

## **Sample Memoranda of Understanding (MOUs) & Other Partnership Documents**

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**Memo of Understanding**  
**Office of Community-University Partnerships (CUPS)**  
**CDAE 120 Strategic Writing Student - Community Partnership**  
**Fall 2014**

**STUDENT TEAM (please print names here)**

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**COMMUNITY PARTNER**

Tom Wilson

**INSTRUCTOR**

Joyce Hendley

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Brief Description of Partnership (anticipated roles and responsibilities, possible projects, etc.):

Student team will meet with Community Partner at least once to receive background information, determine project goals and needs. Partner will herself available as reasonably needed to provide feedback on work and redirect efforts as necessary. Partner will communicate as needed with course instructor to report progress or any problems (at least twice during the work period). All work produced by the student team will be provided in hard copy and electronically to the Community Partner upon completion, for Partner to use as he sees fit.

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**Student Partner Agreement:**

I agree to fulfill the goals and objectives of the work plan created by the student-community partner team. I agree to meet as needed with my community partner, to meet deadlines and to perform my duties to the best of my ability. I agree to conduct myself in an educationally and professionally appropriate manner. I agree to make every effort to connect this internship with the concepts I will learn in class, and to share these reflections with the course instructor and students, and my supervising community partner. I will ask questions when I need more information, communicate in a timely fashion, and deal with challenges as efficiently as possible by contacting the appropriate support person.

Student Partner 1 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Partner 2 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Partner 3 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Partner 4 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Partner 5 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Partner 6 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Partner 7 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Partner 8 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Continued

**Community Partner Agreement:**

I agree to supervise this student team with strategic writing assignments in an educationally and professionally appropriate manor: I will help them to develop a set of goals and objectives and meet on an agreed-upon schedule to provide clear and consistent feedback on their work. I will help the student team to understand the organization with the time that I have available. I will also provide feedback to the course instructor at least once during the semester and once at the conclusion of the semester. I will maintain contact with the instructor should any challenges or concerns arise. I understand that the students are pursuing academic coursework in relation to this partnership and will do my best to help them to make meaningful connections between these two experiences.

Community Partner Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructor Agreement:**

I agree to help student team with planning and implementing their strategic writing assignments. I will also serve as a liason between the community partner and student team, as needed. I will review and "first-pass edit" the student team's copy before it is submitted to the community partner.

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## ***CDAE 291 Internship Agreement Form***

Name of Intern: \_\_\_\_\_  
Intern's E-mail Address: \_\_\_\_\_  
Intern's Mailing Address: \_\_\_\_\_  
\_\_\_\_\_  
Intern's Phone Number: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_  
Name of Organization/Program/Agency: \_\_\_\_\_  
Supervisor's E-mail Address: \_\_\_\_\_  
Supervisor's Phone Number: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

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Brief Description of Internship (anticipated roles and responsibility; direct supervisor if different from above, possible projects, etc.):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Intern's Agreement:**

I agree to fulfill the objectives of my work plan (which will be created by the end of the 1<sup>st</sup> week of my internship). I agree to meet weekly with my supervisor, to perform my duties to the best of my ability, and to fulfill the required number of hours (5hrs/week). I agree to make every effort to connect this internship with the concepts I will learn in class, and to share these reflections the course facilitators and students, and my internship supervisor. I will ask questions when I need more information and deal with challenges as efficiently as possible by contacting the appropriate support person.

Internship Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Supervisor's Agreement:**

I agree to supervise this intern in an educationally and professionally appropriate manor: I will help him/her to develop a set of goals and objectives and meet regularly with the intern to provide clear and consistent feedback on his/her work. I will help the student to understand the organization with the time that I have available, and create opportunities for the intern to be involved in organizational functions beyond the specific projects he/she is working on. I will also provide feedback to the course facilitator at least once during the semester and once at the conclusion of the semester. I will maintain contact with the course facilitator should any challenges or concerns arise. I understand that the student is pursuing academic coursework in relation to this internship and will do my best to help the student to make meaningful connections between these two experiences.

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

UVM CEE Project Team \_\_\_\_\_  
213 Votey Hall  
33 Colchester Avenue  
Burlington, VT 05405

October \_\_\_\_\_, 2016

Ms. Jane Doe  
Community Partner Contact  
99 West Street  
Small Town, VT

Re: Your project with UVM CEE Senior Capstone Design Students  
Project Deliverables, Scope of Services, and Schedule Agreement

Dear Ms. Doe:

We are looking forward to assisting you on the referenced project. This letter outlines our proposed Agreement for the deliverables, scope of services, and schedule on the project. This reflects our understanding of the project after meeting with you on \_\_\_\_\_ to discuss your needs and our subsequent preliminary evaluation of the \_\_\_\_\_ (e.g., site/project/contest) conditions/requirements to meet your objectives.

Please review this proposed Agreement to confirm that it meets your needs for the project and return a signed copy to us at your earliest convenience. If you find that we need to modify this proposal to address your needs, we would be glad to discuss that with you. Please contact \_\_\_\_\_ (name of student) by phone at (###-###-####) or by email at (\_\_\_\_@uvm.edu) so we can promptly arrange the discussion.

Please return a signed copy of this Agreement to *our student contact*, as noted above.

### **Deliverables**

We will provide the following:

1. Construction documents
  - a. Plans consisting of:
    - i. Overall (site/building/panel, etc. ) plan
    - ii. # of individual detail plans for: List
  - b. Specifications consisting of:
    - i. List the items which you will cover
2. Applicable construction permit applications for the work.
3. Summary design report explaining the history, issues, condition/needs assessment, design criteria (including calculations), expected costs (including construction and life-cycle), and recommendations for construction follow-through and future maintenance

### **Scope of Services**

In order to provide our proposed deliverables, we plan on the following scope of services:

1. Topographic survey of the slope area.
2. Developing recommendations for subsurface explorations, if needed, for developing the final design and construction documents.

3. Applicable \_\_\_\_\_ (e.g., slope stability, and stormwater) design analyses.
4. Identifying which construction permit applications are needed for the work.
5. Performing a constructibility evaluation for our recommended option
6. Developing construction documents (plans and specifications).
7. Developing an Engineer's cost estimate.
8. Preparing a summary design report explaining the project history, issues, conditions/needs, design criteria, expected costs, and recommendations for construction follow-through and future maintenance.

**Schedule:**

Our project milestones and associated schedule are as follows:

- Preliminary design (~30% stage) documents and review: By \_\_\_\_\_, 2016
- 60% stage design documents and review with community partner: By \_\_\_\_\_, 2017
- Final design submittal and presentation: End of April 2017

We will provide you with monthly (*or more frequent if your team chooses*) project status reports.

**Community partner input:**

We request that you assist our student team with obtaining the following:

- *Sliding and erosion records, and subsequent repair records, including costs incurred for the repairs.*
- *Identifying sources of historical information on the land and roadway development in the vicinity.*
- *Obtaining permission to enter private property for site reconnaissance and topographic survey.*
- *Provide traffic control/protection if/when students perform topographic survey on or near the roadway.*

Thank you for providing this opportunity for us to serve your community.

Sincerely,

UVM CEE UVM CEE Project Team \_\_\_\_\_

*Your individual Signatures here*

Student 1, Student 2, Student 3,.....

**Acceptance**

This Agreement is accepted by \_\_\_\_\_ on behalf of \_\_\_\_\_ on \_\_\_\_\_, 2016.

# Information for potential Service Learning Project sponsors for the UVM Ecological Risk Assessment course (ENSC202)

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## What is Service Learning?

Service Learning Projects are an important component of the training that we offer students at UVM and in the Rubenstein School. As described more fully by the [UVM Office of Community-University Partnerships & Service Learning \(CUPS\)](#), in Service Learning (SL) courses:

*"... students work in reciprocal partnerships with community partners, applying the skills of their disciplines in real-world settings. Students who practice service-learning have the opportunity to significantly deepen their educational experience while working to strengthen their communities."*

SL projects are unique learning opportunities for students that ideally return a useful benefit to the project partner. Thus, SL projects can be an enriching experience for everyone involved.

## What is this course?

[Applied Environmental Assessment and Analysis \(ENSC 202\)](#) is an SL-approved course at UVM that focuses on the use of science and technology to inform decision making and policy development. The students in this course are all majors in the Environmental Sciences program, which is a cross-campus program that draws students from the Rubenstein School of Environment and Natural Resources, the College of Agriculture and Life Sciences, and from the College of Arts and Sciences. Typically the students in this course are graduating seniors who have considerable academic and as well as practical training in the fundamentals of biology, chemistry, ecology, policy, and management with skills in communications (writing and speaking), math, and statistics. Many students have more advanced skills in, for example, geospatial analysis, water resources, conservation biology, forestry, and ecological design.

## What happens in this course?

In this course, teams of 3-5 students will take on the challenge of an SL project for a sponsor and will develop a vetted proposal, a peer-reviewed project report, and a presentation summarizing their findings. These project resources are all archived on the "[Ecological Risk Assessment Project Archive](#)". If you are interested, you can read [the full syllabus for this course, here](#).

## Recommendations for a successful project

The best SL project ideas are ones that focus on a specific question, problem, or knowledge gap that is well-focused and can be stated in a simple, declarative statement. The students in this course are in a *science* major and so the expectation is that they will utilize a science-based approach in the execution of their project. This might take the form of -- for example -- testing an hypothesis, utilizing a model, conducting an analyses, or developing tool, data set, or data layer that requires scientific inquiry. The scope of these projects have to be defined so that they can be completed in a 10-12 week window available during the Spring semester when this course is offered (roughly late January to late April).

## How to suggest a project

It's easy to suggest an SL project idea for this course. You may contact with [me](#) or [Margaret Burke](#) to suggest an idea and see if it is suitable. We do a preliminary vetting of project ideas so that there is a high likelihood that your project *will* be selected by a student team. Once your project idea has been vetted, we ask that you fill in a return a brief and simple "[Project Need](#)" statement (ALSO BELOW) which we will circulate to the students. This Project Need statement provides the initial contact between you and a potential student team. Clearly written and well-crafted Project Need statements tend to attract the best students and make for the most successful projects..

## How to be involved

We know that your time is value able and our expectation is that the students will return an interesting and useful product to you in return for your investment of a little time. There are several ways in which your involvement can ensure the the final student product(s) are of high quality. It is not essential that you be involved in all of the following, but the more that you can be involved, the higher the likelihood of a successful project

- Pitch your project idea to the class prior to team formation (late January)
- Advice on developing the formal project proposal (early February)
- Review of the project proposal (late February)
- Advice as the project develops (March to mid-April)
- Review final report (late April)
- Attend and comment on final presentation (late April)
- Participate in "Exit Interview" (early May)

The first four items can be accomplished by email and phone as well as in person visits. The last two items are scheduled events that have to fit into available class and discussion times. With enough advanced planning we can try to work around your schedule so that you can attend these events if you wish.



## **PROJECT NEED STATEMENT**

**Project Need Summary:** *[2-3 word description]*

**Client:** *[Name]*

Association:

Phone:

E-mail:

**Need statement:** *[One clear sentence: What is the need, problem, issue, challenge?]*

**Background:** *[A short paragraph: What is the context?]*

**Statement of need:** *[One clear sentence: What needs to be done? What is the desired deliverable?]*

**Spatial extent:** *[What is the focal area? A place, a watershed, all Vermont, New England?]*

**Ideas/resources to consider:** *[Provide a bulleted list of suggestions for the students to consider. For example, It might be especially useful if datasets or previous reports were available.]*

Please limit to 1 page.

## **Memorandum of Understanding (MOU)**

This MOU is between the Director, Institute for Energy and the Environment, Vermont Law School (hereinafter "IEE"), and the Instructor, ENVS 295, Energy Law & Climate Change, Environmental Studies Program, Rubenstein School of Natural Resources, University of Vermont (hereinafter "ENVS 295"). This MOU establishes the expectations of the IEE and ENVS 295 regarding the service/experiential learning opportunities the IEE can offer to ENVS 295 student assistants in the context of a collaborative partnership in the Spring Semester, 2017.

### **Background**

ENVS 295 introduces students to energy-related laws, regulations, and case law in general, with a focus on how the use of renewable energy sources could mitigate the pace and effect of climate change through the replacement of carbon-emitting energy sources. ENVS 295 seeks to enrich the class discussion of the governing legal and regulatory authorities through student participation in practical experiences with researchers in the energy area and community organizations, as they work to identify and resolve conflicts over renewable energy use and its contribution to the evolving energy economy.

IEE is a national and world energy policy resource with an advanced energy law and policy curriculum focused on the energy policy of the future. It serves as a center for graduate research on energy issues with an environmental awareness and a student-staffed energy clinic, which works on legal and business models for community energy development. As a result of the scope of its work, IEE can further its mission by offering student assistants opportunities to assist its researchers and to assist community organizations that seek its expertise in dealing with renewable energy issues.

### **Responsibilities**

#### **ENVS 295**

- ENVS 295 will have a maximum student capacity of 25 students. ENVS 295 course activities are covered under the University of Vermont's general liability insurance.
- The students will either be in their junior or senior years. 25% of their grade for the course is based upon their work as student assistants in their service/experiential learning projects, and they will spend no less than 20 hours on these projects.
- Student assistants will travel to IEE in the beginning of Spring Semester 2017 to receive an orientation to the IEE's staff, facilities and work.
- Student assistants will be responsible for directly contacting their IEE research project contacts with which they will be working.
- Student assistants and their partners will agree on a simple work plan that establishes how the 20 hours of student assistance time will be spent. ENVS 295 will provide a work plan template that they may complete, and both sign indicating their willingness to meet the work plan conditions.

- Student assistants will conduct their work in a manner consistent with professional standards, and will complete their projects with the highest quality possible given the student's skill level, academic schedule, and resources available.
- Student assistants will take responsibility for the completion of the agreed upon work plan in a timely manner no later than 30 April 2017.
- As graded events, at the end of the semester student assistants will submit a two-page, single-spaced paper documenting how they executed their work plan and what they learned, and provide an in-class presentation to their classmates on what they accomplished.

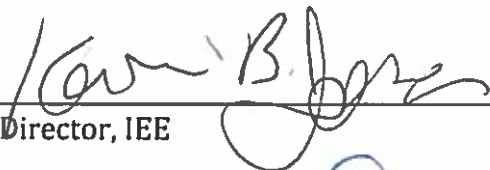
IEE

- IEE will identify the research and community organization projects that they will be working on in the spring semester and the number of ENVS 295 students who could work with each project to offer to ENVS 295 student assistants, and provide basic information about them and the IEE points of contact to ENVS 295 no later than 15 January 2017.
- At the end of the semester, IEE will review the student assistants' two-page reports as a quality control measure to gather feedback on the projects. As it sees fit, IEE may provide feedback from the projects on which the student assistants worked to ENVS 295.

**Coordination**

- IEE and ENVS 295 will correspond regularly throughout the course of Spring Semester 2017 to ensure that the relationships between the student assistants and the IEE researcher projects are proceeding satisfactorily. They will advise each other as soon as they become aware of any issues.
- Over the course of Spring Semester 2017, ENVS 295 will periodically contact the IEE research project contacts to see whether there are any issues to be resolved.
- In the event either a research project is unable to fulfill their respective roles under this MOU, they may terminate this particular collaboration, and IEE and ENVS 295 will make reasonable efforts to find a substitute project for the student assistant.

**Approved by:**

  
 \_\_\_\_\_  
 Director, IEE

30 Nov 2016  
 Date

  
 \_\_\_\_\_  
 Instructor, ENVS 295

1 NOV 2016  
 Date

## Memorandum of Agreement (MOA)

This agreement is between the local individual or organization (hereafter referred to as “community partner”) and the student consultants from NR206 (hereafter "students"). This Memorandum of Agreement (hereafter "MOA”) establishes expectations for the community partner and student consultants who enter into a collaborative partnership for course credit in the capstone course of NR206 (Environmental Problem-solving) at the University of Vermont.

### Background

NR206 is a project-based service-learning course that serves as the capstone of the core curriculum in the Rubenstein School of Environment and Natural Resources. It is a hands-on adventure in creative problem-solving, intended as a stepping stone from previous structured coursework to the professional world of problem-solving and action. NR206 is structured around service-learning<sup>1</sup> projects that strive to connect students with community partners to engage in meaningful change making efforts that provide experiential learning opportunities for the students while offering authentic and tangible benefits to the community. The course strives to be equally driven by student learning goals and community partner needs. We ask that each project meet the following five criteria:

- 1) Project addresses an authentic need/problem
- 2) Project deliverables are attainable by the end of the semester (December 16, 2016)
- 3) Students are in partnership with one or more community partners
- 4) Project is interdisciplinary (at least two different disciplines demonstrated)
- 5) Project is mutually beneficial to the community partners and the students

Students are encouraged to work with community partners to develop a proposal and list of working objectives specific to the chosen project.

### Student Consultants shall:

- Identify the scope and timeline of their project with community partner guidance
- Submit a formal project proposal to NR206 instructors and Community Partner (attached)
- Carry out the stated objectives (detailed in the attached proposal) to completion unless amended with written consent of community partners (we recognize that objectives often change in the course of the problem-solving process)
- Perform in a manner consistent with professional standards and complete the work consistent with the highest quality possible given the students’ skill level, timeline, and available resources
- Establish an agreed upon method and frequency of communication with community partners (e.g. students and community partners agree that weekly e-mail updates are an appropriate form of updating one another on the progress of the project)
- Take responsibility for the completion of the agreed upon project in a timely manner (no later than December 16, 2016)
- Engage in a critical reflection process throughout the semester

### Community Partners shall:

- Provide adequate project support (this will look different with each project) and set clear expectations
- Discuss and establish the limits on your availability with students during the semester and the ways in which you expect to be contacted and to receive project updates
- Treat student consultants like an organizational consultant (providing students with real-time ongoing feedback as needed)
- Provide appropriate materials and information in a timely manner (the semester is short!) to support project success
- Provide feedback to course instructors at the end of the project and, as needed, throughout the semester

<sup>1</sup> Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning.

(Jacoby, B. (1996) Service-Learning and Higher Education)

- Inform the course instructor or TA of any concerns or problems that arise

NR206 student consultants are skilled and capable individuals. We set high expectations and suggest that you do the same. Please provide feedback to the students and to course instructors related to behavior/work that fails to meet professional standards. If students fail to meet these standards, the Community Partner can terminate this agreement. Furthermore, if community partners are unable to meet the above expectations, the course instructors can terminate the agreement. Our contact information can be found below.

**Project Name:** \_\_\_\_\_

**Approved By:**

**Community Partner:**

|             |                  |             |
|-------------|------------------|-------------|
| _____       | _____            | _____       |
| <i>Name</i> | <i>Signature</i> | <i>Date</i> |

**Students:**

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

**INSTRUCTOR CONTACT:**  
Zachary Ispa-Landa, 303G Aiken Center, University of Vermont, Burlington, VT 05405, [zispalan@uvm.edu](mailto:zispalan@uvm.edu), (802) 656-2695

**TEACHING ASSISTANT CONTACT:**

## STUDENT SERVICE-LEARNING CONFIDENTIALITY AGREEMENT

I, \_\_\_\_\_ [name of student], agree to assist in the service-learning project created by a partnership between UVM's [insert class and semester/year] and [insert name of organization]. In the pursuit of this project, I/we may be privy to sensitive information about participants in the organization's site. I agree to maintain full confidentiality when performing these tasks.

Specifically, I agree to:

1. keep all research information shared with me confidential by not discussing or sharing the information in any form or format (e.g., disks, tapes, transcripts, verbally) with anyone other than my instructor [insert name];
2. hold in strictest confidence the identification of any individual that may be revealed during the course of performing the evaluation tasks;
3. not make copies of any raw data in any form or format (e.g., disks, tapes, transcripts), unless specifically requested to do so by [insert instructor's name] or [insert organization's name];
4. keep all raw data that contains sensitive and potentially identifying information in any form or format (e.g., disks, tapes, transcripts) secure while it is in my possession. This includes:
  - keeping all digitized raw data in computer password-protected files and other raw data in a locked file;
  - closing any computer programs and documents of the raw data when temporarily away from the computer;
  - permanently deleting any e-mail communication containing the data;
5. give, all raw data in any form or format (e.g., disks, tapes, transcripts) to [insert instructor's name] when I have completed the evaluation tasks;
6. destroy all information in any form or format that is not returnable to the primary investigator (e.g., information stored on my computer hard drive) upon completion of the evaluation tasks;
7. Hold information in confidence and not gossip or discuss information with anyone outside of our class. In class discussions, do not refer to any identifying information or details that would risk confidentiality.

Provide the following contact information:

Printed name of student \_\_\_\_\_

Address \_\_\_\_\_

Telephone number: \_\_\_\_\_

Signature of student \_\_\_\_\_ Date \_\_\_\_\_

Printed name of faculty member overseeing project \_\_\_\_\_

Signature of faculty member \_\_\_\_\_

## **Service Learning Partnership Agreement**

This agreement summarizes the roles, responsibilities, and scope of a service learning partnership between UVM's Food Systems Immersion Seminar students (FS 350), their instructor Cheryl Morse, and the Vermont Land Trust (Gil Livingston).

### **Spring 2016 Service Learning Project Summary**

#### ***Land Conservation and Justice in Vermont: Selected Environmental Histories***

Vermont has a long history of land conservation, including farmland preservation. Who has benefited from these programs? Have groups of people been harmed by such efforts? Whose values are reflected in land conservation projects? FS 350 will partner with the Vermont Land Trust to investigate these questions through two- three case studies. To begin we will conduct a brief overview of Vermont's environment and cultural histories. Next, we will work in teams to research the histories of two or three case studies which illustrate different kinds of land conservation in different places and time periods. This may involve archival research, GIS analysis, interviews, historic map analysis, evaluations of contemporary issues, and secondary research of records as diverse as ecological inventories and diaries. The final portion of the class will be dedicated to researching best practices in professional development training. The class will create three final products: a power point presentation of our research findings, a half-day professional development training for Vermont Land Trust staff, and sets of "polished" materials and bibliographies that can be used by other scholars to conduct further research on these case studies. We will be working with Gil Livingston, Director of the Vermont Land Trust, as well as other VLT staff members.

**Undertaken by:** Students enrolled in FS 350, Food Systems Immersion Seminar

**Under the Mentorship of:** Dr Cheryl Morse, Assistant Professor, UVM

**In Partnership With:** Gil Livingston, Vermont Land Trust

#### **Student Agreement**

We agree to:

- participate in the development of a work plan for this project
- take responsibility for the completion of the work plan activities in a timely fashion
- conduct background research on Vermont's environmental and cultural histories
- conduct basic research focusing on two to three separate case studies of land conservation in Vermont, and the outcomes for different groups of people and agricultural practices from those conservation efforts
- draw key points and themes from these case studies



- present findings from the research with Vermont Land Trust staff, and develop a half day professional development training on the topic of Vermont's landuse history, access to land, and justice
- develop a bibliography and archive of resources for each case study
- subscribe to and respect any and all confidentiality agreements related to our work with one another, our community partners and our faculty advisor, and to information collection, analysis, sharing, and/or presentation
- notify our faculty supervisor and/or community partner of any problems that would compromise the quality and/or delay the completion of any activities or final products

Name, signature and date for each student:

**Faculty Advisor**

**Cheryl Morse, PhD**

**cemorse@uvm.edu**

I agree to:

- participate in the conception of the project with designated staff persons from VLT
- provide feedback to VLT staff persons and student team on the workplan - project purpose, activities, timeline and final deliverables
- serve as the primary contact for VLT community partners
- provide students with academic and other resources to undertake this workplan
- respond to any requests by the community partner(s) or team members to help work out any process or procedural difficulties they have encountered
- present a brief summary of findings to the conference VLT will host in June 2016

***signed and dated:***

**Cheryl Morse, Ph.D**

**Community Partner**

Vermont Land Trust

Contact: Gil Livingston [gil@vlt.org](mailto:gil@vlt.org) and staff persons:

We agree to:

- Provide appropriate educational and institutional materials to the students and faculty advisor
- Meet with the students and faculty member once in January to establish workplan and expectations, and once at the end of the semester (April) for a student presentation of findings, recommendations, and deliverables
- participate in the conception of the project and in the development of a workplan for this project
- provide students and faculty member with expectations for the VLT staff professional development (learning community) experience

- discuss and establish the limits on our availability to students during the semester and the ways we expect to be contacted and to receive and transmit information.
- notify the faculty supervisor of any significant problems that arise in the way a student team is working, or in the form, quality or timeliness of the work students are providing
- provide information at the end of the semester to the faculty advisor for the purposes of evaluating the performance of the student team (or individuals of the team) with regard to the process followed, and the quality and usefulness of the products or services provided by the team.

***Signed and dated:***

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Gil Livingston

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