Fellowship** fully supports five currently-enrolled students to engage in community-based research projects with a community partner and a faculty member. These projects follow the principles of participatory action research — a close analogue to service-learning, where the research embodies principles of reciprocity.

# STUDENT & ALUMNI SNAPSHOTS

Click photos to read more about each student.



**SANDRA KING '22,  
EARLY CHILDHOOD EDUCATION**

A recipient of the 2020 Academic and Social Justice Distinction Award, and a current SLTA, Sandra is already engaged in her third early childhood practicum and fourth field experience as a student. She also recently accepted a job as the lead teacher for an older toddler classroom at Loveworks. As part of her SLTA work, Sandra recently set up virtual meetups with first-year students to provide valuable support, insight and partnership. “UVM is an amazing school and the education program is so advanced and supportive. I feel prepared to go out and do my thing in the world,” she says.



**RACHEL BENJAMIN '17, COMMUNITY &  
INTERNATIONAL DEVELOPMENT**

Throughout her undergraduate career, Rachel took a series of SL courses in CDAE. Asked which course had the most impact, she had to think. “In CDAE, I was very fortunate to have the opportunity to participate in several excellent service-learning courses, so it was difficult to choose! The course that was most impactful was my *Sustainable Development in Small Island States* course.” In the travel study course to St. Lucia, Rachel’s group developed a curriculum focused on HIV and AIDS prevention for middle school students living on the island.



**KYLIE BEAUSOLEIL '21, NURSING**

Kylie is helping older adults use Zoom video conferencing software to participate in discussions with nursing students in a gerontology course. Beausoleil’s research, supported by a Simon Family Public Research Award, is helping to determine how the experience affects older adults dealing with both a pandemic and social isolation. “One of the greatest things about being a nurse is being able to talk to people and offer companionship. The older community, especially, has so much to share. With this project, we are reaching a community that is even more isolated, possibly dealing with acute illness or memory challenges,” she says.



**KIA'RAE HANRON '20, ARTEducation**

Kia'Rae works as Arts Learning Advisor at Clemmons Family Farm, an African-American-owned historic farm gradually transitioning to a nonprofit organization promoting a deeper understanding and appreciation of African-American and African diaspora history, arts, and culture. “Art provides outlets for grief and anger when words fail us, hope and laughter during the darkest of times, and a beauty that can only come from the genuine living of life,” she says. Community-engaged learning is a hallmark of art education at UVM. For Kia'Rae, that included internships at Woodside Juvenile Rehabilitation Center and Burlington HS.

Students, partners and faculty design collaborative research to address community priorities and goals, and students implement the research project during the summer with the support of the faculty mentor. Projects may be partner-driven, or they may be part of a broader faculty-led project with partners. Since 2012, this scholarship has supported students in problem-solving research with partners from Burlington to Mongolia.

In the spring of 2020, CELO and the Office of Fellowships, Opportunities & Undergraduate Research (FOUR) — which hosts the Simon Fellowship — recognized that the pandemic was causing severe disruption to both students and community partners and that, as a result, very few applications would be submitted. Together, we envisioned a redirection of the Simonscholarship for this year, into faculty-driven community-based research addressing needs related to COVID. CELO staff called faculty in most schools and colleges whose research or teaching included work in Vermont communities and recruited applications on behalf of undergraduates to work on these projects.

As a result of this work, **two regular Simon Fellowships** were offered to student-driven applications, and **four faculty-driven research projects** were accepted for the **Research Award** with stipends going to students participating in the research process. Three of the four research awards involved direct response to COVID-created community needs, including a survey on food insecurity, research on housing impacts, and a project to teach Zoom skills to older adults. This instruction, by Kylie Beausoleil (Professional Nursing '21), allowed adults in assisted living and continuing care facilities to participate in the ongoing *Aging is Very Personal* program, run by Jason Garbarino (CNHS) as part of his service-learning Gerontology course. Beausoleil spent summer 2020 evaluating the Zoom interventions and will study the impact of participation in the program, in recognition that social isolation among older adults is a public health crisis in the pandemic. (See snapshot above.)

## **2020 SIMON FAMILY PUBLIC RESEARCH FELLOWSHIPS**

**William Omohundro**, Political Science & Spanish  
*Faculty Mentor:* Pablo Bose (Geography)  
*Community Partner:* Associations of Africans Living in Vermont (AALV)

**Mark Sizen**, Self-Designed Major  
*Faculty Mentor:* Travis Reynolds (CDAE)  
*Community Partner:* University of Puerto Rico Maguayez Extension

## **2020 SIMON FAMILY RESEARCH AWARDS FOR COVID RESPONSE**

**Shenna Tyer**, Nutrition & Food Science  
*Faculty Lead:* Farryl Bertmann (Nutrition & Food Science)  
*Project:* Intuitive Eating in the face of food insecurity associated with COVID-19

**Marissa Yanez**, Natural Resources  
*Faculty Lead:* Kelly Hamshaw (CDAE)  
*Project:* Understanding the impact of COVID-19 on Vermont's affordable housing community

**Kylie Beausoleil**, Nursing  
*Faculty Lead:* Jason Garbarino (Nursing)  
*Project:* Using Zoom to participate in the AIVP program for older adults

**Shannon Murphy**, Health Sciences  
*Faculty Lead:* Deb Hinchey (Health Sciences)  
*Project:* Assessing the midwifery workforce: informing policy, diversifying the profession, and impacting health

## Pathways from Community Engagement to Career

Community engagement at UVM — whether in service-learning courses, working as a teaching assistant to learn more deeply about the pedagogy, or conducting community-based research as a Simon Fellow — can have profound effects on students' time at UVM and on their future trajectory. We help them make the connection between these experiences and their possibilities explicitly while they are students, and then savor their successes in later years.

Since AY16, CELO has offered **transferable skills workshops** within service-learning courses, often tailored to the particularities of each course. These workshops require students to identify key skills that they have gained in the

service-learning work that will transfer to other fields, workplaces, or settings.

We've found that students often need this kind of explicit support to identify the larger implications of work done in service-learning courses, and to effectively articulate what they have gained. This can particularly be the case where a service-learning project has encountered obstacles: rather than be discouraged about perceived failures, this workshop encourages students to understand qualities of creativity, perseverance and adaptation that they may have developed, which are key skills in contemporary work. Structuring opportunities for reflection and analysis deepens the learning experience considerably.

## Recognizing Students



As an alumna of the Service-Learning TA program, **Lucia Possehl** was an obvious candidate for CELO's **Student Leadership in Service-Learning Award**. Lucia served as an SLTA in two different courses — *GEOG 061: Place, Landscape, & Environment in Vermont* and

*HCOL 086: Qualitative Research Methods for Sustainability Studies*, both with Prof. Cheryl Morse, who nominated Lucia for the award. Lucia played a key role in developing reciprocal projects with community partners that respond directly to community context and need, while simultaneously supporting students to complete the projects at a high level. She took the lead on

designing critical reflection assignments and curricula, encouraging students to consider the urban/rural dynamics in Vermont and how they shape place-based community perceptions.

Lucia also leveraged her deep knowledge of community-engaged learning to create a grant proposal for a new oral history project centered on opioid addiction and the criminal justice and rehabilitation experience. She interviewed Vermont medical doctors specializing in addiction, journalists, harm-reduction practitioners, and policymakers to understand the construction of opioid use disorder care networks across the state. This research also contributes to her thesis, “Landscapes of Care Amid Crisis: Vermont's Response to the Opioid Epidemic.” Lucia is now working remotely for the UVM Medical Center on its opioid programming.



# COMMUNITY PARTNERS

Many faculty have the good fortune to work with partners for years at a time, where they can collaborate to create experiences that meet partners’ priorities and increase capacity; partners grow in their effectiveness at utilizing student support and meaningfully incorporating students’ contributions. Many of these long-term partnerships are in direct service courses, where the added capacity from students is part of an ongoing commitment between community partners and faculty, such as between Gabe Tufo-Straus at King St. Center and four CESS faculty, including Nicole Conroy (profiled above). Direct-service nonprofits and schools are commonly among these regular partners (see table of organizational type below). Many partnerships were disrupted by the pandemic, but the long-standing relationships remain a ground for rebuilding when in-person work can return.

In project-based (or consultant-model) service-learning, a wider array of partners can work with classes. And these partners can also choose the frequency of their engagement: town conservation commissions, selectboards, smaller non-profits and grassroots organizations are likely to bring projects occasionally, while larger scale non-profits and local governments may be able to bring projects yearly; the Nature Conservancy’s work with Bill Keeton (above), and the Agency of Natural Resources are examples. But new partners are also a big part of the excitement for some project-based courses that offer particular services. John Lens, in Civil & Environmental Engineering (above) mines his professional networks for projects all over Vermont. The greater the diversity of project and partners in service-learning senior capstone courses, the more students learn from each other's projects as well as their own, deepening their learning.

<b>Service-Learning Partners by Organizational Type, AY20</b>		
<b>Org. Type</b>	<b>No.</b>	<b>%</b>
Non-Profit Organization	72	32%
Local Government	35	16%
Internal UVM Unit	34	15%
PreK-12 School	24	11%
State Government	24	11%
Direct Service Non-Profit	13	6%
For-Profit Business (Small/Local)	10	5%
Grassroots/Community Group (Unincorporated)	5	2%
Faith-Based/Religious Organization	2	1%
For-Profit Business (Large/Corporate)	3	1%

# SNAPSHOTS: SL PARTNERSHIPS

Click photos to read more about each course.



## HELPING ARMY CADETS: EXERCISE SCIENCE CAPSTONE

Exercise science students in *Biomechanics of Human Movement* collaborated in a service-learning project with the Army ROTC to help cadets prepare for combat-readiness tests. Students performed biomechanical screenings to identify cadets who are at an increased risk for injury. The students personalized their analyses for each cadet with video narration of the movement patterns. “This project was meaningful for me because the feedback we provided could make the difference between movement competency or no competency and even possibly passing or failing the military fitness testing,” said Emily Dow, Exercise Science '21.



## RE-IMAGINING SOME OF NORTHWEST VERMONT'S “LOST SPACES”

UVM design students in David Raphael's *Landscape Architecture* service-learning course have crafted eye-catching visions for transforming so-called “lost spaces” in Burlington and Winooski. Raphael credits his students' fusion of fancy, form and function to on-site studies and a hands-on design curriculum. Local planners are tuning in: the students' dozen-plus projects — which include pedestrian infrastructure, greenery and gardens, and park restoration, among others — will help inform Winooski's current plans for parks and open space, said Heather Carrington, the city's community and economic development officer.



## GOING REMOTE TO HELP PARTNERS IN A PANDEMIC

For many students in service-learning courses, their work became more relevant than ever once the pandemic hit in March. Pivoting to remote learning, many changed the focus and scope of their projects to support community partners in responding to the crisis. In the *Health Sciences Capstone*, for example, students began their spring semester working with a local community wellness organization on a community garden project in Milton. That work expanded in March to the collection of resources for residents statewide to access and prepare nutritious food, stay physically active, support home-based learning, and manage anxiety.



## FLEMING EXHIBIT EXPLORES THE INTERSECTION OF ART AND ACTIVISM

RESIST! INSIST! PERSIST! — an exhibit drawn primarily from the Fleming Museum's collection — was curated by UVM students in the SL course *Art History 282: Museum Studies*, taught by Kelley Helmstutler Di Dio. The exhibit features the work of historical and contemporary artists who have countered adversity and hardship with empowerment and expression. Their subjects range from racial violence and state oppression to the underrepresentation of women in the art world, and more. The show's student curators write: “As citizens of this messy world, we have a duty to address our past, ugly as it might be, and use what we learn to shape a better future for ourselves and those who succeed us.”

## Recognizing Community Partners

Yearly, CELO solicits community partner award nominations. We receive them for long-term partners and new partners; from students and faculty; from direct service and from project-based service-learning. The ideal service-learning partnership includes obvious mutual benefit: students being given meaningful opportunities to engage their academic knowledge and competencies, and partners fully invested in the project. On that front, we were delighted to give our **Outstanding Community Partner Award – New Partnership** to **Ray Coffey**, Community Services Director and **Heather Carrington**, Economic Development Officer, for the City of Winooski. They were nominated by David Raphael for their partnership with his Parks, Recreation & Tourism course, *Landscape Architecture for Parks & Recreation*, which has been offered for 25 years.



The project was to envision possibilities for "Lost Spaces" for the city (see snapshot above). Students created designs for an underutilized city park, a vacant lot, and other lost spaces. The results of their work were professionally critiqued — and utilized.

## Partner Benefit & Community Impact

It's common to measure civic engagement through the number of "service hours" contributed by students; at times, even those hours are translated into a monetary amount through assignment of a federally designated hourly wage to volunteering. In

David noted that Heather and Ray were engaged in all phases of the project: on site with the students at the beginning for multiple days, meeting with student groups throughout the semester, and participating in end-of-semester feedback and presentation sessions. The students were able to truly collaborate to meet the partners' goals and priorities.

The winner of 2020's **Outstanding Community Partner in Service-Learning Award – Sustained Partnership Award** was **Susie Merrick** of the South Burlington School District's

Healthy Schools Program. Since 2015, Susie has partnered with two CDAE courses: *CDAE 166: Community Entrepreneurship* (2015-16) and *CDAE 120: Strategic Writing for PCOM* (most semesters since fall 2016). Nominator Joyce Hendley explained that Susie creates a professional environment: offering a "creative brief" at the beginning that mirrors real-world projects and partnering effectively with projects of varying scope and scale, tailoring them to the particular students with whom she is working in a given semester. Susie consistently leverages student energy to address a variety of organizational needs and provides consistent communication and feedback at the beginning, middle, and end of the project. We are grateful for partners like Susie, who go above and beyond to collaborate with our students.



CELO, we reject that transactional approach to understanding impact: we recognize that partners *and* students gain from reciprocal partnerships, and that the impacts are not always immediately visible.

We ask partners about how they have played a role in shaping the partnership, and what the impacts of partnering have been. The benefits partners perceive are not always the ones that we expect. While there are often concrete outputs — tutoring hours provided in afterschool programs, engineering designs created and delivered to partners — the ideas, relationships, and connections created through service-learning are often just as valued.

Community partners consistently surprise us with what they articulate as the benefits of working with UVM students. They welcome our students for the disciplinary knowledge they bring to the deliverables they provide, and for their labor and reflective engagement, but they also appreciate being educators and contributing to the next generation of professionals. And as with all partnerships, the impact can be felt by all constituencies and even on the surrounding community, as beautifully illustrated in Dan Cahill's nomination of Bill Keeton showcased here. Faculty members can transform partners, working with partners can challenge faculty, doing service-learning influences students, and the results of their work contributes to community-identified priorities over time.

## Service-Learning Partnerships by Issue Area, AY20

Issue	AY20
Youth Support & Development	14.2%
Environment/Sustainability	13.8%
Community & Individual Health	13.0%
Education	11.5%
Community & Economic Development	10.0%
Mental Health	9.0%
Anti-Poverty	6.7%
Local Food System Development	5.9%
Housing/Homelessness	3.1%
Refugees & Immigrants	3.1%
Hunger	2.7%
Women's Empowerment	2.3%
Aging	2.0%
Animal Welfare	1.5%
Arts	1.0%
Criminal Justice	1.0%
Transportation	1.0%

*(note: this measures semester-level partnerships, not total number of community partners)*

"Prior to our partnership with Dr. Keeton the concept of ecological restoration was purely an academic concept that rested in the educational background of Park employees and in the fine print of a few natural area management plans. Outside of sporadic invasive species removals and control methods, there were no active ecological restoration projects throughout Burlington's park system. Fast forward to today and Burlington is in the process of restoring natural communities within three different Park areas: Oakledge Park, McKenzie Park and 311 North Ave. Across these three sites 3,100 trees have been planted across 12 acres, and to support the work, 300 community volunteers have been engaged (completing 2300 hours of service). This effort represents nearly \$30,000 in restoration trees/plants that have been invested, and the City values the service hours completed by students and community volunteers at over \$45,000 in in-kind value."

— Dan Cahill, *The Nature Conservancy*  
 ENSC 201 Community Partner

"Without these students, we would not be able to provide our tutoring services. UVM students provide expertise in their subject areas and as mentors to our students, and they have a huge impact. Our students are inspired and motivated by our UVM tutors, and aspire to go to college as well."

— O'Brien Community Center Staff Member  
 EDSC 207 & EDSC 215 Community Partner





## THE UNIVERSITY OF VERMONT COMMUNITY-ENGAGED LEARNING

### Our Mission

Founded in 2003, CELO supports faculty who engage in the high-impact practice of service-learning and in community engagement more broadly. We offer services for faculty, students and community partners, to assist each constituency to benefit fully from community engagement. Our mission is to ensure that community-engaged learning becomes deeper, more prevalent and more strategic at UVM, helping us to fulfill UVM's land-grant mission while providing transformative and real-world learning experiences for students.

### Carnegie Classification

UVM is one of only 359 institutions nationally that hold the Carnegie Classification for Community Engagement, an optional designation earned by institutions in recognition of their commitment to, and institutionalization of, reciprocal and transformative community partnerships & engagement. More than half of R1 and R2 land-grant institutions nationally hold this classification in recognition of their commitment to outreach, often through Extension, and partnerships, in the form of service-learning and community-engaged research. These universities can also demonstrate that they embrace and further the public purpose of higher education.



"Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

— *Carnegie Classification for Community Engagement*



Figure 2 is a map representing impervious surfaces within Burlington, VT. Locations on the map highlighted in red are classified as impervious.

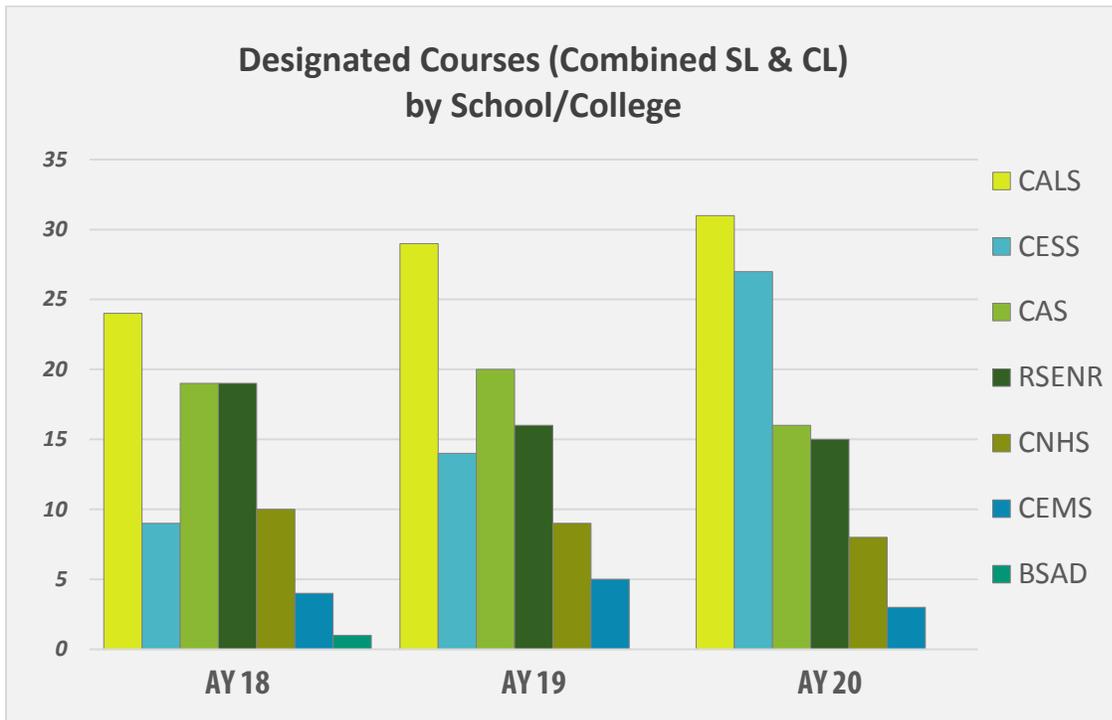


## APPENDICES: COMMUNITY-ENGAGED LEARNING, AY20

This year we introduced a new annual report, more outward-facing, in keeping with the increased emphasis on communicating our engagement with UVM's land-grant mission. These appendices are provided as a supplement, offering the same kind of college-specific data previously offered in our Deans' Reports, prepared for each School and College.

This data is available for each school's use in publicizing and story-telling about community-engagement activities. It is now also provided as a benchmark for units seeking to report on our new Academic Success Goals. Community-engaged learning courses are a metric Goals I.1 and 3.3. Specifically, Goal I.1 includes ensuring student participation in the high-impact practices, including service-learning (identified by name in the goal). Goal 3.3 on preparing students for engaged citizenship, specifically calls for an increase in community-engaged learning experiences that address community priorities and challenges. We take this language to refer to both service-learning (SL) and civic learning (CL) courses.

### Appendix A: Community-Engaged Learning Courses + Participation



The civic learning (CL) designation was introduced in AY20. At this point, we have elected to include SL and CL courses together in our counts of course numbers, and enrolled students (see below). The

introduction of the Civic Learning designation accounts for the rise in courses between 2019 and 2020, and in particular the designation of courses in the Leadership + Social Change Learning Community accounts for 9 Civic Learning courses offered through CESS.

We are seeing declines in some units in service-learning offerings, which have contributed to decreased enrollment (below) in those units.

School/College	# of SL and CL courses			
	2017	2018	2019	2020
College of Agriculture & Life Sciences	26	25	29	31
College of Arts & Sciences	25	19	20	16
College of Engineering & Mathematical Sciences	2	4	4	3
College of Education & Social Services	14	11	13	27
College of Nursing & Health Sciences	8	10	9	8
Grossman School of Business	0	1	0	0
Rubenstein School	23	19	16	13
<b>UVM Total</b>	<b>104</b>	<b>98</b>	<b>94</b>	<b>101</b>

*\*CL courses introduced in AY2020.*

Despite declines in some units, the addition of Civic Learning (CL) courses has halted the decline in student enrollment in community-engaged courses overall. By spring 2021, CELO will have completed a survey and set of conversations with faculty exploring reasons for the decline in service-learning (SL) courses over the past few years, and will be prepared to report findings and recommendations.

School/College	% of students enrolled in at least 1 SL or CL course			
	2017	2018	2019	2020
College of Agriculture & Life Sciences	29.1%	27.0%	23.1%	22.9%
College of Arts & Sciences	11.0%	6.8%	7.5%	9.2%
College of Engineering & Mathematical Sciences	6.3%	6.1%	8.5%	5.0%
College of Education & Social Services	28.8%	20.4%	23.2%	30.4%
College of Nursing & Health Sciences	16.4%	13.5%	14.2%	22.3%
Grossman School of Business	6.2%	5.6%	3.5%	6.8%
Rubenstein School	62.8%	55.2%	33.6%	38.0%
<b>Total</b>	<b>17.7%</b>	<b>14.4%</b>	<b>12.9%</b>	<b>15.0%</b>

At graduation, a significant proportion of seniors have taken — and passed — at least one service-learning course in their time at UVM. Despite declines in some units' course numbers and student enrollment, rates of participation in service-learning overall went slightly up. This is partly because graduating senior data is less reactive to yearly changes in enrollment, but also because some units require service-learning courses for graduation. Even if yearly enrollment in SL courses goes down in those units, the rates of

participation by senior year remain relatively constant, as similar numbers of seniors will have taken those required courses by the time they graduate.

School/College	% of graduating seniors who have taken at least I SL course			
	2017	2018	2019	2020
College of Agriculture & Life Sciences	51.9%	57.7%	58.6%	56.4%
College of Arts & Sciences	32.9%	33.3%	28.9%	28.2%
College of Engineering & Mathematical Sciences	20.1%	28.5%	29.6%	24.8%
College of Education & Social Services	75.1%	67.8%	69.2%	73.8%
College of Nursing & Health Sciences	43.3%	53.4%	50.9%	63.3%
Grossman School of Business	13.5%	25.0%	13.9%	23.6%
Rubenstein School	97.5%	100%	100%	99.0%
<b>Total</b>	<b>41.5%</b>	<b>45.3%</b>	<b>42.0%</b>	<b>43.9%</b>

## Appendix B: Community-Engaged Courses by Unit, AY20

*\*List includes all reported partners; some faculty have not reported their community partners; there may also be community-engaged courses that faculty have not designated with CELO under Faculty Senate guidelines.*

### College of Arts & Sciences

COURSE NAME	INSTRUCTOR(S)
· Community Partner(s)	Mode of SL
<b>ANTH 174: Culture, Health &amp; Healing</b>	<b>Jeanne Shea</b>
<ul style="list-style-type: none"> <li>· Age Well Vermont</li> <li>· Committee on Temporary Shelter</li> <li>· Howard Center</li> <li>· National Alliance for the Mentally Ill</li> <li>· Open Door Clinic</li> <li>· Planned Parenthood of Northern New England</li> <li>· Steps to End Domestic Violence</li> <li>· Turning Point Center of Chittenden County- Substance Use Peer Recovery Coach Program</li> <li>· UVM Career Center, Prehealth Program</li> <li>· UVM Center for Health and Wellbeing, UVM Vape Free</li> <li>· UVM Integrative Health</li> <li>· UVM Larner College of Medicine, Global Health Program</li> <li>· UVM Larner College of Medicine, Social Justice Coalition</li> <li>· UVM MC Pulmonology Department</li> <li>· VT Climate &amp; Health Alliance</li> <li>· VT Department of Health, Refugee Health/Health Equity</li> <li>· VT Physicians for National Healthcare Plan</li> </ul>	Project-based
<b>ENGS 005: TAP: Danger of a Single Story (2 Sections)</b>	<b>Sarah Turner</b>
· Fletcher Free Library	Project-Based
<b>GEOG 244/ENSC 295/FOR 295: Dendrochronology</b>	<b>Shelly Rayback</b>
· United States Forest Service	Project-Based
<b>HCOL 086: Research Methods for Sustainability</b>	<b>Cheryl Morse</b>
<ul style="list-style-type: none"> <li>· Hunger Free Vermont</li> <li>· Franklin Grand Isle Community Action</li> <li>· Northwest Regional Planning Commission</li> </ul>	Project-Based
<b>MU 012: Music &amp; Culture: New Orleans</b>	<b>Clyde Stats</b>
	Civic Learning
<b>PSYS 190: Internship (Sections in both Fall &amp; Spring semesters)</b>	<b>Judith Christensen</b>
<i>*Community Partners not reported by Faculty*</i>	Direct Service + Internship

<b>PSYS 268: Fit Kids Applied Research</b>	<b>Caroline Martin</b>
<i>Confidential schools in Chittenden &amp; Grand Isle counties</i>	Direct Service, Community-Based Research
<b>PSYS 269: Fit Kids: Special Populations</b>	<b>Betsy Hoza</b>
<i>Confidential schools in Chittenden &amp; Grand Isle counties</i>	Direct Service, Community-Based Research
<b>PSYS 281: Advanced Fit Kids Applied Research</b>	<b>Caroline Martin</b>
<i>Confidential schools in Chittenden &amp; Grand Isle counties</i>	Direct Service, Community-Based Research
<b>PSYS 296: Advanced Fit Kids: Special Populations</b>	<b>Betsy Hoza</b>
<i>Confidential schools in Chittenden &amp; Grand Isle counties</i>	Direct Service, Community-Based Research
<b>SOC 285: Internship</b>	<b>Alice Fothergill</b>
<ul style="list-style-type: none"> <li>· Boys &amp; Girls Club</li> <li>· Chittenden County Public Defender Office</li> <li>· Dismas House</li> <li>· King Street Center</li> <li>· Mercy Connections</li> <li>· The Janet S. Munt Family Room Parent-Child Center</li> <li>· Vermont Department of Corrections- Office of Probation &amp; Parole</li> <li>· Vermont Department of Financial Regulation</li> <li>· Vermont Private Eye</li> </ul>	<p>Direct Service</p> <p>Internship</p>
<b>SOC 295: Justice and Ethics</b>	<b>Kathy Fox</b>
	Civic Learning
<b>SPAN 111: Race, Identity &amp; Migrant Labor</b>	<b>Rachael Montesano</b>
<ul style="list-style-type: none"> <li>· Bridges to Health, UVM Extension</li> </ul>	Project-Based

## College of Agriculture & Life Sciences

<b>COURSE NAME</b>	<b>INSTRUCTOR(S)</b>
· Community Partner(s)	Mode of SL
<b>CDAE 114: Documentary Film for Social Change</b>	<b>Myles Jewell</b> Civic Learning
<b>CDAE 120: Strategic Writing for Public Communications</b>	<b>Joyce Hendley &amp; Benjamin Dangi</b> Project-Based
· ReSOURCE VT, LEAP · South Burlington School District Mentoring Program · UVM CDAE Department Newsletter · UVM Center for Research on Vermont · UVM Office of Student-Community Relations	
<b>CDAE 123: Media-Policy-Action</b>	<b>Matt Dugan</b> Civic Learning
<b>CDAE 159: Consumer Assistance Program</b>	<b>Charity Clark &amp; Lisa Jensen</b> Direct Service
· Vermont Attorney General's Office	
<b>CDAE 166: Intro to Community Entrepreneurship</b>	<b>Trisha Shrum</b> Civic Learning
<b>CDAE 171: Community &amp; Int'l Economic Transformation</b>	<b>Daniel Tobin &amp; Daniel Baker</b> Project-Based
· Andean Alliance for Sustainable Development	
<b>CDAE 195: Climate Advocacy &amp; Action</b>	<b>Matthew Dugan</b> Civic Learning
<b>CDAE 195: Community Based Media</b>	<b>Myles Jewell</b> Project-Based
· Auer Family Boathouse	
<b>CDAE 195: Sports Media</b>	<b>Myles Jewell</b> Civic Learning
<b>CDAE 195/295: Sustainable Development of Small Island States</b>	<b>Thomas DeSisto &amp; Kevin Stapleton</b>

· St. Lucia Government Ministries	Project-Based
<b>CDAE 224: Public Communication Capstone</b>	<b>Sarah Heiss</b>
<i>*Community Partners not reported by Faculty*</i>	Project-Based
<b>CDAE 250: Applied Research Methods</b>	<b>David Conner</b>
· UVM Office of Sustainability	Project-Based
<b>CDAE 259: Consumer Assistance Program II</b>	<b>Charity Clark</b>
· Vermont Attorney General's Office	Project-Based
<b>CDAE 271: Local Community Initiatives</b>	<b>Kelly Hamshaw</b>
<i>*Community Partners not reported by Faculty*</i>	Project-Based
<b>CDAE 273: Project Development &amp; Planning</b>	<b>Daniel Baker</b>
<i>*Community Partners not reported by Faculty*</i>	Project-Based
<b>CDAE 276: Community Design Studio</b>	<b>David Hohenschau</b>
	Civic Learning
<b>CDAE 278: Applied Community Planning</b>	<b>David Hohenschau</b>
	Civic Learning
<b>CDAE 295: Consumer Assistance Program II</b>	<b>Charity Clark</b>
· Vermont Attorney General's Office	Project-Based
<b>CDAE 295 / NFS 295: Sustainable Development &amp; Education: Kenya</b>	<b>Farryl Bertmann &amp; Jane Kolodinsky</b>
· GoGlobal VT · Vianney Center, Kenya	Project-Based
<b>HCOL 186: Soils &amp; Civilization</b>	<b>Don Ross</b>
· Shelburne Farms	Project-Based
<b>PSS 196: Crop Innovation &amp; Breeding</b>	<b>Eric Bishop von Wettberg</b>
· Association of Africans Living in VT	Project-Based
<b>PSS 212/ENVS 212: Advanced Agroecology</b>	<b>Ernesto Mendez</b>
· Bread & Butter Farm · Diggers Mirth Collective Farm · Jericho Settlers Farm · The Farm Between	Community-Based Research
<b>PSS 311: Introduction to Agro-ecology</b>	<b>Ernesto Mendez, Victor Izzo, &amp; Martha Joan Caswell</b>

<ul style="list-style-type: none"> <li>· Bread &amp; Butter Farm</li> <li>· Diggers Mirth Collective Farm</li> <li>· Jericho Settlers Farm</li> <li>· The Farm Between</li> </ul>	Community-Based Research
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## College of Education & Social Services

COURSE NAME	INSTRUCTOR(S)
· Community Partner(s)	Mode of SL
<b>EDAR 177/ARTS 195: Curriculum &amp; Practice in Elementary Art</b>	<b>Erika White</b>
<ul style="list-style-type: none"> <li>· Integrated Arts Academy</li> <li>· Fleming Museum</li> </ul>	Direct Service
<b>EDAR 284: Alternative Sites</b>	<b>Kaitlyn McKernan</b>
<ul style="list-style-type: none"> <li>· partners not reported</li> </ul>	Direct Service Project-Based
<b>ECLD 296: ELL Practicum</b>	<b>Arby Ghemari</b>
<ul style="list-style-type: none"> <li>· Burlington High School</li> <li>· Burlington School District, ELL Program</li> </ul>	Direct Service
<b>EDEC 001: Introduction to Early Care &amp; Education</b>	<b>Lauren MacKillop</b>
<ul style="list-style-type: none"> <li>· Trinity Children's Center</li> </ul>	Direct Service
<b>EDEC 190: Internship, Birth - Age 5</b>	<b>Lauren MacKillop</b>
<ul style="list-style-type: none"> <li>· Trinity Children's Center</li> <li>· UVM Campus Children's School</li> </ul>	Direct Service Internship
<b>EDHI 096: Leadership &amp; Social Change</b>	<b>Jason Garvey</b>
	Civic Learning
<b>EDSC 207: Development: Theory &amp; Application</b>	<b>Jennifer Prue</b>
<ul style="list-style-type: none"> <li>· O'Brien Community Center</li> <li>· Upward Bound (summer)</li> </ul>	Direct Service
<b>EDSC 215: Reading in Secondary Schools (Sections in Fall &amp; Spring semesters)</b>	<b>Alysia Backman</b>
<ul style="list-style-type: none"> <li>· King Street Center</li> <li>· Winooski Public Library</li> <li>· ReSOURCE VT: YouthBuild</li> </ul>	Direct Service
<b>EDSP 295: Building Resilience: Family, School &amp; Community Collaboration</b>	<b>Shana Haines &amp; Jessica Strolin-Goltzman</b>
University of the Azores Education Department	Project-Based
<b>EDSP 295: Practicum (Non-Endorsement)</b>	<b>Jennifer Stratton</b>
<ul style="list-style-type: none"> <li>· partners not reported</li> </ul>	Direct Service & Placement
<b>HDFS 290: Internship</b>	<b>Jacqueline Weinstock</b>
<ul style="list-style-type: none"> <li>· Age Well Vermont</li> <li>· Pride Center of Vermont</li> </ul>	Direct Service

<ul style="list-style-type: none"> <li>· Anew Place</li> <li>· Girls on the Run</li> <li>· Heineberg Senior Center</li> <li>· Hope Works</li> <li>· Integrated Arts Academy</li> <li>· Kayla's Directory</li> <li>· King Street Center</li> <li>· Lund Family Center Preschool</li> <li>· Milton Elementary School</li> <li>· Northwest Counseling &amp; Support Services</li> </ul>	<ul style="list-style-type: none"> <li>· Reach Up</li> <li>· ReSOURCE VT</li> <li>· Ronald McDonald House</li> <li>· Steps to End Domestic Violence</li> <li>· UVM CESS Student Services</li> <li>· UVM Medical Center Child Life Department</li> <li>· UVM Mosaic Center</li> <li>· UVM Women's Center</li> </ul>	<p>Internship</p>
<p><b>SWSS 004: Working with Refugees</b></p> <p><i>*Community Partners not reported by Faculty*</i></p>		<p><b>Amila Merdzanovic</b></p> <p>Direct Service</p>
<p><b>SWSS 380: Social Work with Refugees</b></p> <ul style="list-style-type: none"> <li>· Vermont Refugee Resettlement Program</li> </ul>		<p><b>Suzy Comerford</b></p> <p>Direct Service</p> <p>Indirect Service</p>

## College of Engineering and Mathematical Sciences

COURSE NAME	INSTRUCTOR(S)
<ul style="list-style-type: none"> <li>· Community Partner(s)</li> </ul>	Mode of SL
<b>CE 185: Capstone Design I</b> <ul style="list-style-type: none"> <li>· Bristol Conservation Commission</li> <li>· Bristol Water Department</li> <li>· Burlington Department of Public Works</li> <li>· First Congregational Church of Randolph</li> <li>· Intrepid Athletics</li> <li>· Local Motion</li> <li>· South Burlington Department of Public Works</li> <li>· The Cathedral Church of St. Paul</li> <li>· Town of Calais Selectboard</li> <li>· Vergennes-Panton Water District</li> <li>· Village of Essex Junction</li> </ul>	<b>John Lens</b> Project-Based
<b>CE 186: Capstone Design II</b> <i>*Same as above*</i>	<b>John Lens</b> Project-Based
<b>CS 192: Service Learning in Computer Science</b> <b>(Sections in Fall &amp; Spring semesters)</b>	<b>Lisa Dion</b>
<ul style="list-style-type: none"> <li>· Girls Who Code</li> </ul>	Direct-Service

## College of Nursing & Health Sciences

COURSE NAME	INSTRUCTOR(S)
· Community Partner(s)	Mode of SL
<b>GRNS 409: Pediatric Concepts</b> · Bridges to Health, UVM Extension	<b>Rebecca Nagle</b> Direct Service
<b>GRNS 410: Primary Care Management Children &amp; Adolescents</b> · Bridges to Health, UVM Extension	<b>Rebecca Nagle</b> Direct Service
<b>GRNS 413: Practicum: Nursing for the Older Adult</b> · Cathedral Square	<b>Mary Val Palumbo</b> Project-Based
<b>GRNS 435/HLTH 210: Health &amp; Culture in Oaxaca</b>	<b>Carol Buck-Rolland</b> Civic Learning
<b>HSCI 021: Introduction to Public Health</b>	<b>Deborah Hinchey</b> Civic Learning
<b>HSCI 280: Capstone</b> · Bayada Hospice · Cathedral Square · Planned Parenthood of NNE · Pride Center of Vermont · RiseVT · Ronald McDonald House · UVM Center for Health and Wellbeing	<b>Deborah Hinchey</b> Direct Service & Project-Based Internship
<b>PRNU 121: Gerontology</b> · Cathedral Square · Converse Home Memory Care · The Residence at Quarry Hill	<b>Jason Garbarino</b> Direct Service
<b>PRNU 246: Practicum: Public Health Nursing</b> <i>*international partners*</i>	<b>Loretta Charles</b> Direct Service

## Rubenstein School of the Environment and Natural Resources

<b>COURSE NAME</b>	<b>INSTRUCTOR(S)</b>
· Community Partner(s)	Mode of SL
<b>ENSC 201: Restoration &amp; Recovery of Altered Ecosystems</b>	<b>Bill Keeton</b>
· Burlington Dept. of Parks, Recreation & Waterfront	Service Learning
<b>ENVS/NR 095: Foundations of Sustainability</b>	<b>David Kestenbaum &amp; Walter Kuentzel</b>
	Civic Learning
<b>ENVS/NR 195: Rural Livelihoods in a Globalized World</b>	<b>David Kestenbaum &amp; Walter Kuentzel</b>
	Civic Learning
<b>ENVS 295: Birding for Change</b> <b>(Sections in Fall &amp; Spring semesters)</b>	<b>Patricia O’Kane</b>
· Flynn Elementary School · Hunt Middle School Afterschool Program	Direct Service
<b>ENVS/NR 295: Costa Rica Capstone</b>	<b>David Kestenbaum &amp; Walter Kuentzel</b>
· Local NGOs, Nature Reserves, & Small Businesses in the Region of Osa, Costa Rica	Project-Based
<b>ENVS/NR 295: Managing for Sustainability</b>	<b>David Kestenbaum &amp; Walter Kuentzel</b>
	Civic Learning
<b>ENVS 295: Energy Law &amp; Climate Change</b>	<b>Jody Prescott</b>
· Vermont Law School	Project-Based
<b>ENVS 295: Energy &amp; Climate in Vermont</b>	<b>Brian Tokar</b>
· Burlington City Council · Burlington Electric Department · Center for Research on VT · Old Spokes Home · VT Natural Resources Council	Project-Based
<b>FOR 112: Natural Restoration Ecology &amp; Assessment II</b>	<b>Luben Dimov</b>

· Vermont Department of Forests, Parks & Recreation	Project-Based
<b>NR 195: Bahamas: Place-Based Ecological Design</b>	<b>Hans Estrin</b>
· South Andros High School, Bahamas	Project-Based
<b>NR 206: Environmental Problem Solving &amp; Impact Assessment (Sections in Fall &amp; Spring semesters)</b>	<b>Zachary Ispa-Landa, Jeffrey Hughes &amp; Laura Edling</b>
<ul style="list-style-type: none"> <li>· Audubon VT</li> <li>· Bolton Conservation Commission</li> <li>· Burlington Parks, Recreation &amp; Waterfront Department</li> <li>· Burlington Electric Department</li> <li>· Champlain Elementary School</li> <li>· Champlain Valley Conservation Partnership</li> <li>· Colchester Department of Public Works</li> <li>· Cold Hollow to Canada</li> <li>· City of South Burlington</li> <li>· Crow's Path</li> <li>· Girl Scouts of the Green &amp; White Mountains</li> <li>· Goats on the Go</li> <li>· Gund Institute for Environment</li> <li>· Intervale Conservation Nursery</li> <li>· Lake Champlain Maritime Museum</li> <li>· Lakeview Cemetery</li> <li>· Rock Point School</li> <li>· Rozalia Project</li> </ul>	<ul style="list-style-type: none"> <li>· Spoonful Herbals</li> <li>· The DREAM Program</li> <li>· The Nature Conservancy</li> <li>· The Vermont Reptile &amp; Amphibian Atlas</li> <li>· Town of Ferrisburgh Conservation Commission</li> <li>· Town of Hinesburg Town Forest Committee</li> <li>· Town of Shelburne Tree Advisory Committee</li> <li>· Town of Westford</li> <li>· Town of Williston</li> <li>· UVM Eco Culture Lab</li> <li>· UVM Extension</li> <li>· UVM Outdoor Programs</li> <li>· UVM Sustainability Learning Community</li> <li>· VT Agency of Natural Resources</li> <li>· VT Commission on Native American Affairs</li> <li>· VT Department of Forests, Parks and Rec</li> <li>· VT Fish and Wildlife Department</li> <li>· VT Master Naturalist Trail Stewards Program</li> <li>· Wild Roots Farm</li> </ul>
Project-Based	
<b>NR 243: GIS Practicum</b>	<b>Jarlath O'Neal-Dunne</b>
· United States Forest Service	Project-Based
<b>NR 264: Charlie Ross Environmental Public Service Practicum</b>	<b>Clare Ginger</b>
<i>*Community partners not reported by faculty*</i>	Internship
<b>PRT 138: Landscape Architecture for Parks &amp; Recreation</b>	<b>David Raphael</b>

