

COMPANION

OFFICE OF SERVICE-LEARNING AND CIVIC ENGAGEMENT

BIOLOGY IN UGANDA,
BOTSWANA, AND MINNESOTA:
SERVICE-LEARNING THAT SPANS THE GLOBE

Dr. Jill Manske



Enhancing our commitment to serving the
community and the needs of our students



UNIVERSITY of ST. THOMAS

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WHAT IS THE *COMPANION*?

COMPANION comes from the philosophy of accompaniment which, in humanitarian work, emphasizes solidarity, mutuality, and interdependence. The Office of Service-Learning and Civic Engagement is about enhancing our commitment to serving the community and the needs of our students. It's about forging local, national, and global community partnerships. Partnerships that provide experiences for students that allow them to think critically about how unjust social systems harm us all and how faculty and students working together can make us companions for public health, companions for environmental sustainability, and companions for educational access, economic justice, racial reconciliation, gender equity, and human rights.

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Dr. Jill Manske

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MOVED BY THE SPIRIT – TOUCHING US ALL



Dr. Eleni Roulis

is the Associate Vice-President for Academic Programs and Special Services

As I sit down to write I am filled with many thoughts and emotions evoked by the multiple perspectives of how we are all changed by the experiences we have. These experiences can be meeting someone in the Aquinas Hallway who has a bright smile and says “Hi, how are you” or walking down Lake Street in Minneapolis and hearing the symphony of languages, seeing a bright pallet of colors in store windows, and breathing in the delicious food aromas that fill the air, or landing in Siena to visit opportunities for our students to study. Whenever or wherever our experiences take us, whether we are cognizant of the change, we will be changed as we are engaging with the real world that is simultaneously messy, chaotic, and astounding. Our identities take on a different hue of knowing, one that helps us move from tourist to awareness and seeker of knowledge.

Dr. Jill Manske and her students courageously embark upon exploring and addressing global health issues in Uganda and Botswana, reminding us in a most gentle yet direct way that life is messy and we need not be afraid of taking the first steps to find solutions to challenges that are more than 8000 miles away. Dr. Ernie Owens challenges us to look at business enterprise from a humane and social justice perspective. His students learn beyond the ideal of project management skills

but with cultural awareness that will help them build models that incorporate people who do not fit the traditional paradigm. They are changing the world of entrepreneurship as they engage in projects that create quality lives for their clients. Dr. Susan Callaway and her students experience the world of our international students in their peer mentoring course as both sets of students learn to coach each other through their literacy adventures. Both mentor and mentee embark upon building a trusting relationship that teaches them far more than English writing skills. Dr. Arkady Shemyakin offered the first semester-long study with Heriot-Watt University in Edinburgh. This first rate university immerses our students in a culturally rich environment in which to learn. Already planning the next trip, Dr. Shemyakin is looking at incorporating an internship, or a consulting component as an official service-learning course.

Our new community partners have now provided experiences that are filled with cutting edge concepts that will impact 21st century living for all of us. Dr. Lovejoy, Executive Director of The Family Place, is proud of the model she developed for treating people with compassion, dignity, and respect as she and her staff provide a welcoming environment to over 40 homeless and impoverished families with children every day.

Jason Eden, director of RREAL, developed a giant step in the future as his company is making solar energy accessible to communities of all income levels. For the past two years St. Thomas and the city of St. Paul have worked together with Jason Maher to raise awareness and find solutions to the most pressing issue of sustainability for urban environments. Gabriel Warren, executive director and cofounder of WAMM (West African Medical Missions) has as his mission to alleviate the health disparities as well as develop education, medicine, and public health.

As I read the articles included in this spring issue of the *Companion*, I am so impressed and proud of the endeavors that faculty, staff, students, and community partners engage in, enriching all of our lives. They change us by telling their stories, they change us by showing us a deep meaning of courage, they change us as they touch our spirits and bring the world into our community in a real and most authentic way so that we develop global competency from multiple perspectives. When students and faculty see the connection between a local culture and global phenomenon, a breakthrough occurs. Perhaps for the first time they will see that knowledge and cultural competency are not based on one perspective but live in multiple social contexts very differently and in multiple dimensions that enhance us all as we begin to connect teaching, learning, research, service, and civic engagement – thus moving our spirit and touching us all.

Thank you to all – your work and dedication makes us all proud to be members of the UST community. You help us broaden our experiences and diversify our discussions on Service-Learning, Civic Engagement, and International Service-Learning. Let us continue to co-create and to enjoy the experiences!



BIOLOGY IN UGANDA, BOTSWANA, AND MINNESOTA: SERVICE-LEARNING THAT SPANS THE GLOBE



Dr. Jill Manske, Biology Professor

BIOL 497 – The Biology of Emerging Infectious Diseases

Biology Professor Dr. Jill Manske incorporates a service-learning component in her senior-level BIOL 467 Emerging Infectious Diseases course for a lot of reasons, but mainly to help students see beyond the biological impacts of disease and realize that infectious diseases have a strong social component.

Dr. Manske says:

“Infectious diseases are global. They have no regard for geographical or political boundaries. Issues that affect disease in other countries are linked to illness in our own communities. Service-learning opportunities help students see and connect the social and biological impacts of disease.” The students become the “served.” According to Dr. Manske, the service-learning component of course work typically starts with students believing they are serving others – but it quickly morphs into the realization that it’s the students themselves who are being served. Dr. Manske says, “The service is to them [the students]... what they saw, who they met, what they were thinking when they started and what they’re thinking now.”

She adds that the St. Thomas’ student population is a little insular. “You scratch a little at them and they might not connect that little scratch to other things or experiences for many years.”

Open Arms of Minnesota Opens Arms to Biology Class Seniors

One community organization that St. Thomas has worked with over the years is Open Arms of Minnesota, an agency founded to provide meals to people with HIV/AIDS that has expanded to provide nutritious meals to people with cancer, MS, and other diseases.



Students in Dr. Manske's senior-level biology class discuss the importance of nutrition and food safety – especially when working with people whose overall health is likely to be compromised by disease. Here is how the class outline for Biology 497 describes the connection with emerging infectious diseases and service-learning with Open Arms:

This class will investigate the evolutionary and ecological drivers of disease emergence. The effect of emerging diseases on human health will be addressed throughout the class. Additionally, the class will consider the mechanisms used to control disease emergence and why they succeed or fail. Finally, students will spend some time at the end of the semester discussing the deliberate initiation of disease emergence, otherwise known as bioterrorism.

Students will spend one afternoon at the Minnesota Department of Health. We will meet with some of the epidemiologists and learn about their work in infectious disease and have a tour of the infectious disease labs. Students will also go to Open Arms of Minnesota during an HIV/AIDS unit and deliver meals. This experience is meant to provide a brief exposure to a community-based organization that provides outreach to individuals who are infected with HIV.

Service-Learning Investigating Malaria Prevention for Maysha

In another senior-level biology class students completed a critical literature review on interventions that have the highest impact on malaria in Uganda. At the end of the semester, students presented their findings to Maysha, a Tommie-run health-care program focused on education serving remote areas of East Africa.

Dr. Manske said, "I was excited to see UST students engaging around issues in global health. Malaria is a huge problem that impacts much of the world's population. The partnership between Maysha and the students in class allowed the students to use their academic background and skills to address a real-world problem. It allowed them to experience how difficult these issues are: that even in the absence of a perfect solution, we need to keep moving forward. They also see that for every solution there is some other consequence or problem. Like I said, real world!"

Service-Learning Building Dams in Botswana...

Dr. Jill Manske and students traveled to Botswana in January. As part of the course, they did a service day at Mokolodi Nature Preserve where they built dams to help control erosion of top soil during the rainy season. The dams are fashioned from the branches of Acacia trees (which are invasive, so this is also useful in clearing them since they shade out the grasses and low plants) and bunches of grass which were tied into bundles.





UST students after building erosion dams at Mokolodi, Botswana... and engaging with villagers in the Kalahari. January 2015 will find Dr. Manske and students connecting with students from the University of Botswana. They'll get the chance to engage with the villagers in the Kalahari Desert and participate in a safari and a service-learning project.





“Infectious diseases are global. They have no regard for geographical or political boundaries. Issues that affect disease in other countries are linked to illness in our own communities. Service-learning opportunities help students see and connect the social and biological impacts of disease.”

Dr. Manske said: “The course introduces students to the unique country of Botswana and explores the country’s challenges of poverty, growth, education, health and environmental sustainability through both a biological and economic lens. Botswana’s history is rich in both economic success (due to diamond discovery) and public health crisis (HIV/AIDs epidemic). At the same time, the country is challenged by ecological, environmental, cultural, and ethnic issues. The goal of the course is to gain an understanding of the integration of these issues and complexities they create for Botswana.”

Contact the Office of Service-Learning and Civic Engagement (OSLCE) to find out more about service-learning opportunities here and abroad.



The WAMM • MAYSHA • UST CONNECTION



Gabriel Warren (with friends), Executive Director & co-founder of WAMM

Here's the Connection

In Dr. Jill Manske's senior-level biology class, students performed a critical literature review on interventions that have the highest impact on malaria in Uganda. They presented their findings to Maysha, a health-care program focused on education that will serve marginalized and remote areas of East Africa. Maysha, which means "life" in Swahili (the primary language of East Africa), is a Tommie-run program operating under Minnesota-based NGO West African Medical Missions, Inc.

How Maysha Came To Be

Note: Portions of this article and the photo were taken from an article in *St. Thomas News* November 15, 2013. "Students Aim to Bring 'Life,' in More Ways Than One, to Africa."



Samali Mutazindwa and Netsanet Negussie – founders of Maysha

Maysha was founded by Samali Mutazindwa and Netsanet Negussie when they were seniors at St. Thomas. Maysha's purpose, according to Negussie is to "empower members of underserved communities in East Africa to take an active role in addressing health disparities instead of merely being the recipients of aid."

Negussie, a Minnesota native born of Eritrean parents, and Mutazinda, a Uganda native, came up with the idea of going beyond distributing aid to getting local community members involved. They wanted to bring health care education projects and malaria intervention initiatives and supplies, like malaria nets, to Uganda, where the disease is the leading cause of death.

Enter WAMM, West African Medical Missions, Inc. Mutazindwa and Negussie enlisted the help of then sociology/international economics major Matthew Vicknair and the three scheduled a meeting with Gabriel Warren, co-founder of WAMM. "They listened to us and liked our ideas," Negussie said. "Now they are our umbrella organization and we use their 501(c)(3) status, which allows us to carry out our initiatives."

Under WAMM's auspices they're also receiving valuable training on how to run an effective NGO. One of the team's long-term goals is to step out from under WAMM's umbrella and evolve Maysha from a program into an NGO in and of itself. WAMM's role is that of an accelerator to Maysha as they work to become the East African Medical Missions equivalent. WAMM provides Maysha with the training and structure necessary to catalyze their expanse across the countries of East Africa as WAMM works in the West.

How WAMM Came To Be

Gabriel Warren, co-founder of WAMM, West African Medical Missions, Inc., has been working with students and the Office of Service-Learning and Civic Engagement for almost three years. His philosophy? “Anyone with a passion to serve can make huge impacts in the world. I’m but one person and there are thousands of students from colleges and universities from hundreds of countries comprising countless volunteers around the world who are just normal people with a passion to serve.” Warren adds, “I’m only 0.1% of the energy happening within the organization. There are so many people around the world working toward a common goal of shifting the paradigm of global health; it’s awe inspiring.” So how did WAMM come about? Here’s how the story reads on WAMM’s website (westafricanmedicalmissions.org):

In 2009, Frank Amadau and Gabriel Warren first met in a Sierra Leonean village called Mabulveh where they were repairing roads, clearing fields, and planting crops for the Voluntary Work-Camps of Sierra Leone. Frank was an English and Literature teacher at the Prince of Wales, Freetown, Sierra Leone; Gabriel was a Neuroscience student at the University of Minnesota in the United States. As they worked together through the rainy season, they exchanged ideas about how to create a valuable impact in the health of Sierra Leone. After the camp concluded, they laid down the groundwork for what would be WAMM’s first mission in Sierra Leone set to take place in the summer of 2010. Three years later, WAMM emerged as a registered Voluntary Community-Based Organization in Sierra Leone, approved as a tax-exempt 501(c)(3) international non-profit organization with offices in the US and SL.



Gabriel Warren and friends

Gabriel's Story Behind WAMM

My father was born and raised in Murray Town, a small village in the southwest part of Freetown, Sierra Leone. For years I had wanted to do some type of medical volunteering in Africa before attending medical school. The summer of 2009 would be the year I finally had the opportunity to do just that. I chose Sierra Leone because of the country's medical needs, its tropical geographical location, and the fact that I would have the opportunity to see my grandma for the first time and celebrate her 80th birthday with family I'd never met.

In 2009 I went to Sierra Leone for the first time. My goal was to observe the present health care system and create a program allowing international volunteers to travel to Sierra Leone and contribute in a viable sustainable way to strengthening local health care systems.

Over the past few years West African Medical Missions emerged as a multinational community-empowering organization. Now, West African Medical Missions works to strengthen various tiers of education, medicine, and public health within West Africa.

In the US, West African Medical Missions is an Incorporated Non-Profit with chapters in Minneapolis and Maryland. This coming year we have a remarkable number of projects for those interested in being part of a paradigm shift in alleviating global health disparities. Our unique approach focuses on civic engagement in a global context. Volunteers on both sides of the equation are partnered with each other to learn, build, and create a dialogue to bear witness to the barriers to health existent in the global arena.

We challenge all of our participants to view health and disease from a global context taking in many other forms of knowledge and knowing. We strive to challenge the epistemologies of our current notions of health to uncover the root causes of inequality present today. Our techniques are new, our approach is simple, the path is long and hard, but we remain.

Find out more about WAMM at www.westafricanmedicalmissions.org
Contact the Office of Service-Learning and Civic Engagement (OSLCE) to find out more about service-learning opportunities here and abroad.



Gabriel Warren



The WAMM / Maysha / UST Connection

There are so many service-learning opportunities at UST and so many dedicated and committed sponsors, faculty, students, and community partners that it's sometimes hard to see where one ends and the other begins. That is the case with Dr. Jill Manske's Biology 497 class, Maysha, and West African Medical Missions, Inc.

UST FORMS NEW PARTNERSHIP WITH HERIOT-WATT UNIVERSITY IN EDINBURGH, SCOTLAND



Dr. Arkady Shemyakin, Associate Professor of Mathematics

The University of St. Thomas has been actively seeking global learning partners for years. This is the first year UST students attended Heriot-Watt University in Edinburgh, Scotland.

According to Dr. Shemyakin, professor of mathematics at UST, Heriot-Watt has a history dating back to 1821 and a reputation for world class teaching and research. It hosts one of the top UK programs in actuarial science and statistics.

He adds that Edinburgh is a “great city for student life... the capital of Scotland is a great place to live and study, with a wide range of theaters, galleries, clubs, and shops to explore.”

Actuarial and mathematics major Matthew Galloway and statistics major Shannon Currier took advantage of that international reputation and began their semester in Edinburgh in January, 2014. And, although spring semester in Scotland starts earlier and finishes later than UST, students can take advantage of the three-week period in April between lectures and finals to travel in Europe.

Dr. Shemyakin says, “We will welcome our first group back after finals are over and will use their experience in Scotland in advising a new group for the next year.”

More information about Heriot-Watt University is available at <http://www.hw.ac.uk>

Contact the Office of Service-Learning and Civic Engagement (OSLCE) to find out more about service-learning opportunities here and abroad.

“Edinburgh is a great city for student life... the capital of Scotland is a great place to live and study, with a wide range of theaters, galleries, clubs, and shops to explore.”



Heriot-Watt University is a public university based in Edinburgh, established in 1821 as the world’s first mechanics’ institute. It has been a university by Royal Charter since 1966.



SPONSORS AND STUDENTS JOIN FORCES TO LEARN PROJECT MANAGEMENT – AND MORE



Dr. Ernest L. Owens, Jr., Assistant Professor, Management

“Give them depth.” That’s how Dr. Ernest Owens summarizes the way his classes bring business students and nonprofit and business leaders together to work on semester-long real projects. “Real” means real projects with real deliverables as well as real champions, accountabilities, and goal-based outcomes.

Sponsors come into the class with a real need but usually little project management experience, or at least experience working with project managers. They leave the class with a plan that they can execute in their organizations and a strong project management skillset they can incorporate in their culture.

Students come into the class expecting to learn project management skills (process, tools, etc.) and almost all say they leave the class with a better understanding of business and the importance of building relationships – as well as the project management skills, of course.

Dr. Owens says: “The depth is in the things the students may not have been expecting to learn. They expect to learn the basics – budgeting, time management, quality, project management software, and deliverables. But what provides the most learning is more in terms of things like structure ambiguity and chaos, organization politics, corporate mindsets, authority and power, negotiation, team building, and leadership development.”

Teaching Students They “Shouldn’t Throw That Switch So Fast”

Dr. Owens notes that one of the goals of the class is to put students into scenarios with highly principled global business leaders, preferably those with non-traditional business models. They work together to understand the organization’s business model and purpose statement – before beginning to develop a project plan.

“Most students are in a dominant culture, one of privilege and entitlement,” says Dr. Owens. “But what most don’t realize is that their struggles are not the same for other cultures, or for other ages or genders or races or religions or even those in a different socioeconomic status.”

He adds, “What we’re trying to do is say they ‘shouldn’t throw that switch so fast.’ We try to introduce them to other paradigms. Because they think they’re normative, without opportunities like these they will become leaders and set rules for people they don’t understand. ... This kind of service-learning experience helps them become socially minded, authentic leaders.”

“The depth [in project management service-learning] is in the things the students may not have been expecting to learn.”

Four Service-Learning Opportunities Offer Endless Learning Options

Enitan. Lead360 Challenge. Lifepan Institute. Welch Charities 13th Annual Ride for School Supplies. These are only four of the service-learning opportunities available through Dr. Ernie Owens' business classes. Let's take them one at a time.

Enitan Project-Based on IMPRISONED Television Show

The Enitan project is as far from what most people would think of as a typical service-learning project as it's possible to get. But then that is the beauty of the variety of service-learning projects available through the University of St. Thomas – most of them are atypical.

Enitan is a project management-based project under the direction of Dr. Owens that will result in "an operational and increased awareness plan for the IMPRISONED television show created by human trafficking survivor and expert Bukola Oriola. The program was created to educate and provide updated news and information on human trafficking, a form of modern-day slavery where people profit from the control and exploitation of others."

Working with Rita Apaloo, Acting Treasurer of Enitan, as well as Enitan's Board of Directors and IMPRISONED Show executive director and staff, students will create a project plan that will incorporate communications efforts, production, programming, marketing, social media, public relations, and more.

The project will partner with the National Human Trafficking Resource Center (NHTRC), various government agencies, and other human service organizations for training and technical assistance, specialized information, and to build a network of referrals and contacts.

Find out more about Enitan at www.enitan.org

Dr. Owens in break out session with project sponsors Linda OBrien of Indian Twin Cities, Peter Bormann of Apostle Apartments, George Kerrick of ATS Labs, and Taletha Bonner of Champhor Project



Creating a Platform Called LEAD360 Challenge

Another project is creating a plan to fully implement a platform called LEAD360 Challenge, an effort to collect stories of youth across the country who are leading service projects using an online technology platform. According to Dr. Owens, this information will be collected to:

- highlight stories of youth service through various communication vehicles on a local and national level;
- provide recognition and awards to the most outstanding youth and projects;
- use the information to share with other youth who are looking for ideas and examples of successful service projects;
- build a network of youth and adults who support youth service to share information and best practices;
- inspire more youth to get involved in their community.

A panel of judges will use the website's built-in technology to award scores to each project and the projects with the highest scores will receive national recognition and prizes.

More information about the LEAD360 Challenge is available at <https://lead360.jeffersonawards.org/>

A Project Plan That Touches Ten Million Lives

The objective with the Lifeplan Institute project is to create a project plan that will pave the path for the Lifeplan Institute to meet its goal of touching the lives of 10 million teenagers in ten years. The Lifeplan Institute provides mentoring to teenagers in the "skills and tools necessary to build a sustainable personal Lifeplan."

The project plan will be created by University of St. Thomas students under the direction of Dr. Owens, in sync with industry standard practices. Sponsor Kimberly Kleis will act as a liaison between the Lifeplan Institute and the student body delivering the plan.

According to Dr. Owens, a key consideration "is bridging the gap from where LPI is now to meeting their vision in the creation of a corporate infrastructure, operational procedures, and vendor partners that together have the capacity to serve 10 million teens." "Even better," says Dr. Owens, "is that the infrastructure we are formulating will not only meet the needs of those it is meant to serve, but be structured to harness value-added opportunities as well."

More information about Lifeplan Institute is available at www.lifeplaninstitute.org

Indian Triumph Motorcycles and School Supplies

The goal of the Welch Charities 13th Annual Ride for School Supplies is to provide school supplies to over 500 students in the North St. Paul School District. There are several small fund raisers out of Indian Triumph Motorcycles of the Twin Cities – the latest and biggest is the annual ride. This is a full day event where riders come in with school backpacks filled with school supplies and ride back to the dealership where the raffle takes place.



Dr. Owens, owner of several Indian motorcycles, has ridden in the Welch Charities Annual Ride for School Supplies for the last seven years.

Contact the Office of Service-Learning and Civic Engagement (OSLCE) to find out more about service-learning and civic engagement opportunities.

Mission in Action

A Volunteer's Reflection on a Journey Toward Pro Bono Publico – Teddy Michel '07

On Thursday, March 20, 2014, I had the honor and pleasure of presenting at a CLE sponsored by the Diocese of Scranton's St. Thomas More Society of the Legal Profession.

As I shared during the CLE, Teddy's Ethics 101 is all about one word: Accompany. Accompany is defined as "to go with another person." I believe amazing things can happen when we decide to intentionally journey with another individual – when we accompany another. And that, the journey with another, is what the CLE was all about.

And so I began recalling a series of influential stories in my life beginning with my senior year in college where my management professor, Dr. Ernie Owens, challenged us to think critically about what we wanted to do in life. In short, Dr. Owens (and the rest of the UST undergrad campus) created an environment conducive to allowing me to discover a glimpse of who I was and what I was about. And after I saw that little picture, I knew the Jesuit Volunteer Corps (JVC) was for me.



photo courtesy The Catholic Light

Fast-forward eight months and I find myself up in Anchorage, Alaska, working at the Alaskan AIDS Assistance Association ("Four A's") as a Jesuit Volunteer. Several months into my volunteer year, one of our clients became increasingly sick and passed away. Prior to his passing, a staff member began to

care for his 2-year-old son. Now that the client was gone, the little 2-year-old's future was uncertain. The staff member, however, was interested in adopting the boy but wasn't sure how to make it happen. In walks Attorney Tom Janidlo, former Marine, and he picked up the adoption case pro bono. While I didn't attend the court hearing that finalized the adoption, I remember we had a party at our office after the hearing. We had balloons, streamers, confetti, and lots and lots of food. I'll never forget the moment when everyone returned from court. Our staff member was carrying her newest 2-year-old son in her arms.

And so the seed was planted. After another year as a Jesuit Volunteer in Nashville, Tenn., at Catholic Charities' Refugee Resettlement Program, my wife Cindy and I drove back to Minnesota for graduate school – law school for me and a doctorate in physical therapy for Cindy.

Fortunately, I was running late for my first law school class: Civil Procedure with Professor Sisk. As many of you know, late comers on the first day of class have relatively limited seating options. Ah, but the Lord is good because an available seat in the second row off to the far right was next to three of our law school's best, most intelligent law students.

And while I may be a hard worker, sometimes it's better to be lucky than good because those three students plotted, carved, paved, and smoothed the road to Teddy's J.D., which led to a wonderful 4 1/2-year career as a legal aid attorney out here in Scranton, Pennsylvania!

Teddy Michel '07 is judicial law clerk to the Hon. James M. Munley, United States Judge for the Middle District of Pennsylvania.

REACHING OUT TO BRING IN COMMUNITY PARTNERS



Dr. Susan Callaway, Associate Professor, English and consultant for the Faculty/Writers' Program

Dr. Susan Callaway combines her work as an English professor and director of the UST Center for Writing with a commitment to service-learning. She is committed to “reaching out to schools in the Twin Cities to provide opportunities for the staff of St. Thomas’ writing center to affect others’ literacy development” – and for the community to affect her students.

Dr. Callaway notes that consultants from the Center for Writing work directly with students helping them develop their English speaking and writing skills. She adds, “It is important for students involved in service-learning to develop an understanding of the social context.” What that means is having insight into their home countries, an appreciation of their journeys and their poverty when they are in the U.S. In particular it’s important to know how learning English – and in particular academic English – has the potential to give them more power in their futures.

She says that this type of service-learning provides “moments ... and an understanding that there’s a whole world out there and not everyone is where you are. UST students learn to know where ‘A’ is so they can help Wellstone students move from A to B.”

She adds, “Another way to look at it is that service-learning throws everything off so writing mentors from the Center for Writing have to re-calibrate who they are and develop a broader sense of others.”

Peer Consulting Course Impacts Literacy Initiatives

It is this passion to promote English literacy – and embed a service-learning component in the peer consulting course – that has led Dr. Callaway to approach several local schools that have a large contingent of refugee and immigrant students with an offer to provide writing mentors for students who are just learning English, some of whom have never been in a classroom or held a pencil before – and some who are preparing their college admissions material.

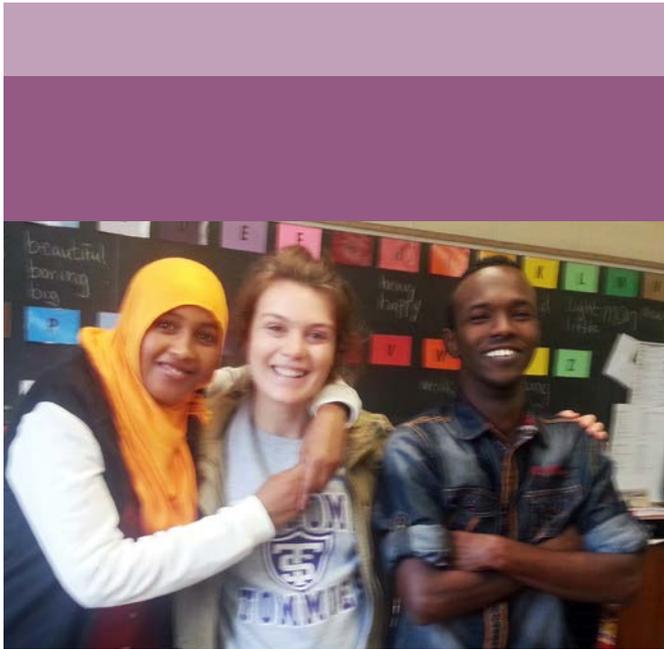
Wellstone International High School

Dr. Callaway’s most enduring community partner has been Wellstone International High School. According to the school’s website, “Wellstone International High School provides innovative English and content instruction for students ages 14 to 21. A Wellstone education empowers students to fully participate in society and prepares them for post-secondary education.” The service-learning connection, according to Dr. Callaway, is this offer of writing mentors from the peer consulting course to work with students at Wellstone, a “newcomer school” designed to serve immigrant students still learning English.

Joyce Vanderscheuren, a teacher at Wellstone High School, says, “I’ve been the lucky recipient of tutors from the St. Thomas Writing Center for the past year.” One writing tutor has worked with my Level 1 students since the fall. In the past, St. Thomas Writing Center tutors have typically worked with

Level 4 writers at Wellstone, but the hours that the tutors were available did not coincide with my Level 4 classes, so after discussions with Dr. Callaway, we agreed to give the tutors a try with Level 1s.

Another mentor joined our team this semester and has also been a tremendous help. I know that I've sometimes wondered, as a volunteer, if my efforts really mattered. Being a recipient of this service has really answered that question for me. "Volunteers do matter, and they've made a huge difference in my classroom! Thank you, St. Thomas Writing Center!"



Writing mentors from the UST Center for Writing help ESL students with varying degrees of educational backgrounds.

Higher Ground Academy

In addition to Wellstone International High School, Dr. Callaway approached Higher Ground Academy with an offer of writing mentors. Higher Ground Academy (<http://www.hgacademy.org>) is referred to on its website as Minnesota's preeminent K-12 Afro Centric Charter School.

A recent Minnesota newspaper article noted, "A K-12 charter founded in 1999, Higher Ground serves a student body that is 98 percent East African and 91 percent impoverished. Still, its academic outcomes are so good that it has twice been named one of the best high schools in the country by U.S. News & World Report."

A unique graduation requirement is that students be accepted into a post-secondary institution. And, while the program's on-time graduation rate lags well behind other schools on the U.S. News lists, with a little time to catch up, virtually all of Higher Ground's students graduate, if not on the timeline required to count statistically.

Students aren't the only ones who are dedicated at Higher Ground. Teachers tend to stay and are eager to renew their contracts. Student teachers and students interested in the service-learning experience come from the University of St. Thomas as well as Hamline and Concordia (which is also the school's charter authorizer).

In Support of Messy and Chaotic

One of the first service-learning assignments at Higher Ground, according to Dr. Callaway, is for St. Thomas students to think of their own high school experience and reflect on how it differs from Higher Ground students.

She summarizes by saying that Minnesota is unique in having strong Hmong and Somali cultures. "This is what it is to be on the planet – and in Minnesota. There are differences and complexities right outside our students' door."

Dr. Callaway concludes by noting that the Writing Center strives to be "partners in language and partners in life." She stressed that the Center strives to make connections for UST students, for English Language Learners, the community, and the schools they support.

Contact the Office of Service-Learning and Civic Engagement (OSLCE) to find out more about service-learning opportunities.

"You have to be in a different place when you grow... They are working in real situations with real people. Things are messy, complicated, chaotic."

“THERE’S STRENGTH IN NUMBERS” – PARTNERSHIP IS KEY TO THE MISSION OF THE FAMILY PLACE



Dr. Margaret Lovejoy, Executive Director of The Family Place

Out of Homelessness and Into Long-term Stability

Dr. Margaret Lovejoy, executive director at The Family Place, is proud of the organization’s ability to provide a warm, welcoming environment to up to 40 people a day, many of them children. Dr. Lovejoy says, “Since 2001, The Family Place has offered safety, opportunities, and encouragement to help move homeless families with children from despair to hope, from uncertainty to stability.”

“We are committed to treating people with compassion, dignity, and respect – at a time when they need it most.” More specifically, according to Dr. Lovejoy, staff, volunteers, and partners with The Family Place are committed to:

- meeting the basic needs of food, shelter and safety during daytime hours
- nurturing children and providing them with enrichment activities during their stay
- placing families in overnight shelter and helping locate permanent or transitional housing
- assisting families with applications for available assistance programs to help them regain stability in their lives

Rewards and Challenges for Family Place Partners

There are an equal amount of rewards and challenges for volunteers and partners working with The Family Place. Whether it’s students involved in service-learning from the University

of St. Thomas and other colleges and universities, local volunteers and staff, or community sponsors, joining in the mission of The Family Place brings rewards and challenges in equal measure.

One college intern at The Family Place had this to say: “Interning at The Family Place has been an eye-opening experience. Each family teaches you something new, but at the same time they are open to learning from the staff and volunteers. Relationship building is the key to helping families find success. The culture here has truly created a ‘Family Place.’”

Helping Kids is the Biggest Reward

One volunteer said the reward was “... the kids. Watching kids open up and change when they get to know you. It’s like watching yourself open up and change!”

A community partner said it was rewarding to see how students and volunteers came to The Family Place “looking to impart wisdom” and came away with the reverse happening: “They were the ones who learned from the experience.”

Time and Money is the Biggest Challenge

For the staff, board, and community, many of the challenges revolve around resources (often the lack of resources). Things like financial, time, support, and other resources. One thing that seems to be less of a challenge as time goes on is “people” resources. According to Dr. Lovejoy, “Over 1,600 volunteers worked with The Family Place last year in one capacity or another.”

Another challenge is more difficult to explain. Dr. Lovejoy noted that “It’s always a challenge to deeply understand the challenges these families are facing. How can we as a community work with families in poverty to help take them to another level?”

Learning Circle Provides Learning for Families and Family Place Volunteers & Staff

In addition to providing a nurturing environment for families in need, an important aspect of the work of The Family Place is providing the learning opportunities they need to go from homelessness into long-term stability.

Family Place leadership and staff offer a wide variety of learning opportunities through “outcome-based planning efforts.” Multiple sessions cover everything from money management, basic computer training, and the importance of nutrition and exercise to legal issues and interpersonal communication.

Turning Vision Into Reality

The Family Place helps move families out of homelessness into long-term stability. This demanding and ever-changing endeavor wouldn’t be possible without our many individual and community partners.

On behalf of the families who receive our services, we extend our gratitude for your concern and involvement in our life-changing work at The Family Place.

Together our vision of all families with children living in safe, stable housing can become a reality.

Contact the Office of Service-Learning and Civic Engagement (OSLCE) to find out more about service-learning opportunities with The Family Place and other community sites. To find out more about The Family Place contact info@famplace.org or call 651-225-9354.

Poverty can be described as lacking social relationships and need, including social exclusion, dependency, and the ability to participate in society.

– John Iceland, *Poverty in America*



Homelessness disrupts virtually every aspect of family life, damaging physical and emotional health, interfering with education and development, and frequently resulting in family separation.

CITY OF ST. PAUL, ACTC & ST. THOMAS – PARTNERS IN SUSTAINABILITY



Jason Maher, Program Director of CityLabs

CityLabs Program – Faculty-Driven & Student-Fueled Partnership

A partnership between the City of Saint Paul and the Associated Colleges of the Twin Cities (ACTC) has St. Thomas students and faculty working on projects aimed at providing solutions to the city's most pressing urban sustainability issues.

The CityLabs program is a faculty-driven, student-fueled partnership between ACTC's member institutions and one city in the metropolitan region to advance that city's sustainability and livability goals. For the past two years, CityLabs' partner community has been the City of St. Paul, and the University of St. Thomas has been an integral part of this partnership. CityLabs' goal is to put the academic resources of ACTC and the civic resources of the Twin Cities to work for each other—with an eye toward creating a more sustainable and livable future for all.

The Course Becomes the Project

St. Paul city staff identify and prioritize their department's most pressing or persistent problems related to urban sustainability. Those needs are then transformed into discrete projects that are in turn integrated into existing coursework at St. Thomas. No new courses are created. Students do not serve as interns. The actual course becomes the project. Entire classes become an extension of the city's workforce, completing projects hand-in-hand with expert faculty and city staff members.

To date, St. Thomas students have worked on projects that aim to:

- Reduce energy consumption
- Create safer and more resilient city parks
- Protect the urban tree canopy and other natural resources
- Decrease urban waste
- Streamline city processes and maximize efficiency
- Manage and preserve water resources

The first CityLabs project at St. Thomas was in Fall 2012 when Professor Elise Dahmus and the students in her Work and Psychology course designed a volunteer park patrol program to enhance the safety and beauty of St. Paul's parks.



Dahmus (seated second from front on right) with her students at the Minnesota Historical Society where they were working with a librarian (standing) to research Dutch Elm Disease in St. Paul.

More Projects Were to Follow:

- Professor Maria Dahmus' Environmental Studies Capstone worked with St. Paul's Department of Safety and Inspections to draft a policy memo on residential impervious surfaces. Students presented their recommendations to the city's Neighborhood Planning Committee.
- Students in Professor Gaston Small's Urban Ecosystem Ecology course worked with St. Paul's Department of Parks and Recreation to conduct a feasibility study that determined whether community gardens could become neighborhood drop off sites for compost. The project culminated in a presentation to stakeholders in St. Paul's mayor's office.
- Engineering students, led by Professors Kundan Nepal and Steve Albers, worked with St. Paul's Department of Public Works to design retrofits so that more efficient and environmentally friendly LED bulbs can fit into existing public lights.

Students in CityLabs courses bring fresh energy and inventive ideas to complex urban problems, and may even see their ideas become solutions in the community.

CityLabs Wins Sustainability Award

On April 23rd, Mayor Chris Coleman awarded CityLabs the city's "Sustainable Saint Paul" award in the "Sustainable Partnerships" category. Jason says: "This award is an exciting capstone to our terrific two years of partnership with the City of Saint Paul, providing such outcomes as: new stencil designs for storm water drains, reminding residents not to dump trash down the sewers, retrofits to house sustainable LED bulbs in the city's streetlights that currently hold older, high-pressure sodium bulbs, an oral history display telling the story of Saint Paul's historic elm trees, and many more efforts."

Almost 300 students have enhanced Saint Paul's sustainability efforts over the course of 17 different projects. Students have worked with the Neighborhood Planning Commission, Tree Advisory Panel, Capital River Council, Skyway Committee, Friends of the Mississippi River, Watershed Partners, and others. Members of these groups report that Citylabs projects created an unprecedented level of city staff engagement.



On April 23rd, Mayor Chris Coleman awarded CityLabs the city's "Sustainable Saint Paul" award in the "Sustainable Partnerships" category.

Interested in CityLabs' Service-Learning Opportunities?

We seek to expand the number of St. Thomas faculty engaged in CityLabs. We're interested in collaborating with new and experienced faculty who are eager to integrate experiential education into their curriculum, incorporate sustainability into their courses, and support city efforts to embrace more sustainable practices.

Regardless of your level of experience, CityLabs can benefit from your interests and expertise. ACTC programs grow and thrive because of the support and energy that engaged faculty invest in them. The result will be unique learning experiences for students, valuable outcomes for our city partners, and more livable cities for the residents of the Twin Cities. If you would like to add your talents and expertise to the CityLabs initiative, please contact Jason Maher, Program Director for CityLabs, at jason@actc-mn.org.

Follow CityLabs on Twitter ([@CityLabsatACTC](https://twitter.com/CityLabsatACTC)) and sign-up for the CityLabs monthly newsletter at actc-mn.org/citylabs.

The projects are integrated into existing coursework. No new courses are created. Students do not serve as interns. The course becomes the project.

RURAL RENEWABLE ENERGY ALLIANCE – FUELING POVERTY ONE FAMILY AT A TIME



Jason Edens, Director of RREAL

A Breakthrough Idea for Energy Assistance

The Rural Renewable Energy Alliance is a 501(c)(3) non-profit organization based in Minnesota that is dedicated to making solar energy accessible to communities of all income levels.

RREAL's Solar Assistance Program provides solar heating systems to families that qualify for the Federal Low-Income Home Energy Assistance Program as a lasting solution to fuel poverty. Families live in fuel poverty when a household cannot afford to heat their home adequately, and the family is forced to choose between heating and other basic necessities.

According to RREAL director Jason Edens, it is not uncommon for low-income families and individuals to face the impossible decision between heating and eating. Although scarcely on the radar, fuel poverty is a national problem that affects tens of millions of Americans.

Solar Thermal a Lasting, Clean, Domestic Solution

While the Energy Assistance program helps to pay home heating costs for households at or below 50% of the state median income, only around 28% of eligible families are actually served in Minnesota due to limited funds. Furthermore, the energy assistance program costs states tens of millions of dollars each and every year.

Minnesota alone spends nearly 100 million dollars paying low-income families and that number will rise significantly over time. We are hemorrhaging public resources to apply a band aid to a chronic problem. Although energy assistance is an important social service, it isn't providing a long-term solution. Energy assistance needs a breakthrough idea.

Pioneering the use of solar thermal in the energy assistance and weatherization program, RREAL is transforming heating assistance by providing a lasting, clean and domestic solution to low-income fuel poverty through its Solar Assistance program. RREAL's innovative program addresses the community challenge of fuel poverty in a unique and viable way, fostering ecological health, social equity, and self-reliance while providing families with decades of renewable, domestic energy.

RREAL started its Solar Assistance program in 2000. Having served hundreds and hundreds of families across 10 states, RREAL's Solar Assistance program is now being referred to nationally as the "Minnesota Model" and states throughout the nation are beginning to adopt a similar program model.



RREAL solar assistance photovoltaic system in Breezy Point, MN

Today's Youth Making Tomorrow's Energy Choices

Although RREAL's Solar Assistance program is our flagship, we are ensuring that solar is an accessible technology through several other important efforts.

Today's youth are making tomorrow's energy choices, and RREAL's Outreach and Education program is providing meaningful service-learning opportunities, curriculum development, and a variety of presentations on solar energy for students and community members of all ages. Partnering with organizations such as the Conservation Corps of Minnesota & Iowa, the national Alternative Spring Break Program, the Center for National Community Service and many other community organizations, RREAL provides opportunities for community service projects, internships, and educational programs.

With the help of a small group of dedicated volunteers, Jason started RREAL in his basement and garage back in 2000. Under his leadership, RREAL has grown out of the basement and has performed over one hundred Solar Assistance installations and over fifty Solar Electric and Solar Hot Water installations. Jason holds his Masters in Environmental Studies from Bemidji State University. jason@rreal.org

RREAL is made possible by environmental and social justice advocates like you! In collaboration with numerous agencies, private donors, volunteers, and program service dollars, we are able to support our efforts!



RREAL is proud to have the opportunity to partner with the University of St. Thomas's Service-Learning Program.

Minnesota alone spends nearly 100 million dollars paying low-income families and that number will rise significantly over time. We are hemorrhaging public resources to apply a band aid to a chronic problem.

RREAL an Anomaly in Nonprofit Community

RREAL is also a bit of an anomaly in the nonprofit community in that our 501(c)(3) organization is also a manufacturer. Having engineered and developed the Solstis Solar Powered Furnaces, the industry's leading, state of the art, solar air collectors, RREAL manufactures and distributes our product throughout the nation through a community of solar installers and designers.

The patented solar space heating collectors are a powerful solar heating technology suitable for large scale commercial applications or residential installations. Proceeds from our internal manufacturing social enterprise support Solar Assistance.

Finally, RREAL has developed and owns an independent for profit social enterprise called REAL Solar. As one of the state of Minnesota's premier solar design-build firms, REAL Solar designs and installs solar electric systems, solar hot water systems, and solar air heating systems for residential, commercial, municipal, and educational institution clients. For example, RREAL installed the state's very first community solar project for the Wright Hennepin Electric Cooperative. Staffed by a dedicated and talented team of engineers, installers, project managers and manufacturing experts, RREAL is committed

to ensuring that solar energy is effectively deployed for our region's energy security and environmental stewardship. Proceeds from the Solar Design-Build Program also support our Solar Assistance Program.

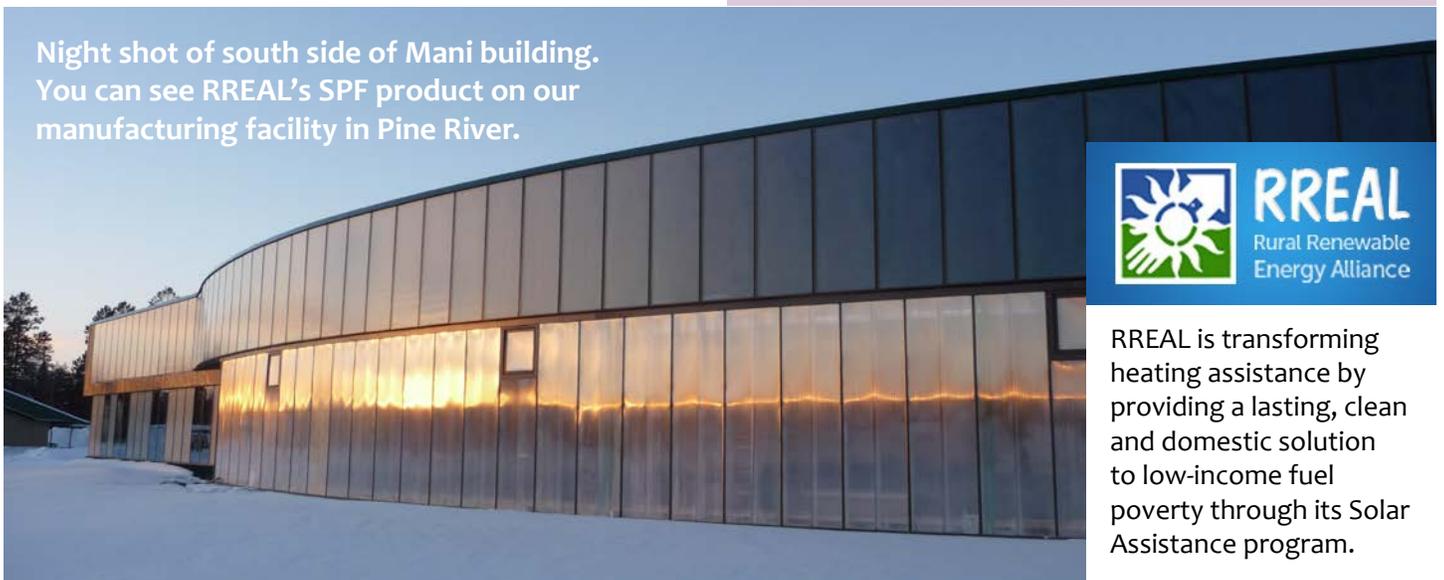
RREAL Proud to Partner with OSLCE

RREAL is proud to have the opportunity to partner with the University of St. Thomas's Service-Learning Program. We have established a variety of service-learning opportunities to cater to the diverse needs and interests of University of St. Thomas undergraduate and graduate students.



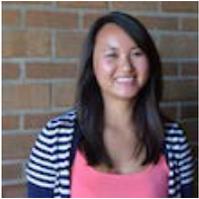
RREAL solar assistance in collaboration with Habitat for Humanity

Night shot of south side of Mani building. You can see RREAL's SPF product on our manufacturing facility in Pine River.



RREAL is transforming heating assistance by providing a lasting, clean and domestic solution to low-income fuel poverty through its Solar Assistance program.

2014 CAMPUS COMPACT SUMMIT – CELEBRATING 20 YEARS OF CIVIC ENGAGEMENT



Alex Hamel, Program Manager OSCE

In April 2014, Minnesota Campus Compact, a network of colleges and universities that work together to support civic engagement, commemorated 20 years of meeting the needs of communities and students. At the Annual Summit & Awards Ceremony, the coalition took time to look back and celebrate the efforts of students, staff, faculty, and community partners from all over Minnesota, and look forward to create strategies that address current and future civic engagement needs.

President Julie Sullivan opened the reception held on the UST campus by saying how pleased St. Thomas was to host the 20-year celebration, especially since Minnesota Campus Compact got its start at St. Thomas.

Awards and Recognition – Students, Partners, and Stewards

As part of the annual summit, presidents and chancellors from the network of participating colleges and universities give statewide recognition to civic engagement leaders in three categories: The President’s Student Leadership Award, the President’s Community Partner Award, and the President’s Civic Engagement Steward Award.

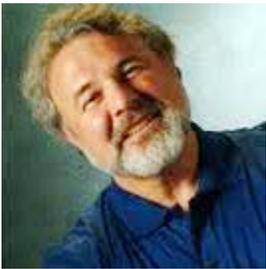
Minnesota Campus Compact is a coalition of colleges and universities that was created to provide opportunities for all students to develop

skills for work and life that come from participating in service-learning engagements. Contact the Office of Service-Learning and Civic Engagement (OSLCE) and Campus Compact at MNCampusCompact.org to find out more about service learning and civic engagement opportunities.



President Julie Sullivan welcomed more than 400 guests to the Minnesota Campus Compact awards luncheon

WHEN THE MENTOR BECOMES THE MENTEE



Michael Raimondi, Executive Director Prep Academy, Adjunct Instructor in English

Baby Steps. Buddy System. Service-Learning Mentors.

What do these three things have in common? According to Professor Michael Raimondi, when it comes to service-learning the answer is “everything.” A long-time advocate and practitioner in service-learning, Professor Raimondi has made it his mission to show other faculty members how easy it is to get started in service-learning.

Service-Learning – What It Is and What It Isn’t

Let’s start with what service-learning isn’t, according to Professor Raimondi. It’s not an all-or-nothing proposition. You can get your feet wet with a minimum time commitment. And it’s not something you have to do on your own. Help with service-learning comes from everywhere – The Office of Service-Learning and Civic Engagement, other faculty who have “been there, done that,” students, community sponsors, and more.

Says Professor Raimondi, the rewards of service-learning far outweigh the challenges. You get to see students grow and experience things they wouldn’t otherwise get to experience. You get

to be true to the mission of the University of St. Thomas. You get to have fun and keep things interesting. “It’s much more interesting to you and to students to devote a percentage of semester hours to service-learning rather than lectures and reading assignments.”

Best of all, says Professor Raimondi tongue-in-cheek, your IDEA and Ratemyprofessor.com scores will be much higher with a service-learning component than if you followed the straight lecture, read, repeat cycle.

The Service-Learning Math and Model

Says Professor Raimondi, “For those who think that adding a service-learning component is going to be a major time drain, consider this. For the average 15 week course you’ll spend two hours of prep time for every hour you spend in class. That’s 30 hours per course. Think how much more interesting it would be to spend that same amount of prep time working on a service-learning project.”

To take that math a little further, Professor Raimondi notes that “of the total 135 hours (average, of course) spent on one course, a Level 1 service-learning effort would only require 13.5 hours of time. Doable for anyone!”

Teach. Pair. Share.

Everyone knows that active learning surpasses passive learning on every level. And service-learning can take active learning to a whole new level. Referring to the “teach, pair, share” philosophy, Professor Raimondi says that service-learning helps students learn from a combination of best practice teaching methods, pairing students and community sponsors, and sharing learning with each other and service-learning clients.

Faculty Mentors and Service-Learning

Ask any faculty member who has already done or is considering doing service-learning what the biggest obstacle is and to a person they will say “getting started.” So Professor Raimondi suggests: How about using a UST Service-Learning Faculty Mentor to help you get started in service-learning?

Here is Professor Raimondi’s solution for getting started with service-learning:

You love the idea of Service-Learning, but you haven’t yet taken the big step and proposed a service-learning component for your class. You are not the lazy type but you are concerned that your effort will fall flat. You already have too much work to do. Your students will end up hating you and giving poor ratings on your IDEA forms. And ...

How to Overcome All of the Above?

How about partnering with a current experienced UST Faculty member who has already done one or more service-learning courses? As of today, dozens and dozens of UST faculty have done at least three or more service-learning offerings in almost as many disciplines.

Getting started is as easy as a phone call to the Office of Service-Learning and Civic Engagement. We can pair you with a faculty member who would be willing to mentor you through the process. Mentoring could include:

- Brainstorming ideas for your course
- Help with planning the service-learning course
- Syllabus development
- Project development
- Selection of readings
- Writing assignments
- Calendar management
- Writing objectives
- Co-teaching

So you don’t have any more excuses! Contact the Office of Service-Learning and Civic Engagement (OSLCE) to find out more about service-learning opportunities here and abroad.



JOIN UST VOLUNTEERS FOR LOAVES & FISHES SERVICE



Pat Sirek, Assistant to the President

Every fourth Thursday each month, more than a dozen volunteers from the University of St. Thomas gather at Faith Lutheran Church in St. Paul to prepare and serve a meal for their hungry neighbors. For more than 25 years, St. Thomas has lent a hand in this way to Loaves & Fishes, a nonprofit, volunteer-driven agency that serves nutritious meals to people in need.

The university purchases and delivers the food, and its volunteers staff the cooking crew and the serving lines. UST staff, faculty, students, alumni – and even a few retirees and friends – enjoy this opportunity to combat hunger and make new friends.

The old English proverb that “many hands make light work” is especially true. More UST Loaves & Fishes volunteers are always welcome (and needed!). If you’re 16 or older, and would like to join the cooks or servers, contact Pat Sirek in the UST President’s Office, pjsirek@stthomas.edu (651) 962-6027.



In a well known Bible story, Jesus feeds 5,000 hungry people on five loaves of bread and two fish. On the fourth Thursday of every month for the past 25 years, St. Thomas volunteers have prepared and served meals in the spirit of this story.



PAYING IT FORWARD

STUDENTS TODAY, LEADERS FOREVER



Not all college students hit the beach this spring break. Over 1,900 college students served communities across the country on a Pay it Forward (PIF) tour. A PIF tour is a nine-day alternative spring break trip put on by the Minneapolis-based national non-profit Students Today Leaders Forever (STLF). College students plan, lead, and unite 40 participants on each bus, taking them from city to city and engaging in community service projects along the way.

“Rewarding and life-changing,” answered the post “Sum up your trip in one word. GO!” from the club president on the UST STLF Facebook page. This year the St. Thomas STLF chapter sponsored three Avenger themed buses with over 130 participants. Each bus picked five different cities to stop in on our way to the celebration city, San Antonio, where we met

every other Midwest college to complete one giant service project. So why would these kids give up their spring break, a time to relax and catch up with friends, and instead jump on bus with 40 strangers, give up any hope of sleep, and do service? At the beginning most people, including myself, would say to complete the Business 200 requirement, but by the end of the trip that is the last thing on your mind. So what changes? We do. We learn that sleeping on the floor is quite comfortable when you are tired enough, you learn that 40 people can become some of your best friends in less than a week, and you learn that you do make a difference. We give hope to people who needed a little extra boost or who lost faith completely. The small amount of work we do truly changes the lives of those we help, and through them, we change ourselves.



Mulching Landscaping in Houston, Texas



Filling a hole with rocks to place homemade washing table on



Weeding a park in Houston, Texas



Organizing pallets of food at a food pantry in San Antonio, Texas



Mulching in Houston, Texas



Fortworth, Texas housing site.



Picking up trash around a homeless shelter

OFFICE OF SERVICE-LEARNING & CIVIC ENGAGEMENT

HONORS AWARD RECIPIENTS



Service-Learning and Civic Engagement Faculty Student Award

Shawn Webb, Adjunct Faculty, Assistant Public Defender – Trial Team

Every spring the Office of Service-Learning & Civic Engagement holds an Awards Reception that highlights the efforts of outstanding students, faculty members, and community partners. Awards are given to recipients who exhibit dedication to social responsibility and the common good and have designed or engaged in a high quality service-learning course that impacted themselves and the community and clients they served.

Mr. Webb is a member of the MN Public Defender's Trial Team. He co-created and co-teaches the Misdemeanor Clinic for students at UST's School of Law where he mentors and co-counsels students as they go directly into public defenders' offices and represent criminal indigent defendants. In addition to advising students on the legal strategies needed to represent indigent defendants, Mr. Webb exemplifies his dedication to social responsibility and the common good by ensuring students learn how to work with people in need with compassion, understanding, and professionalism.

Service-Learning and Civic Engagement Graduate Student Award

Katherine A. Norris

Ms. Norris is in her third year at UST's School of Law and worked as the student attorney with the 6th District Public Defender's Office in Duluth. Ms. Norris, a native of Duluth, volunteered to work with Duluth's Public Defender's Office because growing up in Duluth she "saw many situations where people with legal needs were not given equal access to resources." While at the Public Defender's Office, Ms. Norris helped hundreds of indigent clients in various stages of their defenses. She represented one client on a pro bono criminal appeal which resulted in

the Minnesota Court of Appeals reversing the trial court's decision against her client and releasing her client from prison.

Service-Learning and Civic Engagement Undergraduate Student Award

Abueno Natacha Eguida

Ms. Eguida is an international student from Togo pursuing a biology degree and hopes to go to medical school and become an OB/GYN. Her goal is to serve women in Africa in need of quality medical care throughout their pregnancy and birthing processes. She has been engaged with the St. Thomas community through volunteer work at United Hospital, her involvement in Relay for Life, leading as the Service Chair for the Globally Minded Student Association (GMSA), and working as an international student mentor with International Student Services.

Service-Learning and Civic Engagement Local Community Partner Award

Catholic Charities of Minneapolis-St. Paul

Catholic Charities of St. Paul provides means, mental health services, medical care, and more to people experiencing homelessness. Sixty UST students have volunteered at the Dorothy Day Center over the past three semesters, assisting with food service, laundry, distributing hygiene products, and most importantly, extending hospitality to people who are living without a home.

Students come away with "a greater knowledge of social structural effects on quality of life and a more sophisticated sense of the meaning of human dignity." The partnership with Catholic Charities is building transferable skills; UST students come to have a richer understanding of social life, societal responses, and what it takes to build a better society.

Service-Learning and Civic Engagement National Community Partner Award

Ke Kula Ni'ihau O Kekaha Learning Center

Ke Kula Ni'ihau O Kekaha (KKNOK) Learning Center is situated on the island of Kauai in an economically disadvantaged, rural, and mostly Native Hawaiian/Indigenous town. UST has partnered with KKNOK on a variety of environmental, language, and cultural perpetuation, community development, and land stewardship service-learning projects for the past fourteen years. Many of the service-learning projects have taken place during the Communication & Journalism (COJO) 111 J-Term course in Hawaii. Other projects have taken place through direct faculty involvement and undergraduate and graduate student research projects. One student had this to say of the experience: "The minute we came to the Kekaha Learning Center we were welcomed into a new culture and got to see the preserved traditions and the true spirit of Hawai'i living on through [the students we met]."

Outstanding Excellence in Service-Learning and Civic Engagement

Professor Tim Scully

Timothy Scully, professor in the Communications & Journalism department in the College of Arts and Science lives service-learning as part of his work and life. All of his courses include a service-learning project where students are engaged with the community both locally and internationally. Mr. Scully has traveled abroad with his students in the advanced video production classes where they produced a documentary, "Lessons from the Heart," for Children's Heartlink about Nairobi, Kenya. His work has spanned the globe and produces award-winning documentaries in Australia and Somalia as well as the Twin Cities and. Students have learned more than video production skills when they work with Tim, they work with community partners and understand global perceptions and intercultural competence from an authentic experience. Mr. Scully has been an active member of the Service-Learning advisory board for the last ten years, has been awarded faculty of the year in service-learning, and has worked tirelessly to develop and implement new ideas to expand service-learning. His influence on service-learning and on so many projects will be missed. We wish you the best Tim and thank you as you have left an indelible imprint on us all.

Service-Learning Board Member Recognition Award

Dr. Kelli Larson

An award to honor her time and dedication to the Office of Service-Learning and Civic Engagement (OSLCE). Dr. Larson has been on the English faculty since 1990 and specializes in The American Short Story and works with students annually to update the volume *Ernest Hemingway, a reference guide*, published in 1990. During the past decade she has worked as an OSLCE advisory board member tirelessly to support the many new projects as OSLCE expanded to a more comprehensive university unit. She believes in the work of service-learning and has worked with both faculty and students to broaden the understanding of this work. Her dedication to the Board is also demonstrated by her many years as head of the Nominations and Selection committee where she and her colleagues review and assess the many nominations for faculty, student, and community partner awards. Her enthusiasm and authentic dedication have been a vibrant factor in our expansion and an important legacy. Thank you Kelli.



On May 1, 2014, a reception was held to honor Dr. Sue Huber, Executive Vice President and Provost, for her 22 years of service to the St. Thomas Community. During the ceremony, President Julie Sullivan awarded Dr. Huber the title of Professor Emerita and George Baboila, co-director of the Interprofessional Center awarded her the Lifelong Dedication to Excellence in Service-Learning and Civic Engagement Award. Her unswerving support for service-learning and civic engagement over the years has provided the impetus for growth and change throughout the university.



Professor Emerita title awarded by Dr. Sullivan to Dr. Sue Huber



Ke Kula Ni'ihau O Kekaha Learning Center (and faculty from UST that brought students there)
From left to right: Front Row: Dr. Debra Petersen (in black), Camille Fredin, Taylor Fredin, John Shepard
Back Row: Cynthia Scully, Tim Scully, Tracy Fredin



Natacha Abueno Eguida and Sarah Churchill
(undergrad student award recipient and her nominator)



Shawn Webb, J.D. and Katherine Norris
(faculty and graduate student award recipients –
and each other's nominators)



Dorothy Day and Catholic Charities
From left to right: Front Row: Maille Nona, Wendy Boppert (award recipient),
Mary Ann Sullivan, Meg Karraker, Marty Roers. Back Row: Ryian Louise, Gerry Lauer





UNIVERSITY of ST. THOMAS

Office of Academic Affairs

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