



Vermont | Campus Compact

# Vermont Campus Compact

Connecting Civic Engagement to Student Success and Community Impact

## 2011 Statewide Awards Ceremony

Guest speaker/presenter Governor Madeleine May Kunin



Thursday, April 7, 2011

Capitol Plaza Hotel & Conference Center  
Montpelier, Vermont

## Cabot Creamery Cooperative

is proud to sponsor the 2011 Vermont Campus Compact Awards Ceremony. It is extremely important to the farm families who own Cabot to honor the tremendous commitment and dedication of these honorees.



Photographs from the 2011 Vermont Campus Compact Awards Ceremony can be viewed and purchased at [sandymacysphotography.photostockplus.com](http://sandymacysphotography.photostockplus.com)



# 2011 VERMONT CAMPUS COMPACT AWARDS

Vermont Campus Compact member institutions are involved each year in extraordinary and inspiring activities that enhance educational opportunities for students and help prepare them as the next generation's global problem-solvers and civic-minded leaders. Our campuses forge meaningful and reciprocal partnerships with community agencies, both locally and globally, to provide community-based experiences for students, and address community needs. All VCC member institutions integrate service into academic courses, coordinate thousands of student volunteers, and develop meaningful partnerships that impact communities in positive ways. An estimated 15,000 Vermont college students engage each year in service experiences (community service, service-learning, internships, field-based research). The commitment and capacity of our collective membership help to advance civic and community engagement in Vermont with the goal of contributing to a more vibrant and sustainable society.

Each year we take this opportunity to recognize and highlight some of the efforts and accomplishments of individuals and celebrate the collective impact of higher education in Vermont. Thank you for allowing us to honor the commitment of students, faculty, and staff, and community agencies with whom they partner, to improving the lives of Vermonters and communities worldwide.

## COMMITMENT TO SERVICE AND ENGAGEMENT AWARD

This award is given to one student per VCC campus for both the breadth and depth of his/her community involvement.

### PEER ADVOCATES FOR CHANGE

*Castleton State College*

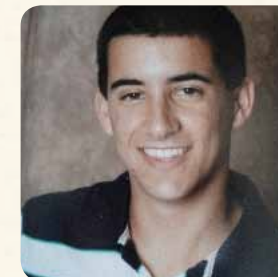
Peer Advocates for CHANGE, (PAC) is a group of student volunteers who staff a 24-hour hotline and email network for victims of sexual assault, relationship violence, stalking, and harassment. In addition to the advocacy services this group provides, they also teach bystander intervention to students in classrooms and residence halls to help minimize relationship violence and sexual assault in our community. The goals of the group are to help survivors of violence and promote campus awareness of these issues. Advocates are trained by Rutland County Women's Network and Shelter during a 30 hour training weekend held during the first week of the fall semester. Sexual aggression expert Steve Thompson and Wellness Center Counselor Martha Coulter conduct the training. The advocates typically commit 3-5 hours a week to support PAC, and each advocate is usually on-call at least 3 weeks per semester, 24/7. The Peer Advocates also create innovative programming on campus including: Domestic Violence Awareness Day; Child Sex Abuse Awareness Day; the You Are Loved Campaign, which provides uplifting messages written in chalk on all sidewalks across campus with the aim of promoting self esteem and showing support for the LGBTQ community; and Sexploration, a campaign aimed at educating students about safe and consensual sex.



### JOSHUA TUBBS – Student

*Champlain College*

Josh is an Elementary Education major destined to make a significant impact on any community in which he chooses to engage. Like all service programs, the service programs at Champlain College depend on responsible, competent, and passionate students who can exemplify what it means to be an engaged citizen. Josh is definitely Exhibit A.



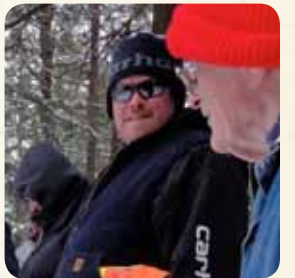
In Josh's first 15 weeks on campus, he went far beyond his required 30 hours of service required for an academic course. Josh volunteered an additional 17 hours to a mentoring program at the Sustainability Academy, one of Burlington's two magnet elementary schools located in the city's most urban area. Josh has also given his time to the Sustainability Academy's Parent Teacher Organization to make it possible for parents without childcare to leave their children in a safe space while they get involved with the PTO. Throughout the year Josh participated in several design/build projects for the Sustainability Academy, such as building a wooden recycle/compost/trash sorting table and making large banners to help organize the lunch period. Josh never missed an opportunity to serve.

Through these projects, Josh demonstrated maturity, dependability, and a desire to give back to the community. He emerged as a leader for the Center for Service and Civic Engagement (CSCE) at Champlain College and helped transition a lunch partnership program at the Sustainability Academy from a staff-driven program to a student-driven program. Josh has the full confidence of the CSCE because of his ability to earn the respect of teachers, elementary students, and fellow Champlain students.

### DILLON BRODERICK – Student

*Community College of Vermont*

Dillon was a student in CCV's Natural History of Vermont course during the fall of 2010. The class included a service-learning project where students created an interpretive nature trail for the Pittsford Trails Committee. The Committee asked the class to choose topics of natural history interest, research the topics, select places along an existing trail to illustrate the topics, and write a brochure that hikers could carry with them as they walked the trail.



Dillon took the project to heart and went far beyond class requirements. He made sure the project was a success. Dillon spent many hours beyond the weekly two-hour requirement of the course finding and assembling materials and installing them at the site. His contributions include the creation and installation of eight numbered posts along a 1.5 mile stretch of trail, selecting appropriate locations for interpretive signs, and creating and installing an information box at the trailhead to hold the class's brochures. Dillon was the driving force behind the Pittsford Trail Project, and through his ingenuity and hard work, the project has had a lasting and beneficial impact on the community.

### ROBBIE LEEDS – Student

*Green Mountain College*

As the GMC Student Senate Vice-President, Robbie serves as a leader for numerous community and college events. He acted as the chief of the Thanksgiving Feast in 2009 and 2010, and he played a critical role in helping launch the Stone Valley Community Market, a local food co-operative on Main Street in Poultney. Most recently, along with some forty other students across the state, Robbie participated in the New England Resource Center for Higher Education's 2011 Student Civic Engagement Think Tank held at Middlebury College. Robbie actively seeks out opportunities for community engagement, and he has the intellect, energy, and commitment to contribute to community well-being and civic engagement for many years to come.



**BRIAN RAULINAITIS** – Student

*Johnson State College*

Brian has proven himself time and again to be an enthusiastic and reliable leader with a deep commitment to the environment and responsible citizenship. He has shown initiative and invested much time in activities for which he received no academic credit or compensation, confirming through his actions that he is just the type of individual one looks for in a student leader.



Brian translates his education into meaningful action. He took the lead on organizing one of JSC's most successful Friday service-learning events – part of the College's ongoing pledge to carry out local service on Fridays. The activity was held at the Babcock Nature Center, a 1,000 acre preserve under the stewardship of our college. Brian designed the project, communicated with staff and students, and carried out all the logistics. Throughout, Brian exhibited his characteristic ability to inspire others as he helped shepherd our large group through to completion.

His superb leadership led Brian to be appointed as a Babcock Preserve caretaker and as the student facilitator of the entire SERVE FRI program for the current school year. Brian has also broadened his reach this year by spearheading a successful JSC Garden Club. He coordinates a workshop at our JSC High School Greening Summit, which we share with our Upward Bound program.

Brian has become one of the most effective service-learning students on campus, and he shows no signs of slowing down. He has found an admirable balance between direct service, problem design and solving, and reflection. He is a valuable member of our JSC community, and he will no doubt take his community spirit to the wider world after graduation.

**CHRISTINE MARTIN** – Student

*Landmark College*

Christine is currently serving as the SGA President and has worked hard to make the campus a better community for students. She has moved forward the ZipCar, a car rental service, and created dialogue with Chartwell's concerning food selection and student food allergies in the Dining Center. She has been instrumental in starting community dialogue concerning bullying and civility on campus. She also volunteers in the Women's Center and has been a great mentor and role-model to her classmates. She has worked to publicize the Women's Center as a safe space and makes sure it is welcoming for the women of Landmark.

Christine has also played a significant leadership role on *The Independent*, the student newspaper, which has been established this academic year. She has played a significant role in helping to guide major stories about such complicated matters as Landmark's presidential search and the campus' financial planning process.

**LAURA KERR WILLIAMS** – Student

*Middlebury College*

Laura is an extraordinary student leader with a profound commitment to service on and off the Middlebury campus. She is one of the most intelligent, generous, community-minded students that the Alliance for Civic Engagement office has ever encountered. Laura brings out the best in everyone and manages to transcend the line between college and community, ensuring that we work together to meet our mutual needs. She inspires others to do the same. Laura is humble despite doing so many wonderful things for our community. She is the whole package, possessing the skills to lead, organize, and facilitate, and she has the dedication and heart to get the job done.



Among her many contributions, Laura is active with the Charter House, a campus emergency housing facility; she works with the Alliance for Civic Engagement to support student community service initiatives and is a liaison between the College and community; she is a member of Middlebury's DREAM Program working weekly with a team of college mentors assisting children in an affordable housing community and engaging in activities such as hiking, trips to museums, and other service events. Laura has worked with the Woods Memorial Presbyterian Church where she established WoodsAction, a new community-service organization for middle and high school students. She chairs the student chapter of Habitat for Humanity and has led many Habitat site trips. She has also taught creative writing for GEAR-UP students at a Title 1 school on a South Dakota Indian Reservation. The list goes on and on and this just hints at the scope and reach of Laura's contributions. Laura is driven by a spirit of volunteerism, and she is remarkably talented. Her big heart and willing spirit are exceeded only by the skill and dedication she brings to every task.

**ALEXANDRIA MANOUSOS** – Student

*Norwich University*

Since her arrival, Ally has been a tremendous asset to Norwich University and our Northfield residents and community partners. During her first year alone as an AmeriCorps member, she completed 900 hours of service by being trained and serving as a Sexual Assault Crisis Center Advocate and a youth mentor. The following year, she became Rotaract Club president and continued her work with the DREAM youth mentoring program. Ally also participated in an international service-learning program in Thailand over winter break – the first of a three year partnership with a village there.



This year as a junior, Ally spearheaded a special event promoting awareness of polio and is working to eradicate the disease world-wide. She has co-chaired a committee and

reached out to schools and other groups to support this initiative. She hopes that she and her team will raise \$25,000 to benefit the Polio Plus Foundation.

In addition, Ally returned to Thailand over winter break as an NU VISIONS Abroad co-team leader to teach English and create an opportunity for a future group to help build a community kitchen much needed by the women in the rural village of Pha Chan.

Ally is now serving her second 900 hour term with AmeriCorps and continues to help with various service projects. She also is continuing her work with Rotaract and the SACC.

**KATHERINE HACKETT** – Student

*Saint Michael's College*

Katherine is an outstanding student leader, serving the Saint Michael's collegiate community and our community at large. As a leader with the SMC Best Buddies program, Katherine has worked to pair 30 college students with people from our community with cognitive and physical disabilities. She recruits, manages, and educates the College Buddies, and she has been active in the program for four years. Katherine has also raised \$3500 in support of Vermont Special Olympics, an organization that involves many of the people in Best Buddies. This year Katherine single-handedly recruited more than 45 people to take part in the Penguin Plunge and also recruited some 20 volunteers for the event.



Katherine has participated in SMC's Extended Service program, working in soup kitchens, shelters, and with Habitat for Humanity in Hartford, CT and New Orleans. This year she will travel to the Dominican Republic to continue that work. In addition to her service outside the College, Katherine is active in the Student Government, the Admissions Office, Campus Ministry, and College Orientation. She assisted in the coordination of Pre-Orientation Weekends with the Student Life Office as well. Katherine has participated on many panels and represented SMC students on numerous committees, most recently speaking at the 2010 Academic Convocation. Katherine has demonstrated an extraordinary willingness to give of herself, and her steadfast commitment to community service has made a real difference in people's lives.

**ANDREA STODDARD** – Student

*Southern Vermont College*

Andrea is a junior at SVC where she has been a standout among the student body. Since her arrival on campus, Andrea has immersed herself in academic work and student life on campus. She is a founding member of MooseCorps, a campus community service club, and she provides crucial leadership and input to the group. Andrea always seems to find time to volunteer. She is SVC's first student to participate in our new "Adopt a Senior" program with the Southwestern Council on Aging (Spring 2011), and she has been an integral part

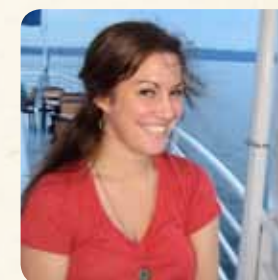


of SVC's Civic Engagement programs, participating in the annual Day of Service, American Red Cross Blood Drives, and Coalition for the Homeless dinners. Last month Andrea took a mid-winter swim in Lake Paran to support the Penguin Plunge, a fundraiser benefitting Special Olympics Vermont. In addition to her involvement in the Bennington community, Andrea also brings her talents to the SVC Student Government Association where she is Vice President, and to the Student Activities Squad, a group responsible for programming events on campus. This past fall, Andrea had the unique opportunity to represent SVC in our debut internship and entrepreneurial program in China, where she immersed herself in understanding a new culture.

**ALISON MERCIER** – Student

*University of Vermont*

Alison has impacted the University of Vermont and the larger surrounding community with her deep commitment to community service. For example, Alison served as a Service TREK Leader in 2009 and 2010 where she led a team of first year students from UVM and other schools showing them service opportunities in Burlington. Alison also led a team on an Alternative Spring Break (ASB) project in San Antonio, Texas in 2009 where she worked with an HIV/AIDS clinic, serving lunch to patients and providing general support to the host organization. This year, Alison took on a Co-Director position with ASB where she managed 14 trips, trained 30 leaders, raised more than \$25,000 in funding, and worked with over one hundred student participants.



After her work in San Antonio, Alison was inspired to re-start the Volunteers in Action student organization at UVM. She is the Executive Officer of Alpha Phi Omega, a co-ed service fraternity that supports one-time service requests and ongoing service projects with local non-profits. Alison is a Mortar Board Society member and was selected for membership based on her outstanding academic accomplishments in conjunction with her distinguished leadership and community service achievements.

# ENGAGED COMMUNITY PARTNER AWARD

This award is given to one community partner per VCC member campus that has worked to support the civic mission of their partnering campus.

## THE INTEGRATED ARTS ACADEMY (IAA)

*Champlain College*

The Champlain College and Integrated Arts Academy (IAA) partnership was only formally established this year, but it has already produced results. The IAA is an elementary school, and Champlain College students are involved in many activities there that give them experience working with children in an urban environment, let them emerge from the college bubble, and help them engage with Burlington's rich diversity. The IAA provides time and space for students to reflect on their college experience and consider how it translates into the broader community.



In one program called "Java Jabber," Champlain students facilitate weekly discussions and activities that encourage a strong, diverse parental community. IAA is one of Vermont's most ethnically and socio-economically diverse elementary schools, thus providing an opportunity to recognize differences and build a culture of shared understanding for students. Champlain students learn how to engage with diverse populations, and IAA receives Champlain student and staff support to make these community building programs happen.

Champlain students attend IAA's lunch and recess period to act as role models, encourage college aspirations, and maintain a calm and positive lunch/recess time. The Champlain students involved in this program are all social work majors. Their time at IAA helps them practice the skills they'll need to work with a diverse community, and it helps the school add structure to the most difficult part of the school day.

In addition to the programs above, IAA frequently calls on their Champlain partners to help manage special programs. For example, Champlain education and graphic design students work with the school's teachers and staff to implement arts-focused activities. Champlain students have chaperoned museum visits and assisted in school renovation projects, and they have provided childcare during Parent-Teacher meetings so that all families can participate in their children's education. As Champlain students continue to work with IAA, they are able to broaden and hone their academic skills and lend a helping hand at the same time.

## CENTRAL VERMONT PUBLIC SERVICE (CVPS) COW POWER PROGRAM

*Green Mountain College*

By directly linking consumers and farmers, CVPS's Cow Power Program provides a more sustainable economic, social, and environmental foundation for the state of Vermont. That's a big deal. GMC Provost Bill Throop noted at the 2006 GMC-CVPS Cow Power Partnership launch that: "Cow Power is a great fit with GMC's mission. It serves the region and the

environment, two ideas we emphasize with students. We need to go beyond teaching, and we need to set examples for students and society at large."

So what does Cow Power do? It provides a manure management option that reduces run-off and improves local air quality. It provides economic benefits for farms making them financially stronger. It lets customers select a completely renewable energy source. And it creates a new market for renewable power generation. Cow Power takes cow waste and converts it to energy. Farmers can create and use their own energy source and not be reliant on the broader electrical grid. This program uses naturally occurring resources, i.e. manure, turns bio waste into energy, improves air quality, and reduces greenhouse gases. It is a winner for Vermont and its farmers, and it's a creative and sustainable way to provide energy.

CVPS is a national leader in bio-energy thinking, and together with Green Mountain College, they are paving the way for new and renewable energy sources.

## HELPING OVERCOME POVERTY'S EFFECTS (H.O.P.E.)

*Middlebury College*

Middlebury College and HOPE have worked together for many years to leverage college resources and help address issues of poverty in Addison and other Vermont counties. As an example of HOPE's responsiveness to community needs, Jeanne Montross recently spearheaded efforts to create a "gleaning program" in Addison County. Jeanne, in collaboration with the College, helped families in Middlebury and Addison County gain better access to fresh, nutritious, and affordable produce.



Middlebury College's Alliance for Civic Engagement (ACE) sponsors two paid summer internships designed to engage Middlebury College students in local efforts to address poverty. Community partners identify local needs and provide supervision; the College pays the students and provides the interns with housing.

HOPE's proposal was one of the sites selected for the summer internship program, and ACE sponsored an intern to serve as Gleaning Coordinator. This intern coordinated the harvesting, processing, and distribution of fresh produce during the summer growing season. This also included recruiting volunteers, managing the work/share harvest program, and devising strategies to ensure the program would continue after the position ended. The Gleaning Intern communicated with farmers, recruited volunteers, led them in harvesting from the fields, and organized the processing and distribution of food to food shelves.

The goals of the internship were to get excess produce to low income Addison County residents, promote health and nutrition, and ensure that fresh, local food was available

to all who needed it. Children who do not have proper nutrition miss more school, are less able to learn, suffer more sicknesses, and are engaged in conflicts more often than better nourished children. Obesity, diabetes, and other negative health conditions disproportionately affect the poor, and these conditions can be prevented if proper food is available. One of the most basic things we can do to fight poverty is to increase the availability of good food, and that is what this internship and HOPE are all about.

In her reflective journal, the student intern wrote: "HOPE is composed of an organized and energetic leader and dedicated employees and volunteers, many who are low income... The response to the gleaning program from farmers, farmers' market coordinators, HOPE clients, HOPE staff, and local poverty relief organizations...has been overwhelmingly welcoming and positive."

## DREAM YOUTH MENTORING PROGRAM

*Norwich University*

The DREAM Youth Mentoring Program has become a permanent fixture at Norwich University thanks to DREAM's leadership and the hard work and commitment of Norwich students. A partnership with a non-traditional University like Norwich has its challenges. Navigating the rules and regulations can make it difficult to run an independent program on campus, but after a few years of compromises and collaborative efforts, DREAM is exceeding expectations.

Because of DREAM's ability to provide quality training to mentors and a structure that consistently works for both mentors and mentees, we have been able to tap into Norwich students' true service leadership potential.

Though DREAM is an organization, Mike Ewan, the upbeat and enthusiastic campus liaison has demonstrated an extraordinary commitment. His enthusiasm, persistence and role-modeling are awe-inspiring. He regularly visits mentors during planning sessions, keeps in constant contact with student leadership and keeps apprised of upcoming opportunities and accomplishments.

## UNDERGROUND TEEN CENTER, (UTC), O'BRIEN COMMUNITY CENTER

*Saint Michael's College*

The Underground Teen Center is a program run by the Winooski Recreation & Community Wellness Department, (WRCW). The Teen Center promotes lifelong wellness by developing high quality, affordable programs for the public and providing facilities and open spaces for public use. The Center serves about 100 youth in the area, many from low-income families. The Teen Center offers a safe, supervised, and substance-free environment for local high school aged youth outside of school hours.



In spring 2010, the Teen Center partnered with an upper level anthropology class at Saint Michael's entitled "Community-Based Research." During the semester, the fifteen students in the class collaborated with UTC staff to implement a participatory needs assessment. The students completed over 300 hours of service at UTC, conducted 33 regular interviews,

completed 9 life history interviews, and filled out over 50 surveys with teens. The class then analyzed the results with UTC staff. A new class is now building on this earlier work, addressing a specific need articulated by the program's supervisors, namely to be more gender inclusive and promote the wider involvement of girls while continuing to provide mentorship to the teens. Two members of the original class created a weekly program, Teen Scene, that brings 4-6 SMC students to the center every Friday.

## POWNALELEMENTARY SCHOOL PAW PALS PROGRAM

*Southern Vermont College*

In partnership with SVC's Quest for Success service-learning course, the Paw Pals Program matches SVC student mentors (Paw Pals) with at-risk, elementary school children. These Paw Pal mentors experience the rewards of building relationships that benefit them as well as their community. Quest for Success mentors share in the joy of activity-centered learning, one-to-one tutoring, social-emotional guidance, and athletic development. These students are assigned two children or a classroom and engage in hands-on educational experiences as Paw Pals. The Paw Pals and their children meet weekly during classes, lunch, and recess - times when children benefit most from positive interaction and attention. Readings in the class address the impact of mentorship, positive role-modeling in public education, and child development. Discussions are held in the context of their service-learning, and they underscore the importance of service-learning that "bridges generations." For Quest for Success students interested in working with young children, this service-learning project provides an invaluable introduction to community engagement and civic outreach.



The Pownal Elementary Paw Pals Program coordinator, Mary Natalizia, meets weekly with the Quest for Success student mentors to discuss events at the school, address any concerns the students have, and process the previous week's experience. A final project has the college students make a class scrapbook where the elementary students and the SVC students draw and write about their hopes and dreams and about the role a college education plays in achieving their goals. The link between a first-grade student who wants to be a nurse and a first-year college student in a nursing program is strengthened, for example, because the question "What do I want to be when I grow up?" is brought into focus. The culmination of the program occurs when students from Pownal Elementary School visit SVC and their Paw Pals on campus, dine in the college cafeteria, and talk about college life.

## CITY OF SOUTH BURLINGTON PLANNING AND RECREATION OFFICES

*University of Vermont*

The City of South Burlington and the offices of Planning and Zoning and Recreation are invaluable partners with the University of Vermont. As recent winners of UVM's Outstanding Service-Learning Community Partner Award, these offices have worked with instructors at UVM for a number of years and were formally recognized for their contributions by the Rubenstein School of Environment and Natural Resources. Staff members in these offices go out of their way to make sure that projects are successful for UVM students,



## SUSTAINED CAMPUS COMMUNITY COLLABORATION AWARD

This award recognizes an exemplary collaboration between a campus and a community partner that models a sustained and meaningful relationship resulting in measurable improvements in people's lives and enhanced learning for students.

### RECIPIENT:

#### RUTLAND COUNTY WOMEN'S NETWORK AND SHELTER (RCWNS)

*Castleton State College*

RCWNS has been a key community partner to Castleton State College's CHANGE Initiative (Creating, Honoring, Advocating, and Nurturing Gender Equity) for the past three years. Our shared goals are to create a matrix of support for survivors of violence in our community and to promote gender equity in all forms. RCWNS and CHANGE's collaboration has been mutually beneficial and has resulted in vast improvements at Castleton State College and in Rutland County.

RCWNS's most valuable contribution to CHANGE and the Castleton community has been in training our student Peer Advocates. Their training program allows our advocates to assist victims of sexual assault, relationship violence, stalking, and harassment. CHANGE has worked to make our collaboration stronger by collecting enough donations from the campus community to fully staff our entire CHANGE office, to adopt a local family through RCWNS for the holidays, and to fundraise for the family via a production of the sequel to the play "Vagina Monologues."

RCWNS plays an integral part in the continuing success of CHANGE by always having a representative at our bi-weekly meetings and by keeping an open line of communication between our two groups. The wisdom of the staff at RCWNS has helped to make CHANGE effective on campus, and we could not succeed without them.

and they pay attention to how those projects can be improved along the way. As one faculty member noted: "I have worked in numerous service-learning capacities in the past, and I can say with complete confidence that South Burlington has been the best partner thus far. They bring a strong sense of reciprocity, and they respect the whole process." Not only do these staff members work closely with faculty and students in specific courses, but South Burlington's Director of Planning and Zoning, Paul Conner, also serves on the Advisory Committee for UVM's Office of Community-University Partnerships and Service-Learning. South Burlington's staff represents the best in public service, and they bring a spirit of enthusiasm and energy to every project they do with UVM.

### FINALIST:

#### CHITTENDEN COUNTY FOOD SHELF

*University of Vermont*

The Chittenden County Food Shelf has partnered for over ten years with UVM's two student-run volunteer programs, Food Salvage and Campus Kitchens Programs. They support two independent, free meals every week, and help the two student-run volunteer programs thrive. The UVM Food Shelf Club provides a weekly Sunday night meal, which came about after they lost the space they had used for almost two decades. The Food Shelf graciously offered their space and committed their support staff to ensure that the Food Salvage program could continue. Three years ago, the Food Shelf redoubled their collaboration with UVM's student volunteer leaders by helping launch the Campus Kitchens Program at UVM. The results have deepened the students' knowledge around food security issues, improved the nutrition of the food served at each CKP meal for community members, and increased the funding support for the Food Shelf's work. In the last year, the CKP and Food Salvage achieved national recognition for their partnership through a grant with the Newman's Own Foundation and the AmeriCorps Education Award programs. Out of all of our partnerships between student volunteer clubs and community agencies, the Chittenden County Food Shelf has consistently been the strongest supporter of UVM students.

## CAMPUS LEADERSHIP FOR CIVIC ENGAGEMENT

This award recognizes one faculty member, staff member, or administrator on a VCC member campus for his/her leadership in advancing public engagement as a critical component of his/her higher education institution.

### RECIPIENT:

#### PAMELA O'CONNOR – Coordinator of Academic Services

*Community College of Vermont*

Pamela is instrumental to the success of CCV's service-learning program where she provides energy and leadership for the Civic Engagement Committee. CCV has a dozen separate locations, and this presents both challenges and opportunities. Providing boundless energy and commitment far beyond her job description, she has helped tie CCV sites together in a shared commitment to community engagement. Working with the Civic Engagement Committee at CCV, Pamela helped create a service-learning model that can be replicated at each of CCV's twelve sites. More specifically, Pamela helped establish a Service-Learning Community in Rutland where she identified faculty interested in adding service-learning components to their courses. She then coordinated with Rutland faculty and the community at large and helped them explore community needs. She has provided the guidance and resources to develop projects that link course objectives and create meaningful projects for the community at the same time.



Pamela is an academic advisor, and her enthusiasm for service-learning and civic engagement is infectious. One student, for example, continued to volunteer at the Open Door Mission after the spring semester ended because he didn't want to leave the work half-done. Pamela encouraged another young man to volunteer, and he now serves on the Board of Trustees at his local library. Pamela's work has motivated many students to enroll in courses with a service-learning component, and she has raised visibility and buzz about civic engagement on campus. Pamela leads by example, and she is always first to volunteer her own time, knowledge, and energy to promote service-learning. She has established lasting relationships with community partners, and she serves as a mentor to faculty and students alike. Pamela is a star, and her good work is felt throughout the state of Vermont.

### FINALISTS:

#### THAYER RAINES – Professor, Recreation & Outdoor Studios

*Green Mountain College*

Dr. Raines advances his vision of higher education by working with community partners in mutually beneficial service-learning projects. Poultney is a rural college town where high school graduation and college attendance rates are low. By having college students complete service-learning projects in public schools, Dr. Raines helps foster relationships that bring a sense of optimism to the younger students in Poultney, and he plants the seed for them to attend college.

Dr. Raines is an ally of faculty and students in terms of civic engagement. He has served as the Director of Service-Learning for GMC where he coordinated a service-learning colloquium as well as a town-gown mixer for faculty.

The goal was to raise faculty awareness about service-learning, inform them how to get started with a project, and provide a chance to meet potential community partners. He has developed college-wide service-learning opportunities with the Catamount Trail Association by adopting a section of trail and inviting faculty and students to participate in trail building and maintenance. He encourages students to engage in community service-learning by inviting outside speakers to his classes; his efforts have led to students recording interviews with town elders as part of an ethnographic history for the Poultney Historical Society. He has also worked with students to identify and remove certain varieties of plants from campus as part of the Campus Invasive Species Initiative.

Dr. Raines has built relationships with the Poultney Elementary, Middle, and High School, the Poultney Historical Society, the Catamount Trail Association, and the Campus Invasive Species Project. Since 2000, he and his students have hosted the 6th grade classes of Poultney Elementary School semi-annually for a ropes course experience on campus as part of a Challenge Course Technology. This experience is tailored to the needs of the teachers and children, and it addresses positive risk-taking, appreciation of differences, team building, communication, leadership, and group problem-solving.

#### ALBERT DECICCIO – Provost

*Southern Vermont College*

Dr. DeCiccio has inspired the SVC campus by advancing a curriculum based on a laboratory learning model. Laboratory learning is SVC's clarion call for hands-on learning, and it promotes interaction among students, faculty, staff, and members of the community. Dr. DeCiccio's work benefits the most vulnerable students on campus by showcasing the power of what is possible through civic and campus engagement. As Provost for the past two years, Dr. DeCiccio has provided the inspired leadership necessary in designing and implementing the world's first course using genealogical and DNA research strategies developed by Dr. Henry Louis Gates. Gates's work was featured in the 2006 PBS documentary African American Lives. This program was based on Gates's book, *Finding Oprah's Roots, Finding Your Own*.

Dr. DeCiccio demonstrated further leadership by partnering with the Bennington Museum to serve the Greater Bennington community. He and his students constructed an exhibit at the museum based upon this DNA work. The exhibit demonstrates the effect students can have by mounting an exhibit in a museum that is open to the public. Dr. DeCiccio also helped prepare a successful proposal that earned SVC a seat on the Carnegie Community Engagement Classification list. Through this proposal, he was able to bring the campus and the Greater Bennington community together. His leadership at SVC and his work has had lasting impact on the students he teaches and the communities with which he engages.

**GAIL SHAMPOIS** – Director, Office of Student & Community Relations  
*University of Vermont*

Gail Shampnois embodies UVM's vision of just and engaged educator, and she recently broke new ground in the higher education field of town-gown relations. Seeking to build positive and proactive relationships between the large off-campus student community and their Burlington neighbors, Gail has dramatically improved the relationship between UVM and our surrounding neighborhoods.

Working in partnership with UVM's Residence Life and Student Life Departments, Gail's office extends the opportunity for student civic engagement beyond the four walls of the classroom into the community at large. This work is about practical life skills, and it includes protecting student renters'

## AWARD FOR EXCELLENCE IN COMMUNITY-BASED TEACHING

This award is given to a faculty member from a VCC member campus who has made public service an integral part of their teaching, to the benefit of both students and community.

### RECIPIENT:

**KATHERINE KIRBY** – Assistant Professor, Philosophy & Global Studies  
*Saint Michael's College*

Professor Katherine Kirby teaches a 300-level course entitled "Otherness and Marginalization: Levinas and the Alienated." This course challenges students to consider the ethical theories of philosopher Emmanuel Levinas, and more particularly, it examines the effects of marginalization on individuals based on their "otherness." This includes broad categories such as the poor, the ill, and the elderly. Since this is a Global Studies course, it focuses on ways the developing world is often marginalized by more developed countries as well. Professor Kirby also teaches an extension course that takes place in an international context – in Guyana, South America – where students work with individuals at Palms Geriatric Institution, St. John Bosco Boys' Orphanage, and the Mahaica Leprosy Hospital. The experiential service components of her classes are rigorously integrated into the syllabus in multiple ways and used as a constant aid to learning the complex and often hard-to-grasp philosophical concepts of the class. These local and international experiences are transformative for students, and Professor Kirby helps them recognize the universality of suffering inherent in marginalized populations here and abroad. Professor Kirby also integrates teaching, scholarship and outreach. She has published, "Encountering and Understanding Suffering: The Need for Service-Learning in Ethical Education" in *Teaching Philosophy*, and often shares her experience and expertise in community-engaged learning by participating on faculty panels, in workshops, and on committees.



rights, understanding safety codes, holding peers accountable for community disturbances, and more. The OSCR office has become a pioneer in town-gown relations.

Gail has been recognized locally and nationally for her leadership. From building community gardens, to hosting summits between students and neighbors, to mediating conflicts, Gail has helped build a sense of community where there was only controversy and conflict before. Her success is measured in the strength and longevity of the relationships she helps forge between students and community members. Gail believes that this is the key to a vibrant and caring neighborhood and that it helps instill a life-long commitment of civic engagement for students.

### FINALISTS:

**LINDA OLSON** – Professor, Sociology  
*Castleton State College*

Passionate sociologist, feminist, educator, and advocate, Dr. Olson is an influential member of the Castleton community. As co-chair of the CHANGE Initiative, she helped create the student group called PAC, Peer Advocates for CHANGE. PAC is a group of student volunteers who run a confidential, 24/7 hotline for survivors of sexual assault, relationship violence, stalking, and harassment. PAC also provides the college community with information about these issues. This year, PAC students can now take a service-learning course called "Seminar in Advocacy" where they create their own program to educate the campus on gender related issues with the help of community partners. This benefits our college in two distinct ways. It gives student leaders a set of practical tools to address gender issues, and it educates the broader community about issues relating to gender equity.

Linda's dedication to improving her community drove her to create this PAC and this course. Because of her work, PAC has become a popular and effective student group with an important role in education and service. Linda is always looking for ways to help the Castleton community, and PAC is just one example of her remarkable work.

**SHAWNA SHAPIRO** – Visiting Assistant Professor, Writing Program & CTLR  
*Middlebury College*

Shawna Shapiro is committed to community-based teaching. Her exemplary instruction and workshops connected to teaching English as a second language have made her a favorite of faculty and students alike, and she encourages students to volunteer with refugee populations and the migrant farm worker community. In addition to her innovative approach to teaching, Dr. Shapiro makes herself widely available to students, community partners, and faculty, and she makes community-connected learning a part of every course she teaches. She emphasizes the greater social context of the students' work with community partners and the

importance of reciprocity with the community. Dr. Shapiro is a tireless advocate for the students and the communities where they live, and she believes that students have a critical role to play in addressing social inequality. The best way to do this is through programs that can be sustained and address community needs as in a meaningful way.

**ERIC DROUART** – Chair of McCormick Division of Business  
*Southern Vermont College*

Professor Drouart emphasizes the concept of laboratory learning and on hands-on experience through service-learning community projects. These projects typically involve working with local not-for-profits in Bennington and surrounding areas. For example, Professor Drouart holds Small Business and Entrepreneurship Forums to coincide with National Entrepreneurship Week, providing workshops on topics such as business creation, franchising, and using social media to attract customers.

Professor Drouart taught a section of SVC's first-year seminar, Quest for Success, entitled Celebrating the Franco-American Heritage of Bennington. The seminar examined individual and collective Franco-American heritage, history, and roots. Through archival research, qualitative interviewing, films, guest speakers, and local and extended field trips, Professor Drouart provided a dynamic exploration of a sometimes mysterious and buried history of our roots. With the support of the Bennington Museum, the class designed, implemented, and promoted four public programs with guest speakers sharing critical aspects of their research about the Franco-American experience in New England.

## ENGAGED SCHOLAR AWARD

This award honors one faculty member from a VCC member campus for incorporating engagement as an integral part of his/her teaching and research. It recognizes the innovative or important use of knowledge for the public good, commitment to partnering with students and communities, campus leadership for incorporating service into scholarship, and campus-community partnerships. Through his/her leadership, the recipient has made a valuable contribution to engaged scholarship in their field and serves as an exemplar of faculty citizenship for the institution and their peers.

### RECIPIENT:

**MANDAR DEWOOLKAR** – Associate Professor, Civil and Environmental Engineering  
*University of Vermont*

As co-investigator for a four-year NSF grant, Professor Dewoolkar has been instrumental in integrating service-learning into the curriculum of his civil and environmental engineering courses. He works with more than ten community partners ranging from towns to state agencies and non-profits. Based on these courses, Mandar has served as lead author on three peer-reviewed journal articles and as co-author on additional papers exploring the integration of service-learning into engineering curricula. His scholarship, heavily focused on historic preservation, is undertaken in partnership with local



**MATTHEW KOLAN** – Lecturer, Rubenstein School  
*University of Vermont*

Matt's work demonstrates his deep commitment to innovative teaching and community engagement. Matt teaches a service-learning course entitled Environmental Impact Assessment and Problem Solving. This is a senior level capstone course in the Rubenstein School at UVM, and every senior takes it prior to graduation. In the course, Matt has the students form small groups that partner with the community to address local environmental concerns. The students work with their community partners to produce a wide range of deliverables. For example, they recently prepared a guide to perennial edibles designed to increase knowledge of and access to local food sources.

Matt also teaches several undergraduate and graduate level courses focused on power and privilege. Through these classes, Matt encourages students to examine the systems of oppression that exist in our society and in others, and to consider the impact they have on both students' lives and in the field of natural resources. Matt has integrated community-based teaching into these courses in a way that challenges students and encourages them to learn by considering alternative systems. His work in this arena is innovative and has a profound impact on his students and the local community.

Matt's teaching is a shining example of what 21st century instruction can and should look like. He offers transformative experiences that encourage students to act in ways that are good for themselves, their communities, and the world they live in. There are few instructors who so clearly demonstrate a commitment to both their students' learning and to the well being of the larger community.

and international community-based organizations. Partners have ranged from Shelburne Farms and the Grand Isle Lakehouse in Vermont to international partners in Portugal. Mandar has also received numerous external grants to work on his scholarship projects.

Professor Dewoolkar is a graduate of the UVM Faculty Fellows for Service-Learning program and a recent winner of the Kroepsch-Maurice Excellence in Teaching Award. He is recognized as an excellent teacher on campus and is well-liked and respected by students and faculty alike.

He serves as a model of a well-rounded faculty member who recognizes the uniqueness of UVM and has been able, through community engagement, to advance both his teaching and research pursuits to the benefit of himself, his students, and the school as a whole.

## FINALISTS:

**MIRIAM HORNE** – Professor, Core Division  
*Champlain College*

Miriam is one of the most engaging and involved faculty members at Champlain College. She has many accomplishments to her credit, but her latest venture says it all. Miriam was the driving force behind a service-learning trip to a slum in Managua, Nicaragua, which she developed as part of a human rights course she teaches. The course is a collaborative effort between her class and the College's Center for Service and Civic Engagement. In preparation for the trip, Miriam personally reached out to our staff to ensure the trip was possible, solicited suggestions for destinations from CSCE faculty and others with experience in service trips, established communication with the Compas de Nicaragua organization, developed the budget, procured airline tickets, created the itinerary for the trip, wrote the syllabus for the class, and worked with her academic dean to garner support for the course. Miriam is a scholar who puts her words into action. She works until she finds a way to get the job done, and the school and world community are better for it.

**PETER RYAN** – Professor, Geology & Environmental Studies  
*Middlebury College*

Pete Ryan teaches Middlebury's Environmental Studies Senior Seminar, which is an interdisciplinary experience for environmental studies majors. He collaborates with community partners to address local environmental issues, such as the issue of naturally occurring sources of contamination in private drinking water wells in Vermont. His work results in improved public policy and better public health in the state. This seminar is just one example of how Pete frames public problem-solving as an integral part of his teaching and research.

## MADELEINE M. KUNIN PUBLIC SERVICE AWARD

This award distinguishes a remarkable student from a VCC member institution for his/her outstanding public service and leadership, demonstrated through a spectrum of efforts. Through their sustained involvement, the recipient establishes a linkage of their service to a larger social context and a commitment to community impact. The recipient of this award models deeply ingrained civic responsibility and leadership, evidenced by initiative, innovative approaches to community issues, and effective community building.

## CO-RECIPIENTS:

**JUSTIN GARRITT** – Student  
*Castleton State College*

The staff of The Center for the Support and Study of the Community saw special qualities in Justin from the moment he first arrived on campus. He was enthusiastic, self-motivated, and confident that he could make a difference on campus and in the local community. After noticing these traits, we decided to invite Justin to get involved on our Vermont Scholar Mentoring Program at Castleton Elementary School.



Justin quickly started recruiting other mentors, and he has strengthened the mentors' commitment to their mentees

The fall Senior Seminar project examined naturally occurring sources of arsenic in Vermont's private drinking water wells, which has been a key research area of Pete's for several years. The Survey Group partnered with the Vermont Department of Health, evaluated the public's knowledge of well water and water testing, and made recommendations based on their study in Rutland County. The Spatial Group partnered with the Vermont Geological Survey and investigated the incidence of high arsenic well testing and the relationship between bedrock and high arsenic in order to locate areas of concern in Vermont. The Policy Group partnered with State Senator Virginia Lyons and provided our community partner with information to advance the policy discussion regarding private well testing regulations in Vermont. Students used their research to create a policy framework that the state legislature will use during the 2011 legislative session: they recently presented their work at the statehouse.

Pete has also worked closely with the Vermont Geological Survey and the Vermont Department of Health to develop and advise student theses and independent study projects on naturally occurring groundwater contamination. These studies have contributed to a better understanding of the region and identified areas with a higher probability for contamination from bedrock and soil sources.

All of the projects Pete has advised and led were developed in collaboration with community partners. This connects students to the real-world importance of their work from the start. These projects demand a high level of interaction with the general public through survey work, and perhaps most importantly, they show his students the role that scientific inquiry plays in sound public policy and public health decisions.

through in-depth training and individual management. He has increased the number of mentor-mentee celebrations and built unity among participants. Justin meets regularly with college and elementary school staff to maintain the program's effectiveness and make course changes as needed.

Under Justin's leadership, the Vermont Scholars Mentoring Program has become nationally recognized, and it has inspired hundreds of elementary school age children to dream big. Among other things, they have learned that attending college is within their reach. But this program tells only part of Justin's story and his impact on communities where he serves. For example, Justin saw that our Student Government Association (SGA) was ineffective during his first two years at Castleton, so he ran for SGA President. He won and then began a two year campaign to update SGA policies and give a greater voice to student concerns.

Justin also saw the need for summer programming for local teens in our community. These teens had structure during

the school year but seemed disengaged in the summer. He recruited a group of peers who then created the "Slate Valley Teen Center (SVTC) Summer Camp" for 6th, 7th, and 8th graders. They developed a variety of hands-on activities facilitated by SVTC staff. The program was intended to expose youngsters to the world of visual and performing arts, and in addition to engaging the local community, the program helped instill confidence in the participants and taught them other social and life skills as well.

Justin is ingenious, hard working, and dedicated to community support. He is a star on our campus, and his contributions impact people in a real and positive way.

**SHABANA BASIJ-RASIKH** – Student  
*Middlebury College*

Shabana is an extraordinary young woman who has overcome enormous challenges to attend school in the United States and return to her home country of Afghanistan. She has worked on a variety of projects that will advance basic human rights for Afghan girls and women, especially in education. Shabana has worked to promote a voice for women, here in Vermont and in Afghanistan, and she also works to promote cross-cultural understanding and a dialogue among various faiths.



Shabana founded HELA, a nonprofit that offers hope to the people of war-torn Afghanistan through education. HELA projects have included building a high school for girls, recruiting and training teachers, developing programs to promote computer training, critical thinking, and English language training, and creating programs to educate mothers and children about health and nutrition. She is the Executive Director of the Afghan Youth Initiative, which supports grassroots, youth-led community projects to stimulate leadership skills so critical to rebuilding her country.

Shabana won a Katherine Davis Projects for Peace Grant and received funds to build nine wells in the Kabul area, bringing potable water for the first time to a several Afghan villages. Despite a rigorous academic schedule where she earned a 3.7 GPA, working campus jobs, completing research and conference travel, and participating in student organizations, Shabana has kept her "eyes on the prize." She exhibits bravery, stoicism, and an unflappable commitment to social justice. She is a gem – an inspiration to us all, but most especially to girls and women, whether on campus, in Vermont, or in Afghanistan.

## FINALISTS:

**AMANDA BRYANT** – Student  
*Champlain College*

Amanda is a major in Early Childhood/Education involved in many education-based service opportunities. She began working with Champlain's Center for Service and Civic Engagement in the fall of 2008 after Center staff completed a large effort to engage more education students. That year, Amanda was the sole student to step forward, and her dedication to this program is unparalleled.

Amanda is a founding member of the lunch and recess program at the Sustainability Academy, one of Burlington's two magnet elementary schools located in the city's urban core. She worked an average of four hours per week with students in kindergarten through fifth grade, modeling positive relationships, problem-solving techniques, and creative play for the children. Amanda's participation helped create trust between the school and Champlain college students, and she has led the way for some twenty-five student volunteers to work there each week.

While Amanda's work with the Sustainability Academy is focused on creating relationships with children and helping facilitate a traditionally chaotic part of the school day, her work with the Integrated Arts Academy, Burlington's second magnet elementary school, is based on creating a more unified parental community. Every Monday morning Amanda attends the Academy's school-wide meeting and then hosts an hour where parents from diverse socioeconomic and ethnic backgrounds come together to get to know one another and discuss school issues. Through her work, there is now a significant increase in parents connecting to others resulting in a stronger support network for the school's students.

Amanda also works to be an informed citizen. She has attended numerous conferences on education policy, participates in bi-weekly education-policy discussion groups, and is committed to educating herself on how to best serve her community.

**RACHAEL SPARKS** – Student  
*Saint Michael's College*

Rachel is engaged in a variety of activities, but it is her advocacy for at-risk individuals that perhaps defines her best. She commits fully to whatever she does, and she offers an outstanding example of public service in our local and global communities.



Rachael is the Director of Best Buddies and has been with the organization since 2007. This group pairs college students with people with intellectual disabilities. She has also been involved with the Little Brother/Little Sister Mentoring Program since 2007, currently mentoring a nine year old girl from Winooski. Rachael has helped rebuild houses in Kentucky, has served in Kolkata, India, is an intern in the Women's Rape Crisis Center, and has been a retreat leader for Campus Ministry. She is a representative of the Student Association and active in school programs. The list goes on, but the essential point is that Rachael is committed to "the betterment of the human condition". She is a change agent; her drive to do more and her desire to learn and understand the challenges and complexities of injustice will create a force that will change the world in a most profound way. Rachael's dedication, worth ethic, passion, and integrity make the world a better place.

**KATHLEEN BABCOCK** – Student  
*Southern Vermont College*

Kathleen is a senior at SVC and a leader in its civic engagement and community service programs. Among her many accomplishments, Kathleen is co-founder of MooseCorps. This is a campus community service organization run by students. They plan and participate in volunteer opportunities throughout the area, such as the Day of Service where faculty, staff, and students partner with local non-profits to work on community projects. Kathleen assisted with planning and implementing a campus-wide Red Cross Blood Drive and participated in SVC's Alternative Spring Break program in 2010. She is a student representative to the Board of the United Way, which serves the SVC community. Last but not least, Kathleen has been a Community Advisor since the fall of 2009. Kathleen is always willing to roll up her sleeves and pitch in, and she is often the first in line to bring her energy, know-how, and work ethic when there is a call to support the community.



**ABBEY PRATT** – Student  
*University of Vermont*

Abbey is a lifelong Vermonter who cares deeply about her community on and off the UVM campus. Notwithstanding her Vermont roots, Abbey wanted to have volunteer experiences outside of the state, and she got involved with UVM's Alternative Summer Break program in her first year. She has remained involved, taking on increasing leadership roles each year since. As an ASB leader and Program Director, Abbey has helped grow the program, extended its reach to other states, and fostered peer to peer leadership and mentorship over the last four years. She has parlayed this experience, joined the Service TREK leader team, and led service trips in Vermont for two summers. Abbey has helped over a hundred new UVM students fall in love with the state and the local community.

Abbey demonstrates initiative that is all too rare. She didn't simply get involved in the ASB program as a resume builder or for a one-time experience. She got involved, stayed involved, and pushed the program to a better place. She worked as a site leader and Director, and she left her mark by improving the programs she was part of. She leads by example and never shies away from hard work, and that truly makes Abbey stand out from her peers.

# BEST PRACTICES SHOWCASE

## **CVPS COW POWER**

Central Vermont Public Service Cow Power

## **ROTARACT CLUB - PUSHING OUT POLIO**

Norwich University Rotaract Club

## **CHANGE INITIATIVE (CREATING, HONORING, ADVOCATING AND NURTURING GENDER EQUITY)**

CHANGE Initiative Castleton State College

## **CENTER FOR SUSTAINABLE AGRICULTURE**

Center for Sustainable Agriculture, UVM Extension

## **VERMONT CAMPUS COMPACT**

Vermont Campus Compact

## **HOLISTIC MODEL FOR SUPPORTING AND ADVANCING ENGAGED SCHOLARSHIP: THE UNIVERSITY OF VERMONT CUPS OFFICE**

CUPS UVM

## **BUILDING THE FIRST GIRLS' HIGH SCHOOL IN EASTERN AFGHANISTAN, SUMMER 2011**

HELA, Inc and Afghan Youth Institute, Inc.



Vermont | **Campus Compact**

Vermont Campus Compact (VCC) is a consortium of 16 colleges and universities, and non-academic partners committed to the civic purposes of higher education in Vermont. We work with members to strengthen communities and educate for informed and active citizenship. VCC presidents believe that through sustained and creative student, faculty, and institutional engagement with communities, higher education can help prepare tomorrow's civic and social leaders while strengthening communities and improving lives. VCC provides training, networking, grants, resources, awards, and more to advance service, service-learning, and civic engagement on campuses and in communities. VCC is part of a larger national network of 35 state Compacts affiliated with national Campus Compact, representing 1,200 college and university presidents and their campuses, all dedicated to realizing the public purposes of higher education.

Vermont Campus Compact wishes to honor the individual and collective impact of our network of community service, service-learning, and civic engagement offices, and the faculty, staff, and students who work passionately to make a difference in our world. By promoting civic engagement as a critical component of higher education and mobilizing campus and community resources to address community needs, these individuals bring real and significant change to Vermont and the larger world.

We are grateful to, and want to publicly acknowledge, the 2010-2011 AmeriCorps\*VISTA members placed on Vermont campuses who are dedicating a year of service to build campus and community partnerships aimed at addressing issues of poverty. They are an extension of our Vermont Campus Compact staff and have made a significant difference on their campuses, in local schools, and in our communities.

Thank you to the 2010-2011 VCC VISTAs: Kailee Brickner-McDonald, University of Vermont; Robin Curtis and Jillian Hall, Middlebury College; Jessica Longobardo, UVM Extension's Center for Sustainable Agriculture; Garland Mason, Green Mountain College; Abbey Schneider, Champlain College; Anna Schultz, Sterling College; and Katie Shearer, Southern Vermont College.

Vermont Campus Compact would like to express our gratitude to Middlebury College for serving as VCC's host site from 1999 to 2010, and to Saint Michael's College for becoming our new host campus. Your generosity allows VCC to promote and support the missions of Vermont colleges and universities to be good stewards in their communities, educate active and engaged citizens, and join a larger national effort in higher education to contribute to the common good.

Finally, we would like to thank Cabot Creamery Cooperative for hosting and sponsoring this event today. Cabot's support, collaboration, and creative efforts allowed us to recognize and highlight the important work of our member campuses and the individuals who inspire us all.

Cheryl Whitney Lower, Interim Executive Director  
Bridget Edwards, Program Assistant

## **Vermont Campus Compact Board**

Daniel Mark Fogel, University of Vermont (Chair)  
Adam Weinberg, World Learning/SIT (Vice-Chair)  
David Finney, Champlain College (Secretary)  
Philip Daniels, TD Bank  
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Karen Gross, Southern Vermont College  
Paul Millman, Chroma Technology  
Carol Moore, Lyndon State College  
John Neuhauser, Saint Michael's College  
Jeff Nolan, Dinse, Knapp & McAndrew

## **Member Institutions**

Bennington College  
Castleton State College  
Champlain College  
Community College of Vermont  
Goddard College  
Green Mountain College  
Johnson State College  
Landmark College  
Lyndon State College  
Middlebury College  
Norwich University  
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SMC – Box 289, One Winooski Park, Colchester, VT 05439  
(802) 654.2094 • [vcc@smcvt.edu](mailto:vcc@smcvt.edu) • [www.vtcampuscompact.org](http://www.vtcampuscompact.org)



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ONE WINOOSKI PARK, COLCHESTER, VT 05439

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