

2013-2014 Service-Learning Annual Report



University of Idaho

Service-Learning Center

2013-2014 Service-Learning Annual Report

University of Idaho
Service-Learning Center
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Introduction

I am pleased to present the eighth Annual Report on Service-Learning at the University of Idaho. As in past reports, you will find an amazing array of thoughtfully designed courses and assignments using service-learning to connect classroom- and community-based learning. The courses described in this report are excellent examples of engaged teaching and learning. Each report describes the synergy that results when faculty, students, and community partners apply their knowledge and experience to public problem-solving, inspiring the civic imagination of all.

Across the University, faculty and administrators are recognizing the positive impact service-learning has on student learning as well as our local communities. The economic impact that service-learning students have on Idaho's communities is impressive. In 2013-2014, 2,026 students enrolled in 110 service-learning courses in partnership with 211 community agencies across Idaho and the Northwest. UI students donated approximately 107,992 hours of their time, labor, and expertise. More than 50 faculty and instructors taught service-learning courses.

Many individuals should be celebrated in this effort: faculty, whose commitment to the pedagogy of service-learning is motivated by enhanced student learning and engagement but which requires greater faculty effort and investment of time than traditional classroom pedagogies; community partners, who have demonstrated a flexible willingness to work with student volunteers in a way that allows students to both learn and serve; and our students, who have embraced the opportunity to make a difference as they learn through service-learning.

With this Annual Report, we honor all of those committed to service-learning and student success.

Johanne Stevenson

In recognition of the significant contribution our faculty, staff, and students make in communities across the state, nation, and world, The White House noted the University of Idaho with distinction on its 2011 President's Higher Education Community Service Honor Roll. The Honor Roll is the highest federal recognition of a university's engagement efforts. The University of Idaho has been selected every year since the Honor Roll began in 2006. In 2012, however, the university was among the top 20% of the institutions on the Honor Roll and thereby received "with distinction" status. Only one other Pacific Northwest School received this honor -- Western Washington University, and only one other Idaho institution made the list at all - Lewis-Clark State College in Lewiston. In 2013, we continued this tradition and were once again granted a place on the President's Honor Roll. In 2014, we applied again for the President's Honor Roll and, at the time of this report's publication, are awaiting the result of our application.



Service-Learning at the University of Idaho



2006-2013

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As Idaho's land-grant institution, we are the first choice for student success and statewide leadership. We are committed to a student-centered, engaged learning environment. This happens in many settings: through the efforts of our faculty-scholars; in our residential living and learning communities; through basic and applied research; and through our vibrant service-learning program. To put it simply, our students find real-world, relevant applications for the subject matter they study in the classroom.



Service- Learning is a powerful teaching tool. Through service-learning, University of Idaho faculty and staff mentor and guide our students on their transformative journey. We embrace many disciplines and integrate learning to make their experiences have a more meaningful impact. Service-learning helps deepens a student's ability to think more critically, analyze more effectively, learn life-changing lessons about civic engagement, and make discoveries about themselves and society.

We salute our more than 2,000 students, in 110 service-learning courses, who volunteered 107,992 hours of work with 211 community partners across Idaho, the nation, and the world – along with our faculty and staff who engage with and support these efforts. As a land-grant community, we are strengthened and enriched through service-learning.



Chuck Staben
President



Katherine Aiken
Interim Provost & Executive Vice President

The University of Idaho Service-Learning Center

The Service-Learning Center at the University of Idaho strives to promote service-learning as an integral part of education and to public scholarship within the larger community. We provide services, resources, and support to students, faculty, and staff interested in service-learning and public problem-solving.

What is Service-Learning?

Service-Learning enhances classroom learning for students by adding an experiential component to academic coursework that extends learning beyond the classroom and into the community. When used successfully, service-learning gives students the opportunity to apply concepts they are learning in the classroom to real-life situations.

Service-Learning courses have three essential components:

- Enhance academic curriculum by integrating service.
- Address a real community need through service.
- Provide time to reflect on the service experience.



The Service-Learning Center assists faculty by:

- Providing training workshops and one-on-one support for integrating service-learning into the classroom.
- Identifying and/or making contacts to host service-learning activities in a larger community.
- Assisting faculty in the logistics of carrying out service-learning activities through the course content.
- Funding student reflection leaders to assist with course reflection activities.
- Providing small grants to support direct costs of course-based service-learning activities.
- Offering opportunities for interaction among faculty already utilizing service-learning.
- Helping academic advisers and students in identifying service-learning courses.
- Assisting faculty with Promotion and Tenure Portfolio to highlight the alignment of service-learning activities with University goals.

The Service-Learning Center serves students by:

- Promoting on-campus service-learning activities.
- Connecting students to faculty and courses utilizing service-learning.
- Educating students about the benefits of service-learning.

Service-Learning Faculty Fellows

These current Faculty Fellows have received formal training in the theory and practice of service-learning within the last two years, or attended earlier workshops and have taught a service-learning course in the last two years. Our service-learning trainings for faculty will soon be available on our Web site at <www.uidaho.edu/service-learning> under the link for faculty and staff. Online service-learning modules for community partners and students have also been developed and are available on our Web site. We invite all faculty fellows past and present, and others who are interested in learning more about service-learning to take advantage of this new resource and let us know what you think.

Adam Sowards
Anne Kern
Bob Goodrich
Deanna Gilmore
Delphine Keim
Denise Bennett
Ed Krumpe
Elizabeth Sloan
Emily Duvall

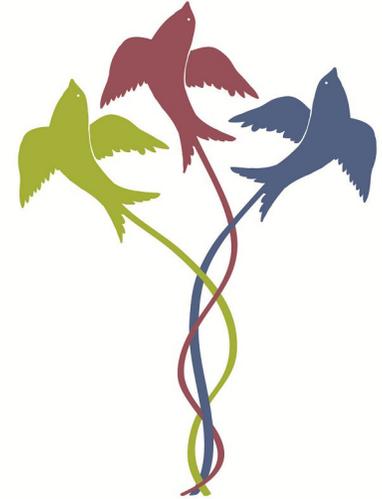
Frank Wilhelm
J.D. Wulfhorst
Jan Johnson
John Mihelich
Katherine Ball
Linda Taylor
Ling-Ling Tsao
Mary Ann Judge
Michael McCollough

Nick Sanyal
Patrick Costello
Penny Morgan
Rula Awwad-
Rafferty
Scott Metlen
Shiva Rastogi
Steve Beyerlein
Steve Drown

Susan Steele
Tammi Laninga
Tracie Lee
Trapper Stewart
Wendy McClure

Community Partners 2013-2014

Aberdeen, Washington
Adventure Club
Appaloosa Museum
Aspen Park Healthcare Center
Avista Utilities
Aziz
BEAR (Brotherhood Empowerment Against Rape)
Benewah Wellness Center
Bernado-Wills
Big Brothers/Big Sisters
Blackfoot Community Center, Blackfoot, ID
Bloom
Blue Cross Idaho
Body Con
Boeing
Boise County
Bowen Family



Community Partners 2013-2014, continued

Boxes & Walls through OMA
Bucer's Coffehouse & Pub
Buck Knives
Catholic Charities
CAYA (Central American Youth Ambassadors Program)
City of Lapwai
City of Moscow, Idaho
City of Moscow, Parks and Recreation Department
City of Moscow Farmer's Market
Clear Springs
College Cabs
Community of Garden Valley
Community Partnerships of Idaho
Confederated Tribes of the Umatilla Indian Reservation
Cottonwood Monastery
The Crossing, Moscow, ID
DeVleig Family Foundation
DesMoines United Methodist Church

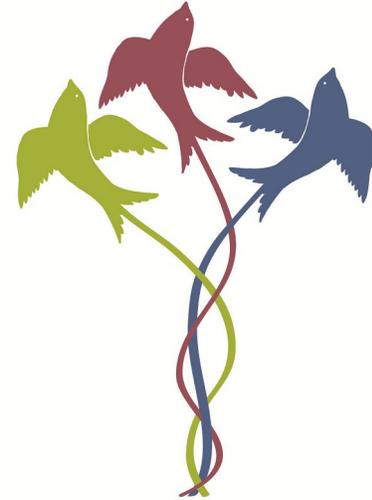


Disability Action Center Northwest
Domestic violence programs in Idaho and eastern Washington
EcoDriver
Eggen Community/Youth Center
Elderly Companion Program
Farm Workers' Awareness through CAMP
Gritman Hospital
Good Samaritan Village
Goodwill Industries
Habitat for Community
Habitat for Humanity
Hawthorne Village
Hot Start
IATT
Idaho Attorney General Division offices
Idaho Community Foundation
Idaho County Recycling Committee
Idaho Court Assistance Office
Idaho Hispanic Chamber of Commerce
Idaho Legal Aid Services

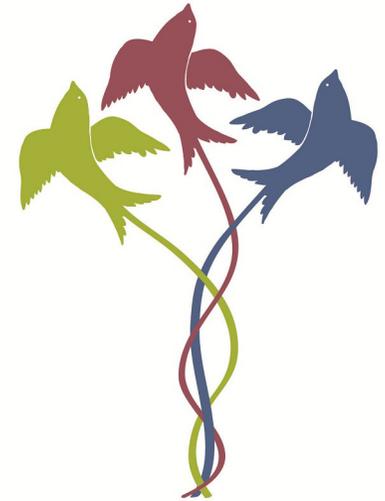


Community Partners 2013-2014, continued

Idaho North Central District Health Department
Idaho Pro-Bono Immigration Law Network
Idaho Supreme Court
Idaho Volunteer Lawyers Program
Idaho Department of Health and Welfare
Idaho Falls Bishop Storehouse
Industrial Assessment Center
Inland Northwest Broadcasting Community Partnership
INL
iShoutOut
Judges chambers nationwide
King Frog
Lakeside Elementary School
Lakeside High School
Lakeside Middle School
Lamb Weston
Latah County Historical Society
Latah County Library



Latah County Youth Services
Legal Aid Organizations Nationwide
Lena Whitmore Elementary School
Lewis Clark Service Corps
Longview, Washington
Mayor of the City of Moscow
McCall, Idaho
McCall Outdoor Science School
McConnell Mansion
McDonald Elementary School
Mediation Programs
Meridian Middle School
META MicroEnterprise Training & Assistance
Micron
Milestones
Moscow Chamber of Commerce Director
Moscow Charter School
Moscow District Schools
Moscow Food Bank
Moscow High School



Community Partners 2013-2014, continued

Moscow Middle School
Moscow Parks and Recreation
Moscow Police Department
Moscow Schools Polar Walk
MYOWNHOME
NASA
National Public Lands Day
National Science EPSCoR
Native American Northwest Basketweavers Association
NBBJ/ Seattle
The Nature Conservancy
Nectar
Nelson, British Columbia
Nez Perce Tribe Watershed Division
NIATT
North American Idaho Emergency Response Communications
Northwest Advanced Renewables Alliance (NARA)
North Central Public Health



North Idaho Children's Mental Health
Northwest Advanced Renewables Alliance (NARA)
NRS
Orphans to Ambassadors
OX Ranch
Palouse-Clearwater Environmental Institute
Palouse Bicycle Collective
Palouse Empire Gymnastics
Palouse Land Trust
Paradise Path Cleanup
Palouse Pathways
Palouse Prairie School for Expeditionary Learning
PATH
Pinewood Nursing Home
Plummer-Worley School District
Prosecutors' offices nationwide
Ponderosa State Park
Potlatch 4-H afterschool program
Potlatch Schools Library Project
Private landowners



Community Partners 2013-2014, continued

Public Defenders' Offices Nationwide

Puget Sound VA

Pullman Regional Hospital

Red Cross

Refugee assistance voluntary agencies

Regional Theater of the Palouse

Rendezvous the Park

Revalerio

RI

Robosub

Russell School

Salvation Army

Schitsu'umsch (Coeur d'Alene) Tribal Department of Education

Schitsu'umsch (Coeur d'Alene) Tribal Early Childhood Learning Center

SEL

Sister's Brew

Ski Resort and Operations Management Club

St. Augustine's Catholic Church



St. Mary's School
St. Mary's Food Bank
Soil Express
Sojourner's Alliance
Sorensen Elementary School
Stateline Wetlands Revitalization Project
Syringa Mobile Home Park
Theatre Camp, Boise, ID
Troy, Idaho Food Bank
Tecnalia
Tutxinmepu Powwow
United States Department of Agriculture
U.S. Court of Appeals for the Ninth Circuit
U.S. Dept. of Justice
U.S. District Court's Pro Se Program
U.S. Forest Service
U.S. Patent and Trademark Office
U.S. Senate; Office of the U.S. Attorney for Idaho
United States Citizenship and Immigration Service
United Way of Latah County



Community Partners 2013-2014, continued

University of Idaho Adventure Club
University of Idaho ASUI
University of Idaho Career Center
University of Idaho Children's Center
University of Idaho Climbing Team
University of Idaho College Assistance Migrant Program (CAMP)
University of Idaho College of Business & Economics
University of Idaho College of Engineering
University of Idaho College of Education
University of Idaho College of Engineering
University of Idaho College of Natural Resources
University of Idaho Computer Science Department
University of Idaho Early Childhood Development and Education
University of Idaho Early Childhood Learning Center
University of Idaho Electrical and Computer Engineering Department
University of Idaho Extension- Southern Idaho
University of Idaho Facilities
University of Idaho Farmworker Awareness Week Interactive
Display Event Committee

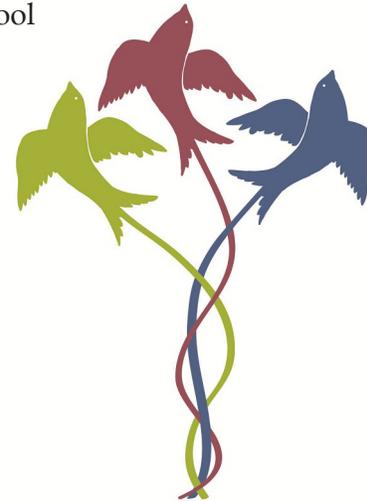


University of Idaho First Book Campus Advisory Board
University of Idaho Human Resources
University of Idaho International Programs Office
University of Idaho Mechanical Engineering Department
University of Idaho Military Science Department
University of Idaho Music Department
University of Idaho National Hispanic Business Association
University of Idaho Native American Student Center
University of Idaho Office of Technology Transfer
University of Idaho PanHellenic and Inter-Fraternal Councils of Greek System
University of Idaho Soil Stewards Organic Farm
University of Idaho Student Health Services
University of Idaho Sustainability Center
University of Idaho Transportation
University of Idaho Volunteer Center
University of Idaho Writing Center
Vandal Community Tables
Vandal Food Pantry
Vandal Health Education
Vandal Networking Night



Community Partners 2013-2014, continued

Violence Against Women on Campus Program
Washington State University
Washington State University Organic Farm
Western National Range Career Development Westpark Elementary School
YMCA



Service-Learning Courses A-Z

The following courses capture the breadth and depth of service-learning at the University of Idaho and meet the three defining characteristics of service-learning:

- Enhances academic curriculum by integrating service;
- Addresses a real community need through service; and
- Provides time to reflect on the service experience.

If you are teaching a course that meets the above criteria, please let the Service-Learning Center know so we may include it in online and future editions of this report.

AgEc 477/577/ENVS 577: Law, Ethics and the Environment

Instructor: J.D. Wulfhorst

Number of Students: 27

Total hours of student work: 486

Community Partners: Confederated Tribes of the Umatilla Indian Reservation; Palouse Land Trust; Western National Range Career Development

The service activity was riparian planting of native vegetation to re-channelize a river along a railway with effects to fish habitat and stream hydrology. The activities served community needs of recreation and aesthetic value, as well as more hydrologic function to assist with natural hyperaeric exchange. The activity connected to objectives by 1) working directly with participants from a local community; 2) practical service to plant over 1,100 seedlings in a long-term riparian restoration project; 3) applying measurable concepts to settings with a traditional stakeholder community often disenfranchised of a voice within resource management processes; and 4) furthering integrated understanding of salient options to manage natural resource management among a diverse social community.

Reflection quotes from students:

“Overall, I thought this trip was a good experience that taught me a lot about the CTUIR, their history, culture, and how they maintain their traditional ways of life within modern society. I would like to note that I thought the language immersion program was wonderful to hear about.”

Reflection quotes from students:

“Overall, I thought this trip was a good experience that taught me a lot about the CTUIR, their history, culture, and how they maintain their traditional ways of life within modern society. I would like to note that I thought the language immersion program was wonderful to hear about.”

“My opinion of the tribes also changed as a result of this trip. I did not think that they were very involved in things such as wildlife management or such structured tribal government. This showed me that they are very passionate about the land that they have been given on the reservation. It also showed me that they are determined people who want to maintain their traditions and reach the goals that they set for themselves and their community.”

“After this trip I feel that there are some things which have changed for me personally concerning my views on American Indians. First I realize that they are trying to improve natural resources, and with the help of funding from casinos, they are able to purchase land and create more desirable habitat for wildlife and especially salmon which is and historically was a major food source of their people. The benefits of increasing salmon habitat is not only beneficial to the tribe, but has a trickledown effect on everyone who makes a living from salmon.”

AIST484/ENGL484/ ISEM 101: American Indian Literature

Instructor: Jan Johnson

Number of Students: 40

Total hours of student work: 160

Community Partners: Native American Northwest Basketweavers Association

The students assisted approximately 75 Master Indigenous weavers by bringing them water or getting them anything they needed as they worked. The students interacted with Native people and learned about how integral art and language are to culture. They wrote a reflective essay.

ARCH 454: Architectural Design VI
ARCH 554: Architectural Design VIII
ID 353: Interior Design IV

Instructors: Shauna Corry and Wendy McClure

Number of Students: 27

Total hours of student work: 5600

Community Partners: Nez Perce Tribe and the City of Lapwai

This integrated Architecture and Interior Design community service learning project provided the Nez Perce Tribe and the City of Lapwai with a land use plan, options for reusing historic facilities, visions for a new tribal government building, cultural enrichment center, higher education facilities and a home for community elders. The project built on previous work conducted by Professor McClure in collaboration with the Economic Development Planner for the Nez Perce Tribe. Students worked in interdisciplinary teams to develop designs that would enhance tribal recognition and pride, address community wellness concerns, respect area history, provide educational environments and increase the functionality of tribal government offices. The ideas were presented to community members, tribal leaders and elders in Lapwai during spring semester and the designs will be used to help both the tribe's and city's vision process for future planning.

ARCH 520: Architectural Research Methods

Instructor: Xiao Hu

Number of Students: 12

Total hours of student work: 420

Community Partners: Gritman Hospital

Arch 520 “Architectural Research Methods” is a graduate level seminar. Students are normally from majors of Architecture, Landscape Architecture, and Virtual Technology & Design. Students develop a understanding of conducting research inquiries on the built environment and employ appropriate methods to collect and interpret research data.

In Spring 2014, the whole class of Arch 520 worked with the Gritman Medical Center to provide a post occupancy evaluation (POE) study on the quality of medical center’s public spaces. POE involves systematic evaluation of opinion about the performance of spaces from the perspective of the people who are using them. It assesses how well buildings, structures, parks, plazas, or any kind of the built environment match users’ needs, and provides recommendations or suggestions to improve building design, performance and fitness for purpose. Student activities includes site visit, field observations, site analysis, development and implementation of the survey and interview questionnaires, data analysis, providing alternative design solutions, completing a post-occupancy-evaluation report and presenting the final report to the board members of the Gritman Hospital.

ART 322: Graphic Design Studio

Instructor: Delphine Keim

Number of Students: 14

Total hours of student work: 2478

Community Partners: META MicroEnterprise Training & Assistance, Rendezvous in Moscow, City of Moscow, EcoDriver

Students develop and design concepts for promotion and awareness of respective client activities. In exchange for participation, clients receive ideas that can be realized and serve their communication needs. Students learn to apply design abilities in situations that involve community clients. They also learn to create design proposals, present the work to clients and prepare artwork to release to clients/vendors. Students go through critiques, self-assessment and written reflection after each project.

BAE 142: Engineering for Living Systems

Instructor: Erin Brooks

Number of Students: 28

Total hours of student work: 294

Community Partners: Lena Whitmore Elementary School

By engaging in the Engineering: Meeting Future World Needs in Food, Water, and Energy at Lena Whitmore School presentation and activities, freshmen engineering students practice communication skills (formal presentations, informal discussions, technical accuracy, sharing knowledge by demonstration, listening for audience understanding, gracious/constructive challenging or correction of audience misunderstanding); teamwork (working as a team to produce and integrated product). 4th and 5th grade students gain exposure to what engineers are and what they do. The students also learn about engineering content and explore some of the ways engineers work with energy.

Project Topics:

- Using Solar Energy –Cooking with Solar Ovens!
- Bioremediation with microscopic bugs -- A simple experiment with Yeast
- Aquifers and designing a water filter

- Hydropower – The energy in water
- Mysterious Properties of Water: Buoyancy/Surface Tension
- Designing a prosthetic leg
- Removing blood clots with creating engineering devices

Reflection Activities:

Students were given a post-activity survey to identify skills that felt were improved through the activity, the greatest challenges, surprises, and strengths. Students were also given an anonymous survey to provide feedback as to whether the activity was worthwhile. The feedback was overwhelmingly positive and it was highly recommended to continue this activity in future classes.

BIOP 560: Bioregional Planning Studio I

Instructor: Tamara Laninga

Number of Students: 5

Total hours of student work: 800

Community Partner: Northwest Advanced Renewables Alliance (NARA)

This course is affiliated with the Northwest Advanced Renewables Alliance (NARA) project aimed at identifying viable wood-based biofuels supply chains in the Pacific Northwest (OR, WA, ID, MT), and is supported by an USDA-AFRI Competitive Grant (www.nararenewables.org). The 2013/2014 NARA focus area was an area in Southwest Washington and Northwest Oregon called the Mid-Cascade to Pacific (MC2P) region.

UI and WSU students worked in teams composed of planners, engineers, architects and landscape architects to analyze the MC2P supply chain and develop conceptual designs for solid (where forest residuals are chipped) and liquid (where chips are converted into a sugar-rich liquid syrup) depot facilities and integrated biorefineries (where wood chips are mechanically and chemically processed to produce isobutanol).

The output from this class is a report that provides detailed information on the MC2P supply chain and site designs and policies for solid and liquid depots and integrated biorefineries located throughout the region. The studio project gives students the opportunity to sharpen their research, writing, presentation, graphic and teamwork skills. Structured class discussions and reviews are used to gather information from students about their experiences. Students presented their work to site clients in person, through webinars, and at a poster session during the Northwest Wood-based Biofuels and Co-Products Conference held in Seattle, WA April 28, 2014.

BUS 378: Project Management

Instructor: Tracie Lee

Number of Students: 119

Total hours of student work: 3570

Community Partners: University of Idaho Sustainability Center; Regional Theater of the Palouse; United Way of Latah County; University of Idaho Office of Technology Transfer; University of Idaho College of Business & Economics; Bowen Family, University of Idaho Career Center; University of Idaho Climbing Team; University of Idaho Military Science Department; King Frog; Central American Youth Ambassadors Program; Idaho County Recycling Committee

BUS 378 Project Management is a service-learning course open to any student with junior standing or above. The course teaches tools and techniques to manage projects in any type of organization. Students work in teams to complete projects for community partners, gaining hands-on use of the tools and techniques they learn in class. All projects fulfill several course learning objectives, including specifically a learning objective to “Participate in a project team which uses the tools, methods, and processes taught in this course to manage a project from initiation through closure.”

Fall 2013: The entire class worked on a project to survey students on campus and determine level of student support for (1) fee increases to bring the student-run Soil Stewards farm closer to campus, (2) having local, student-grown food served on campus, and (3) requiring Campus Dining to source food

from the student-grown farm. This project, in October 2013, was sponsored by the UI Sustainability Center. After we completed the whole-class project, the students split into groups, and each group completed a student-managed project:

- Sponsored by the UI Career Center: Find ways to increase the connections between students from the College of Letters, Arts & Social Sciences, and employers with potential jobs for those majors. This student team split into two groups; one group interviewed students, advisors, and department heads in CLASS. The other group contacted HR managers to talk about increasing their companies' presence on campus.
- Sponsored by the UI Sustainability Center: Organize a fundraiser and educate students about Get Rooted!, a tree-replanting program to replace native species in the area.
- Sponsored by the UI Climbing Club: Organize a fundraiser for the UI Climbing Club to enable the team to travel to out-of-town competitions.
- Sponsored by the UI Military Science Department: Through promotional efforts, increase student participation in the Turkey Shoot. The competition raises food donations for a local food bank.
- Sponsored by the Regional Theater of the Palouse: Develop a job description for the Stage Management position.
- Sponsored by United Way of Latah County: Organize in-person meetings with local companies to present information about a payroll deduction program to automate employee donations to United Way.

BUS 378, continued

- Sponsored by the Bowen Family: Research the costs and potential cash flows of running a storage unit business within 150 miles of Lewiston, Idaho
- Sponsored by UI Office of Technology Transfer / College of Business and Economics: Inventors file patents through the Office of Technology Transfer. Students take entrepreneurship classes through the College of Business and Economics. This team reached out to both groups to explore whether there is interest in working together, and by what method they could best find each other.
- Sponsored by the College of Business & Economics: This team organized a Faculty & Staff Holiday Party for faculty, staff, and their families, attended by 100 people.

Spring 2014: King Frog Team: Nineteen students worked with a retired UI professor, who had written a book of activities for groups, to assist in redesigning the website, updating the book's cover page and layout, creating a logo and brand identity, and creating social media pages. The team collected information on intellectual property protection as well. The team feels that the community need which their project met was to increase the visibility and effectiveness of a local company looking to improve the health of youth. By creating a social media presence, King Frog will now be able to reach a much larger market than ever before. The product mix has also been expanded to ensure that all consumers can take advantage of King Frog's wealth of information about games and play.

Idaho County Recycling Earth Day: The team of 8 students organized three Earth Day events, held in Kooskia, Cottonwood and Grangeville on 4/19/14. The community need being met, according to this team, was to work with Idaho County Recycling to raise awareness about recycling and Idaho County Recycling's services offered to community members.

UI Sustainability Center Food Survey: The team of 11 students worked with the University of Idaho Sustainability Center to create, distribute, collect, and analyze data on a food survey to help the UI Sustainability Center determine what types of food the University of Idaho students and faculty want on campus. The community need we met was the need for the students and faculty to have the chance to voice their opinions about what they want on campus.

Central American Youth Ambassadors (CAYA) Week of Activities: The CAYA program brings a group of students from several countries in Central America to the US for three weeks, and the students spend one week in Moscow, Idaho.

BUS 378, continued

Staff from the International Programs Office at UI, and an Entrepreneurship instructor in the College of Business and Economics, sponsored a group of 19 students from Bus 378 to plan and execute a week of activities for the CAYA students. The team developed social entrepreneurship, leadership and project development workshops, organized lunches and company visits for the students, and one of the Bus 378 students even hosted a CAYA student for the week. According to the team, the community need met was to assist the six volunteers of the CAYA Program at UI to plan the weeklong program so that these student ambassadors could create viable plans for social entrepreneurship projects to take back to their home countries.

Reflection Activities:

1. What is the most surprising thing you've learned in this class this semester - either about yourself, or a tool, concept, or technique, or about someone with whom you've worked in the class, or the project the class did, all of these are possible sources of surprise. Briefly explain your answer. Note: you may feel nothing has surprised you. That is a perfectly acceptable answer, as long as you explain a bit about why you feel that is the case.
2. Consider the project you selected today. Why did you prefer this project to the other choices?

The second reflection activity was held the week after they completed their group projects. I asked three questions:

1. Please complete the following sentence: "When I think back over my role in my Bus 378 project, the area where I added the most value on the project was _____."
2. In the first assignment for Bus 378, you identified a skill or goal to work on this semester, and one way you intended to work on it. Were you able to work on this goal? Why or why not?
3. How would you respond to the following question in an interview, "I see from your resume that you took a project management class, and you've also worked on several projects. If we were to ask a team member from your Bus 378 project to describe the one area which is your biggest strength, and the one area in which you need the most improvement, how would that person answer?"

BUS 456: Quality Management

Instructor: Scott Metlen

Number of Students: 69

Total hours of student work: 10, 350

Community Partners: Boeing; Micron; Pullman Regional Hospital; Lamb Weston; Soil Express; NRS

The class included a range of diverse projects for multiple community partners. Working in groups, students used the theories and tools presented in class to complete these projects. The project presentations and write-ups require reflection over the project and the whole term in order to present (orally and written) the correct output.

Micron: Micron's current S&OP Planning process is made of four gears with cross functional teams coming together to match demand and capacity in a meaningful way in order to make plans and strategies for the company. A strict calendar guides the process and the team consistently meets deadlines, but at a cost. Daily deadlines are met at the expense of employee personal time, and the team struggles to meet deadlines. There is no definition of quality specific to the process and no meaningful way to measure quality from one plan to the next.

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Micron's S&OP Planning process current metrics are not being used to quantitatively measure, track, and drive quality and process improvement. The current process quality cannot be compared or improved from one plan to the next in a meaningful way. There is no way to tell if there is a statistically significant change in performance of duration or quality of projection. The goals are to create defined and measurable standards of quality to drive continuous process improvement in Micron's S&OP Planning process and give specific recommendations for improving current process quality.

BUS 456, continued

Micron's S&OP Planning process current metrics are not being used to quantitatively measure, track, and drive quality and process improvement. The current process quality cannot be compared or improved from one plan to the next in a meaningful way. There is no way to tell if there is a statistically significant change in performance of duration or quality of projection. The goals are to create defined and measurable standards of quality to drive continuous process improvement in Micron's S&OP Planning process and give specific recommendations for improving current process quality.

Scope of Project:

- Define quality in terms specific to Micron's S&OP Planning process
- Determine metrics of quality to be used in the process and the value of the information provided by the metrics
- Determine critical "vein" -- what tasks are critical to quality in the process
- Evaluate current process steps for areas of quality improvement
- Recommend specific controls and process design changes to improve quality according to established measurements

Soil Express 1: Soil Express is affected by the efficiency of their current Information flow. Their current information flows restrict their ability to communicate between the office and the field and vice versa. The office has limited information flow between other areas such as maintenance, executives, and crew leaders. This does not allow them to establish metrics to determine the labor force efficiency. The current information flow negatively impacts many of the functional areas of Soil Express such as the ability of accounting to communicate with maintenance redundancy is inherent in the system due to the lack of controls, which can create confusion and inefficiency. The scope of the project is to develop a quality control process for the information flow. This can be done by integrating software such as database software to analyze and compare job production. Also efficiently implementing the software purchased such as HCSS and the dispatch system. Implementing controls within the system will reduce redundancy and errors within the system and increase efficiency.

Soil Express 2: The problem is that there is no good way to currently know how many people hours it took to do a specific task. Thus, connecting time and cost of doing a task is expected to know if the crew is staying on or under budget, and connecting actual cost to expected cost to improve the bidding process is not being done. The expectation is that the team will develop a method to effectively track costs and then use that information to assess employee performance and to improve the bidding process.

BUS 456, continued

Lamb Weston: Lamb Weston's current system is not standardized and doesn't effectively determine when to activate the Automatic Defect Removal (ADR) system, which results in unnecessary waste and increased production costs. Lamb Weston (division of ConAgra Foods) processes potato products. Lamb Weston has partnered with a team of students to develop a method for determining when to activate the ADR system. The group will deliver testing descriptions and training documentation to Lamb Weston. Goals: right sample locations; minimum effective sampling size; frequency of sampling; most effective sample metrics

Boeing Skin and Spar: As the current sampling plan stands at Fredrickson Skin & Spar, the inspection of stringer dimensions is a manually recorded based solely on the part number and milling program media. In addition to the current process, it does not accurately identify the root cause of potential failures for various parts. Fredrickson stringers require dimensional inspection and Skin & Spar 1 will be improving the current process of stringer inspection through determining economic path based on errors, and creating a new digital sampling plan tool tailored to the new stringer process design.

Pullman Regional: This project is to develop a set of drug dispensing policies and procedures to mistake proof the dispensing process at the ER room in Pullman Regional.

Boeing Commercial Flight Services: To redesign the process on the pro forma side of commercial flight services operations in Boeing. Deliverables: improve catalog system from Excel to Access database; reduce turnaround time on sales orders on training and spare parts; reduce overall costs by \$250,00 by eliminating or reducing bi-weekly meetings.

Boeing CAS Cost Tracking: Create a process for Boeing's Commercial Airlines Service. The purpose is to deconstruct their current processes to determine funding and cost structure of each division of CAS. The CAS group recently reached one billion dollars in funding and must show the executive management that their money is being used wisely; tracking had not been previously required. Creating this process is a lot of work and CAS does not have the man power at this time to commit to this project. Reaching one billion dollars in funding has greatly increased their notoriety with executive management. Boeing is also under financial strain after encountering problems with their new plane the Dreamliner. These two reasons are the driving force for the creation of our project. The second portion of our project is to use our created process on an existing CAS process to prove it works as designed. The process that we believe would be the best example for us to apply our process to would be the maintenance division of CAS. This division most likely has the lowest amount of proprietary information. In this project we can use these quality elements to analyze, measure, and define our solution to Boeings problem.

BUS 456, continued

Boeing CAS resource leveling across a portfolio of projects: The proposal is to create a process to effectively match resources to jobs to best utilize those resources and complete all jobs in a timely manner while tracking resource utilization so it would be known what types of resources are available when to determine which jobs to bid on when and promise what due dates.

NRS: Problem/Opportunity: NRS would like to make their picking process even more effective, part of which is fully utilizing their new ERP system, EPICOR.

COMM 233: Interpersonal Communication

COMM 335: Intercultural Communication

Instructor: Mikaela Marlow

Number of Students: 200

Total hours of student work: 2000

Community Partners: Big Brothers/Big Sisters, BEAR (Brotherhood Empowerment Against Rape), Community Partnerships of Idaho, Salvation Army, Palouse-Clearwater Environmental Institute, Moscow High School, Latah County Historical Society, McConnell Mansion, Troy, Idaho Food Bank, St. Augustine's Catholic Church, St. Mary's Elementary School, Elderly Companion Program, Goodwill Industries, ASUI Kids on Campus; North Idaho Children's Mental Health, Lakeside High School, Eggan Community/Youth Center, Paradise Path Cleanup; Good Samaritan Village; Aspen Park Healthcare Center, DesMoines United Methodist Church, Meridian Middle School, Pinewood Nursing Home, Westpark Elementary School, Vandal Community Tables

Students in COMM 335 and COMM 233 were instructed to dedicate 10-15 hours of community service to the organization or cause of their choice. They were informed that they should observe interpersonal or intercultural communication dynamics while they volunteer. In doing so, they were able to apply class principles to real-world interactions

COMM 233/COMM 335, continued

The service projects met community needs associated with children, the elderly, people who are differently-abled, immigrants, religious organizations, arts and cultural events, the environment, and others. Students applied theoretical principles to the interactions they encountered in order to develop analytical and applied communication knowledge.

Students used their experiences during their service projects to write a paper analyzing the interpersonal or intercultural dynamics they observed during the service. They incorporated scholarly research to inform their observations and integrated real-world situations with the literature on communication. Finally, students previewed and compared past work in their area and offered new ideas for research on their particular topic.

CSS 310: Social Research Methods in Conservation

Instructors: Nick Sanyal and Ali Middleton

Number of Students: 13

Total hours of student work: 260

Community Partners: Palouse Land Trust

The activity in this course was assessing community beliefs about landscape conservation on the Palouse. The service-learning project for the fall 2013 course was to use survey research methods to design, test, administer and analyze a questionnaire that collected the following data:

1. Attitudes towards conservation of local landscapes.
2. Willingness to support local landscape conservation efforts.
3. Awareness and knowledge of Land Trusts and conservation easements.
4. Awareness of other conservation organizations and efforts on the Palouse.
5. Participation in outdoor recreation (hunting, fishing, photography, hiking, camping, etc.) on the Palouse and in general.
6. Key demographic attributes (age, education, memberships in conservation organizations, land ownership, years on the Palouse).

CSS 310, continued

Overall, 345 completed questionnaires were administered to randomly selected resident in Moscow and Pullman, adequate to produce a statistically representative sample of the population at $\leq 7\%$ level of accuracy with a confidence level of 99%.

The basic premise of this class was for students to gain an understanding of how information and knowledge are generated and used. Students must understand how information is utilized in order to contribute to that knowledge base through research. Students were taught that these are vital skills for all professionals and leaders in any discipline or industry, and not just for those entering a research institution or faculty role in higher education. This project allowed students to have a driver's seat perspective on how survey research is initiated, designed, conducted, administered, analyzed, and reported on

This Service-Learning activity addresses six of the seven course goals:

- 1. Understand and be able to demonstrate how key research concepts can be applied to conservation, and recognize and correctly use basic terminology of research;**
- 2. Understand and be able to explain the interaction and connections among research design, measurement, data collection methods, and sampling.**

Be able to understand the nature and limitations of data and their use in making and supporting professional judgments.

- 1. Be able to enter, manage, manipulate, and analyze data, and be able to interpret the output from statistical tests and data management.**
- 2. Be able to produce simple, but technically robust, research reports.**
- 3. Develop expertise in basic scientific and academic skills such as technical writing, using citations to support an argument, and conducting literature searches in the library and on-line.**
- 4. Students were asked to reflect in writing on three questions:**
- 5. Briefly describe two or three “Ah-Ha” moments you may have had while working on the group project.**
- 6. What are two or three discoveries that you made during the project that may have heightened your interest in conservation planning, service, or the community?**
- 7. What are two or three things that you wished you had known (or done) before starting on this project?**

Students also completed a report for the PLT, made a presentation to the Director, and provided a statistical database.

CSS 385: Conservation Management and Planning I

Instructor: Nick Sanyal and Meredith Fisher

Number of Students: 20

Total hours of student work: 1000

Community Partners: City of Moscow, Idaho Mayor's Office

The topic of this course was: Structuring a Management/Planning Response to the Perceived Resilience of the Greater Moscow Area. The purpose of this project was to:

1. To apply a well-regarded assessment tool to create the imperative (context) for management and planning decisions
2. To analyze qualitative and quantitative inputs to a planning and decision making process
3. To be able systematically apply the tenets of Structured Decision Making (SDM) to create defensible and viable alternatives for the future.

Each team member was given a copy of the Community Sustainability Assessment (CSA) developed by the Global Ecovillage Network. They used this comprehensive checklist to assess the current resilience and sustainability of Moscow.

Next they worked through the Structured Decision Making Process process using the CSA generated data as a starting point to create a new public agency (local or regional) or non-profit organization that will, a) work to enhance those attributes of the community that currently detract from resilience, and b) work to protect those attributes of the community that are determined to be most critical to the long term resilience of the community. Thirteen goals helped defined the project. Final results were shared with community leaders at a poster session in late December. The community leaders also evaluated the posters.

This Service-Learning activity addresses 7 of the 9 course goals:

1. Understand the roles and relationships between development, growth, and conservation and how they contribute to natural resource decisions.
2. Understand the role of the social and policy sciences in delivering and sustaining those decisions.
3. Describe the components of decision making essential to the successful functioning of conservation programs.

CSS 385, continued

4. Identify the relationship between public and private entities and recognize their responsibility in providing conservation opportunities for all populations.
5. Establish goals, objectives and targets for effectively managing a conservation agency or organization based on concepts and principles learned in class and through participation in practical applications.
6. Recognize the implications of specific actors (e.g., NGOs and community residents) and their interests (accessibility, economics and endangered species laws) to the policy process and recognize how they shape the outcome of the management of public and private programs and services.
7. Be able to apply the principles learned in class to real-world working communities and landscapes.

Students were asked to reflect in writing on one critical question: Is resiliency and sustainability the same thing? Create a definition of each. What are the differences? What are the similarities? That is, where do the fields of sustainability (think, “triple bottom line” model) and resiliency (think, “social-ecological systems” model) overlap, and not.

CSS 475: Conservation Planning and Management II

Instructors: Nick Sanyal and Meredith Fisher

Number of Students: 10

Total hours of student work: 350

Community Partners: City of Moscow Mayor's Office

The service activity was “Structuring an Urban Growth Boundary to Enhance the Resilience of the Greater Moscow Area”.

Residents of the greater Moscow area desire to protect:

1. The viewsapes and landscapes around the city. These viewsapes include the slopes of Moscow Mountain, Tomer Butte, Paradise Ridge and the other landmarks that face Moscow
2. The traditional working landscapes of the Palouse adjacent to the city boundary on all sides.

The community wishes to create, either through zoning laws, land purchases, easements, or other land protection mechanisms:

- An effective and acceptable boundary around Moscow to channel residential and commercial development away from sensitive lands.

CSS 475, continued

- Finally, they wish to make the boundary itself a beautiful gateway to the city for rural dwellers and to the countryside for city dwellers.

The outcomes of this project include:

1. An understand the roles, limitations, and needs of various land protection mechanisms, including urban growth boundaries;
2. An analysis of qualitative and quantitative inputs to a conservation planning and decision making process; and
3. To have completed a systematic evaluation of and to be able to select from an array of viable conservation tools to create defensible and viable alternatives for the future.

Students were required to reflect in writing (about 1250 words) on:

1. The growth you experienced over the semester: What knowledge you were able to synthesize from the facts and information we made available to you.
2. How and why you think the growth and synthesis occurred.
3. Why these particular skills, knowledge, attitudes and behaviors are good representations of your interest and ability in conservation planning.
4. Why they support your readiness for professional work or further study in conservation planning and management.

Service-Learning at McCall Outdoor Science School (MOSS)

CSS 560: Community Ecology for Environmental Educators

CSS 563: Place Based Environmental Education

CSS 566: Advanced Field Ecology Course Design

CSS 567: Environmental Education Teaching Practicum I

CSS 575: Leadership for the Environmental Educator

Instructors: Karla Eitel, Jan Eitel, Greg Scott Fizzell, Gary Thompson

Number of Students: 14 for each course

Total hours of student work: 11,025

Community Partners: University of Idaho College of Natural Resources; Idaho Community Foundation; Lewis Clark Service Corps; Palouse-Clearwater Environmental Institute; University of Idaho College of Natural Resources; University of Idaho College of Education; Ponderosa State Park; City of McCall, ID; National Science Foundation Office of Experimental Program to Stimulate Competitive Research (EPSCoR); DeVleig Family Foundation; Forest Service; Nez Perce Tribe Watershed Division; USDA NARA and Washington State University; 30 schools from across Idaho.

MOSS, continued

McCall Outdoor Science School (MOSS) graduate students are involved in teaching hands-on inquiry and place-based Science, Technology, Engineering, and Mathematics (“STEM”) education to K-12 students from across the state. MOSS engages K-12 students in hands-on “STEM” learning experiences that are difficult or impossible for teachers to provide in a classroom context.

MOSS graduate students are learning to be professional environmental science educators, and this course of study provides them the opportunity to gain hands-on experience in teaching STEM subjects with service-learning. They are able to connect theory to practice, and to build their own teaching and learning theories based on their experiences. MOSS graduate students are observed while teaching and have the chance to reflect on their experience with the help of our faculty. Students are required to complete journal assignments, participate in reflective conversations, and meet weekly for program debriefs.

CSS 560: Phoebe Creek Restoration Project: The Phoebe Creek Restoration Project is in collaboration with the Nez Perce Tribe-Watershed Division and the Forest Service. The high use of the Phoebe Creek campground located in the South Fork of the Salmon River watershed has caused increased erosion that may threaten the fish population in the South Fork of the Salmon River. To reduce erosion and protecting the fish population, the site has been recently restored by planting native grasses, shrubs, and trees and restricting camping to smaller areas. To monitor the success of the restoration project, vegetation data are needed that quantify the recovery of the vegetation at the site. The CSS 560 class supports this effort by mapping vegetation cover and composition while learning about vegetation sampling methods and techniques.

CSS 563: Students learn the principles of place-based environmental education in theory and in practice. Our students serve as field instructors for the McCall Outdoor Science School residential programs, and they also work with a local classroom during this course. Instructors learn academic theory in the morning and are able to put it into practice in the afternoon while working with students from Donnelly Elementary School. The students at Donnelly are studying the creek that runs behind their school.

Over the past several years, successive classes of MOSS graduate students have worked with classes of Donnelly Elementary students to characterize the fish habitat of the creek, identify potential issues, and work collaboratively towards solving the problem.



MOSS, continued

With the help of our students, this year the Donnelly students have identified an erosion problem and are working to get the community engaged in repairing the problem. In this way, our students are able to practice the craft of teaching while also learning about service-learning pedagogy.

CSS 566: Students in this course explore complex science topics including remote sensing, ecosystem services and biomass-based biofuels and distill big science ideas into communication products for broad audiences. They explore values, attitudes and beliefs that shape people's understanding of these topics, and learn how to effectively communicate these ideas. Their final products include curriculum designs and lesson plans for various groups.

CSS 567 is a practicum course in teaching, and its activities are reflected in the description provided on page 60.

CSS 575: This is a two-credit course that addresses some of the theory and practices of effective leadership. This course focuses on the practice of leading within a small group environment. The student's experiences as a leader, follower, and peer frames the scope of study in this course. Students take the theories they have learned and put them into practice throughout their MOSS Residency.

DAN 360: Children's Dance

Instructor: Theresa Shaffer

Number of Students: 17

Total hours of student work: 578

Community Partner: Sorensen Elementary School

Students participated/observed in Brain Dance and movement curriculum in 1st grade classes at local Elementary school for 2 hours each. No practicum was required for this 1 credit class. Children were introduced to student teachers who modeled dance movement learning content creating connections with students and teacher. Students are able to apply and observe their knowledge in a "real" classroom working with children. Students are required to complete a reflection/observation paper and share their experience in class with peers.

EDCI 201: Contexts of Education

Instructors: John Davis, Terry Jentsch, Ingrid Spence, Anthony Warn

Number of Students: 100

Total hours of student work: 2000

Community Partners: West Park Elementary School, Moscow, Idaho; University of Idaho Early Childhood Learning Center; Russell School; Latah County Library; Latah County Youth Services; St. Mary's School; Disability Action Center Northwest; Palouse Prairie School for Expeditionary Learning; McDonald Elementary School work team; Moscow Middle School work team; Lena Whitmore Elementary School work team and after school tutoring; Habitat for Humanity; Adventure Club; Moscow Schools Polar Walk; Dept. of Health and Welfare; Appaloosa Museum; My Own Home

Our students performed a huge variety of service-learning projects, some in pre-K through 12 classrooms, assisting teachers addressing the individual needs of their students; some on the playground and in the lunch room for supervision/safety; some involved in the various tasks under the direction of administrators. Some students worked on specific projects within a school, some tutored at-risk students at the Latah County Youth Services study table, and others tutored after school at Lena Whitmore Elementary. Some students worked with My Own Home, assisting

volunteers to help seniors to stay in their own homes and others volunteered their time helping with the supply store for Habitat for Humanity

All of these activities helped to connect our student population with the community. Students were able to see how their “hands on” assistance can impact students, schools, and community agencies. Supervision and tutoring of our youth is the greatest common theme, but the needs of others are also attended to—low income and homeless, senior citizens, and charity organizations help to bring the community together.

The service-learning pedagogy met the following three learning objectives; these are derived directly from the 201 syllabus: Describe the role and purpose of schools in the United States and the world; the teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally; and the teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student’s learning and wellbeing. Students were expected to write reflectively on their ongoing experiences and then at the end of the semester create and share with their classmates a PowerPoint presentation about their service.

Engineering Capstone Curriculum
BAE 478 Engineering Design
CS 481 Senior Capstone Design
ECE 480 Electrical Engineering Senior Design
ECE 481 Electrical Engineering Senior Design II
ECE 482 Computer Engineering Senior Design I
ECE 483 Computer Engineering Senior Design II
ME 424 Mechanical Systems Design I
ME 426 Mechanical Systems Design II

Instructors: Tom Hess, Bruce Bolden, Paul Oman, Touraj Assefi, Herb Hess, Brian Johnson, Suat Ay, Steve Beyerlein, David Alexander, Dan Cordon, Matt Riley, Tao Xing, and Edwin Odom
Students: 140

Total hours of student work: 14,000

Community Partners: CNR; CS Dept; Avista Utilities; YMCA; NASA; College of Engineering; Industrial Assessment Center; SEL & ECE Dept; Micron & ECE Dept; IATT; ECE Dept; Hot Start; USDA; ME Dept; Music Dept; NIATT; Orphans to Ambassadors; Puget Sound VA; Buck Knives; Clear Springs; Revalerio; Robosub; Tecnalia; UI Sustainability Center; Tecnalia; Aziz; Cottonwood Monastery

During an engineering student's junior and senior years, she or he works with hands-on learning and research that provides experience in engineering design, including a senior capstone design project. Many of these capstone design projects pair students with a community partner or agency to solve problems, create solutions, and foster a sense of civic engagement.

In these senior capstone design courses, interdisciplinary student teams work with an external customer to define, develop, and deliver a working prototype that meets client needs subject to relevant economic, environmental, manufacturing, social, and political constraints. A central theme is converting customer needs and wants into engineering specifications which are then translated into working prototypes. These are displayed to the public at the annual Idaho Engineering Design Exposition, which occurs at the end of the spring semester.

Design teams of three to six seniors interact with technical, non-technical, and managerial staff who are stakeholders in the project. Each design team is guided by a graduate student mentor with special training in engineering teamwork, creativity, and use of design tools. Each student works an average of 125 hours each semester on these projects. Project sponsors provide funding for travel, materials, purchased parts, and use of shop facilities. Details about current and past projects can be viewed on the course Web site located at <<http://seniordesign.engr.uidaho.edu>>. http://mindworks.shoutwiki.com/wiki/Capstone_Design_-_Current_Projects

Engineering Capstone Curriculum, continued

Capstone Design Projects (* denotes 2nd Semester Projects):

GJ DESIGN SUITE

*Thermocycling Apparatus, Hot Start

*Soil Temperature Probe, USDA

*Design Suite Signature Clock, ME Dept

Rolling Drumset for UI Marching Band, ME Dept & Music Dept

*Clean Snowmobile Rear Drive, NIATT

Pear Picking & Pruning Machine

Solar Water Filtration System, Orphans to Ambassadors

Prosthesis Liner, Puget Sound VA

Rivet Press Calibrator, Buck Knives

Fish Pond Cleaning System, Clear Springs

Clean Room Particle Removal, Revalesio

Robosub, NAVSEA

GJ POWER LAB

*Helicopter Leaf Sampler, CNR

*LED Sign System, CS Dept

*Distributed Static Var Compensator, Avista

*Cascade Sustainable Energy, YMCA

Payload Protection System, NASA

Denso Robotic Workstation, College of Engineering

UI Cogeneration Turbine, Industrial

Assessment Center

Small Satellite Technology, NASA

Protection-Automation Upgrade, SEL & ECE Dept

Model Power System, SEL & ECE Dept

Solder Joint Reliability Study, Micron & ECE Dept

Digital Camera Image Recognition, ECE Dept

Electric Vehicle Energy Storage, NIATT

Engineering Capstone Curriculum, continued

GJ DESIGN SUITE MEETING AREA

High Tunnel Greenhouse, UI Sustainability Center

Biodiesel Reactor, MuPor Technologies

Shoulder Movement Detection System, Tecnalía

Secure Mobile Operating System

Geothermal Heat Pump, Cottonwood Monastery

Bassoon Fingering App

LED Panel Animation, CS Dept

Kick Shot Soccer App, Aziz

GJ ENGINE BAY

All-Electric Formula Car Powertrain, NIATT

Hybrid Formula Car, NIATT

ENGL 402: Internship in Tutoring & Writing

Instructor: Mary Ann Judge

Number of Students: 5

Total hours of student work: 225

Community Partners: University of Idaho Writing Center

This service-learning internship is designed to prepare students to work as writing tutors in the University of Idaho Writing Center. ENGL 402 students served in the Writing Center five hours a week, tutoring and helping students with writing. Many students who use the Writing Center, a free service available to all UI students, speak English as a second (or third or fourth) language, giving tutors the opportunity to explore issues of language and cultural differences as well. Tutors signed up for this course, in part, because they expressed an interest in helping other students. Most tutors found their own writing skills improved while gaining other valuable skills such as the ability to listen carefully, to respond in a tactful manner, and to work effectively with a diverse group of students. Readings and class discussions focused on theories and techniques involved in tutoring student writers, approaching writing as a process, evaluating and responding to drafts, and working with a variety of students. As a service-learning internship course, most of what students learned, they learned by doing, by discussing what they did with others, by writing in a self-reflective journal, and by getting feedback from students, fellow tutors, and the instructor.

ENGL 440: College Reading, Writing, Rhetoric

Instructor: Diane Kelly-Riley

Number of Students: 30

Total hours of student work: 866

Community Partners: PATH; Vandal Food Pantry; Moscow Food Bank; Rendezvous in the Park for Kids; Inland Northwest Broadcasting Community Partnership; Potlatch School Libraries Project; Palouse Land Trust; UI First Book Campus Advisory Board

Working in teams, students completed projects for the various community partners. Each team wrote application to grant organizations, such as Latah Community Foundation, to seek organization-specific funding or support. Each team also produced written material, such as brochures, journalistic articles, posters, newsletters, and flyers, for its respective community partner.

These activities connected to learning outcomes by effective use of qualitative research; collaboration and teamwork among groups and between students and community partners; and writing for different audiences, clients, and purposes. Reflection activities included weekly logs maintained by the students.

ENVS 102 Field Activities in Environmental Sciences

Instructors: John Paradis, Hujin Zhing, Casey Bartrem, Shelia McAtee, John Paradis

Number of Students: 420

Total hours of student work: 2,100

Community Partners: Washington State University Organic Farm; University of Idaho Sustainability Center Food & Farm Composting; University of Idaho Sustainability Center Game; Day Recycling; Stateline Wetlands Revitalization Project; University of Idaho Soil Stewards Organic Farm; Palouse-Clearwater Environmental Institute (PCEI); National Public Lands Day; September 11 National Day of Service and Remembrance

All Environmental Science students take the following courses: Environmental Science 101 and the Environmental Science 102 field lab. These courses give students a basic understanding of environmental science and allow them to visit field sites that are of interest to environmental scientists. Students in ENVS 102 are required to do hands-on field lab and service-learning projects to help foster a more sustainable community. The service-learning activities engage the students directly with projects related to sustaining the environment. It supplements regular class activities (mostly tours) with something that is constructive. It also gives the students a chance to learn about the activities of organizations outside of their normal exposure.

ENVS 102, continued

Moscow's environment will benefit from the activities performed by the students. Removal of trash in the streams, planting trees, improving the wetlands, and restoring open habitat will help expose the students to the social and scientific aspects of human activities within the environment. By assisting local organizations in an activity that better the environment, the students get up close, looking into the results of their individual and collective actions.

The students are required to write a post-activity reflection on their experience, directly addressing the following questions: How does your activity relate to environmental science and sustainability? Who benefits from your activity? Has the activity altered your perspective? Would you volunteer again? Multiple project options are available for students with wide-ranging community partners. For instance, students volunteered for PCEI and assisted with stream bank maintenance, planting, habitat restoration, nursery work, and stream clean-up. Many students volunteered with ASUI on Saturday of Service. Many of these student volunteers were also involved with fraternity and sorority projects.

FCS 210: Introduction to Early Childhood Education

Instructor: Ling-Ling Tsao

Number of Students: 21

Total hours of student work: 420 hours

Community Partners: UI Early Childhood Education Center & West Park Elementary School

The students worked as reading buddies and assistants to classroom teachers. Individualized instruction and/or assistance are provided to elementary education students who might need a little bit extra support at school settings. FCS 210 students gain a firsthand experience of working in the early childhood/elementary environments and realize whether this is a right career path for them. The students realized the school system and how to support students in many ways in addition to classroom instructions.

FISH 415: Limnology

Instructor: Frank M. Wilhelm

Number of Students: 25

Total hours of student work: 500

Community Partners: Private landowners

The students undertook assessment of their ponds to gain better understanding of pond in general (bathymetry - underwater map), water chemistry and biological life - with aim of recommending actions to landowner for suitability of pond to support a small sport fishery or to improve the existing fishery. Although these are private landowners - the water is still a resources - by undertaking these projects, students receive training in management of water resources, which they will need to do as part of their jobs once they leave university - and in general we (society) need to protect all the water resources we can, given the dire future intersection of an expanding human population and finite water resources. The activities are directly related to all course objectives and are a real world-application of what I teach in class. Some student groups explore/use methods beyond what I cover in the course and through the final presentations they pass this knowledge on to their peer classmates. There is a final conference style presentation of each group's findings to the rest of the class as well as the landowners. In addition, each student has to write a manuscript-style report summarizing their own as well as the data gathered by all other groups.

FOR 444: Prescribed Fire for Ecologically-Based Management

Instructor: Penny Morgan

Number of Students: 12

Total hours of student work: 1080

Community Partners: The Nature Conservancy

FOR 444 Prescribed Fire for Ecological Management students traveled to Nebraska March 14-23, 2014 to participate in a fire training exchange hosted by The Nature Conservancy. They joined students from six other universities and fire practitioners from nine states and twelve different local, city, county, state, federal, or private organizations learning together about ecologically-based land management, fire operations, and working effectively with diverse partners. They safely conducted prescribed burns on the Niobrara Valley Preserve of The Nature Conservancy and on private lands managed for wildlife conservation. This event is organized so that people come together to accomplish projects crucial to long-term management. In exchange, participants gain experience they can document for their jobs as fire professionals. Prescribed burns are conducted every year in prairies and woodlands across the Great Plains to help control the spread of eastern red cedar trees as well as to maintain healthy grassland ecosystems of value to ranchers, birds, bison, butterflies, and native plants.

FOR 444, continued

This is a tremendous service learning opportunity for several reasons. First, the students are needed for the work could not be done without their help. Second, they learn. The Nature Conservancy implements ecologically-based fire management over vast areas using state-of-the-art techniques, and our students learn by conducting, and monitoring the effects of the planned burns, and in visiting adjacent areas to learn the local ecology and management. Ecologically-based fire management is the focus of our BS in Fire Ecology and Management degree program, so our students participate in implementing the concepts they are learning about in other classes. Learning together is key to the work of The Nature Conservancy and the private individuals, state and federal agencies, and nongovernmental agencies that work together to make a difference to the people and ecosystems. Our students learn by actively working with partners in multiple team-work assignments. Third, all of our students advanced their level of fire qualifications which will benefit them in the future whether they work for contractors, federal land management agencies, or state agencies. Every student got individual feedback about their work from one or more very experienced fire professionals, all of which is documented according to National Wildfire Coordinating Group standards and procedures. While that feedback is not part of the course requirements, the value to student professional development is valuable.

Students document their learning both through discussions, required reflection and course critique. The students are instrumental in raising the funds, planning the travel, and sharing their experience with others. Students wrote discussion questions and reflective assignments about their goals before going and their experiences after returning. For instance, on the first day of the class, students viewed four short videos (<http://tinyurl.com/7cktkw2>) taken during the class in a previous year, and then, I asked all students to write a short reflective essay on what they hoped to learn from the course and why, and then facilitated a discussion about those ideas. After three class meetings focused on learning and discussing background material, we talked about the importance of reflection as a learning tool, why they were assigned to keep a journal during the course, and again asked them to write a short essay on what they wanted to learn from the service-learning course. During the experience we had structured reflective discussions, after every event, at least once per day, in which we talked about what was planned, what happened, and what we learned, all standard parts of fire management.

Upon return from the Nebraska, the students wrote detailed reflections about the experience. They also presented in REM 244: Wildland Fire Management and to CNR alumni about their experience, and in doing so were challenged to talk about the What? So what? Now what? common in service-learning reflections - thus sharing what this experience has meant to them.

ID 351: Interior Design II

ID 451: Interior Design V

Instructors: Shauna Corry and Miranda Anderson

Number of Students: 21

Total hours of student work: 3024

Community Partners: iShoutOut

Interior Design juniors and seniors worked in teams to develop a functional, inspiration and creative design for iShoutOut, a smart phone computer app company located in Coeur d'Alene. iShoutOut is a growing start-up company that is located in an existing high rise building and wants to redesign their office space to tell their story. The students were charged with designing an interior "brand" for the corporation that enhanced communication, innovation and creativity.

ID 443: Universal Design

Instructor: Rula Awwad-Rafferty

Number of Students: 17

Total hours of student work: 1190

Community Partners: PanHellenic and Inter-fraternal councils of the Greek system, Disability Action Center, The City of Moscow, RI, Syringa Mobile Home park (and other manufactured home parks), Parks and Recreation, 15 other businesses: retail, hospitality, and food industry.

There are two Service Learning components in this class:

- A. Advocacy and outreach addressing gaps between knowledge and practice related to accessibility and inclusion in specific community context, and,
- B. Application: Programming, ADA/Blue Path assessment and recommendations, this part is also service learning that makes the business case for universal design utilizing the Blue Path tools, methods, and rating system.

The firsthand experience gained through pertinent service learning activities related to inclusion and access were reflected upon and integrated into the whole of the learning experience. Time logs were required for all service-learning activities.

ID 443, continued

A. Advocacy and outreach. Embedded in social justice action is an authentic appreciative inquiry of context, its “inhabitants,” and the forces within/ outside that affect its dynamics. In both service learning activities (these were the core of class), students were prompted to reflect on ability, disability, habitation, environment, and issues of concern/impact about universal design, equity and inclusion, place & citizenship in the community, bridging the gaps between knowledge and practice, and affording a more equitable and inclusive environment.

Our impact takes into account the whole context, and builds upon creative and critical thinking, and sustained energy. “Appreciative Inquiry suggests that human organizing and change, at its best, is a relationship process of inquiry, grounded in affirmation and appreciation.” (Whitney and Trosten-Bloom, 2003). We often conduct surveys, POE, photo documentation, narrative rewritten in reaction to stimulus in the built environment, and offer design intervention in a most effective strategy to respond to the gaps found. Here we built upon use of some of these tools and skills in an intentional, pro-active, social justice minded, action oriented framework and address gaps related to Universal Design, access and inclusion. 3-4 member teams developed focus areas of interest and engaged in intentional learning and advocacy. Strategic Tools shared during initial workshop format as a foundation for delving into exploration of issues, symptoms, roots/causes, and opportunities.

After time to develop ideas and connect with stakeholders, each team submitted a one page topic area that communicated profound issue of focus/interest, compelling reasoning, approach, stakeholders, and potential plan of engagement. Upon approval teams worked on the project areas as amended alongside stakeholders, providing interim report and opportunity for feedback. Report outlining whole project was submitted at the end alongside digital presentation to the class. One team completed work with the Greek system, another engaged in -powerful reflection about boundaries of inclusion /exclusion across socio-economics as well as embedded in the physical and social space, two teams engaged in surveys and assessments of playgrounds and developed flyers and simulations to illustrate pitfalls and barriers for access and inclusion outside of the stereotypes. Each person was required to complete at least 20 service hours towards one well-articulated and impactful advocacy project. The level of engagement and action resulted in teams reporting at least triple that amount for each person, and itemizing the time and actions developed. Several teams completed follow up advocacy for the projects, sites, and stakeholders involved long after the conclusion of the semester/course with civic and professional groups. Professional reports outlining premise, philosophy, specific focus, approach, strategy/process, documentation of work, outcome and reflection; along with time logs of each participant were submitted. Professionally completed and formatted reports included written narrative and cited and referenced supplemental visual and digital material and other resources, and indicated knowledge of UD, critical & creative thinking, depth of thinking, appropriateness of intervention, and language,

ID 443, continued

B. BLUE PATH : This is the culmination of the students' experiences during the semester with Universal Design, Access, and Inclusion. Blue Path is both an advocacy and a marketing & communication tool that features accessibility of places; business and environments so people can choose businesses and amenities knowing in advance types of access provided. It is this component we are most interested in, how to use the tool, parallel it with UD principles and Inclusive Design values to offer compelling recommendations and conclusions that can make a difference. Blue path makes the case for Universal Design as a Physical, social, and economic imperative. Working with Blue Path Priorities, ADAAG, and UD principles, we can certainly offer a culminating insight in places we frequent or projects we developed, offering suggestions for improvements. Each student individually completed and communicated an evaluation of the facility, using Blue Path priorities and assessment, Universal Design principles AND Inclusive Design Values and provided recommendations for improvements. The assessment communicated a potential rating on Blue Path priorities, as well as rating on UD and Inclusive design values and principles offering juxtaposed narratives and considerations. The students' completion of the three components proved meaningful and necessary to offer insightful conclusions and recommendations. A total of 16 sites were assessed, one of which had two separate reviews. The sites that declined to participate also provided informative to the students, it pushed their realization of further barriers to inclusion than initially anticipated.

The findings were communicated to the stakeholders as well as to class in a professionally written and well-documented project report that include captioned and cited visual as well as written evidence and suggestions. In documenting and communicating their work and making compelling case for inclusion, students particularly paid attention to questions such as Will someone be interested in going to this place once they read your evaluation? Will the business be able to use your suggestions to achieve better access and inclusion? And In what ways will the culture and practice change relative to access and inclusion.

The community need met by the activities included access and inclusion for people across the lifespan for community, public, business, and residential environment. Making the economic and social justice case for accessibility, meeting new ADA requirements, Blue Path business ratings, UD principles and Inclusive design values. How the activities connected with course learning objectives:

- Increased awareness and sensitivity toward the impact of disabilities on people’s daily activities, and their corresponding functional, psychological, and social needs.
- Increased awareness of the potential physical, psychological, and social impact of the built and social/cultural environments on persons with disability.
- Developed ethical professional guiding principles toward one’s own role in the promotion of universal design ethos and actions

ID 443, continued

- Engaged in personal reflective and authentic exploration of role as a community member, with professional expertise, and a global citizen in action-oriented service learning projects.
- Gained perspective regarding the impact of design (in its broadest definition) on quality of life.
- Developed logical clarity and competency in applying universal design philosophy and principles to a design advocacy and outreach project.

Each student maintained a reflection journal to document experiences, thoughts, questions, pondering, and more. The reflections during advocacy project involved individual and team reflections through dialogues and writings. Some teams developed means of engaging a larger group reflection on issues and topics through use of prompts (evocative and compelling posters for instance), students wrote; they drew, they spoke. Writing as a mechanism for authentic deep unraveling and synthesizing reflection is embraced throughout the semester. Reflections overall bridged intellectual and empathic experiences and reactions, building informed and compassionate capacity and action.

The collective course experiences were designed to raise competency in verbal and non-verbal communication, provoke critical thinking and creative engagement, provide venues for acquisition and generation of knowledge, stimulate dialogue and action, build an ethically and socially responsible design and action philosophy, generate synergies between interdisciplinary partners, and afford opportunities of applications and competency in relation to universal design from a wide range of disciplinary, integrated art and design, and interdisciplinary possibilities. The outcomes proved to move beyond the measured and literal, into a deep learning and personal connection, affecting a changed ethic of practice. The challenge is to sustain behavior, language, and action as students move forward in their curricular and co-curricular experiences; some already show the level of commitment beyond the course.

ID 451: Interior Design V

Instructor: Shauna Corry

Number of Students: 10

Total hours of student work: 1440

Community Partners: Moscow Chamber of Commerce Director

The Moscow Chamber of Commerce Director, along with executive board members, partnered in developing a vision for the chamber office in historic downtown Moscow. The Chamber wants to create a welcoming space that functions for visitors, staff and community members. The redesign includes casual seating areas with wifi access, a conference room, kitchen, gallery space and offices. The student's presented their designs to Executive Board members and the project were displayed during Spring Semester in the Chamber offices. This real life project was an excellent opportunity for the students to complete a redesign of a historical structure and learn about the importance of economic development within small communities.

INTR 298/398/ 498/ 598: Service-Learning Tutoring & Mentoring in Plummer-Worley School District

Instructor: Bin Ma

Number of Students: 12

Total hours of student work: 3380

Community Partners: Schitsu'umsch (Coeur d'Alene) Tribal Department of Education; Plummer Worley School District; Lakeside Elementary, Middle, and High Schools; Schitsu'umsch (Coeur d'Alene) Tribal Early Childhood Learning Center

A University of Idaho graduate student and former employee of the Coeur d'Alene Tribe approached the Service-Learning Center in the spring of 2006, concerned that less than 50% of seniors at Lakeside High School, located on the Coeur d'Alene Reservation in Plummer, ID, graduated that year, and that the community was struggling to provide educational resources and positive college role models. Leaders from the Tribe and the Plummer-Worley School District also identified this as a real community need in Plummer. This set the framework and provided the opportunity for University of Idaho students to learn with and support the Coeur d'Alene Tribal community. The 2013-2014 academic years is the Service-Learning Center's eighth year of providing the Service-Learning Internship Program in partnership with the Coeur d'Alene Tribe and Lakeside High School.

INTR 298/398/ 498/ 598, continued

With the tutoring program integrated throughout and beyond the public school district, our presence is becoming a normal part of the K-12 students' weekly routine. Tutors are recognized as an academic resource and are utilized as such. This year, 12 interns traveled to Plummer and assisted students in completing schoolwork, and provided insight about college. The interns are able to gain real-world perspective of life and reflect on many of their own personal values and experiences, while building relationships among other interns and the students at Lakeside. Our successes have come with hard work, close collaboration, and commitment among all partners. This internship program is a unique opportunity for undergraduate and graduate students in all majors. The University of Idaho interns earn three internship credits in several departments, including sociology, education, psychology, and interdisciplinary studies by tutoring and mentoring in Plummer schools every Tuesday and Thursday. Interns participate in weekly reflection discussions and journal activities, and prepare a final capstone project which combines the educational needs of students with the creativity and interests of tutors.

ISEM 101-08: Native American Mysteries

Instructor: Janis Johnson

Number of Students: 34

Total hours of student work: 136

Community Partner: Tutxinmepu Powwow at the University of Idaho

The students assisted at the University of Idaho Pow-wow with work that directly corresponded to course material.

ISEM 101-16: Globalization

Instructor: Romuald K. Afatchao

Number of Students: 36

Total hours of student work: 72

Community Partners: Various nonprofits, University of Idaho Volunteer Center, and schools in the community.

Every student participated in a volunteer service-learning activity through the ASUI Volunteer Center, the UI Service Learning Center, or any other community organizations pre-approved by the professor. The activities met various needs including but not limited to after school programs, community environmental projects, food banks, tree planting, etc. This activities clearly participate to the realization of the University Learning Outcome 5, Practice citizenship – Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities. Reflection activities included papers and in-class discussions.

ISEM 301-06: Communication and African-American Culture

Instructor: Linda Taylor

Number of Students: 12

Total hours of student work: 120 hours

Community Partners: 1st grade classroom; The Crossing, Moscow, ID; Theatre Camp, Boise, ID; National Hispanic Business Association, University of Idaho; Vandal Networking Night; College Assistance Migrant Program (CAMP) University of Idaho; Moscow, ID; UI Farmworker Awareness Week Interactive display event committee; Ski Resort and Operations Management club; Nelson, British Columbia; St. Mary's Food Bank, Phoenix, Arizona

The course goals included the following. To become more aware of one's own culture and communication styles and how they differ from that of other cultures. To gain an understanding of the major concepts and issues pertaining to communicating interculturally. Gain an understanding of how culture and diversity influences communication. To develop a higher sensitivity to cultural differences. Explore the issues/communications from the point of view of a different culture, including: race, ethnicity, gender, sexual orientation, religion, age, class and disability.

ISEM 301-06, continued

Student quotes showing they achieved these goals from volunteering (examples):

“From volunteering I was able to look for and ponder on cultural differences when before this class I probably would have never even thought about it. I was also put in a situation where I was learning more about the Hispanic culture rather than just setting up and taking down the program. I wouldn’t have caught on to these cultural differences however if it wasn’t for the knowledge that I am gaining from this class. From now on I am more observant and more aware of cultural differences. I believe this is the first step in creating a better environment for the minority and helping difference cultures feel welcome in the American society.”

“If I had not been in this class, I doubt I would have picked up on any of these cues. It was interesting to actually see these things in action instead of just learning about them. I am glad that I decided to take this class because it has given be insight that I feel will be incredibly useful in everyday life.”

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Student Reflection Quotes Examples:

“Not only did I learn more skills for a career, but I was able to practice working with others and helping a large event run smoothly.”

“I enjoyed volunteering for these different groups because I was working in environments that pushed me to be more professional. I am still very young but I know that it is important to work on my social skills so that I interact well with many different people. Our world is very diverse and I hope to work with a variety of individuals in my lifetime.”

“I will take away from these experiences that it is important to be open to different ways of going about daily life tasks as well as basic communication skills. This class has provided me the general knowledge and ability to see differences in cultures and respect it rather than judging it because it is not what I am used to. I think all it takes is some more open mindedness and basic understanding of other cultures to really break down the barriers and allow other cultures to be comfortable in the American culture.”

ISEM 301- 08: Communication and World Culture

Instructor: Linda Taylor

Number of Students: 18

Total hours of student work: 180

Community Partners: International students at the University of Idaho

The service activity was to meet with international students to help them practice speaking English. The students in the intensive English Language program need more experience talking with native English speakers outside of class time. Improving the English language skills will help these students in their future schoolwork and career.

The course learning objectives included: To become more aware of one's own culture and communication styles and how they differ from that of other cultures. To gain an understanding of the major concepts and issues pertaining to communicating interculturally. To gain an understanding of how culture and diversity influences communication and to develop a higher sensitivity to cultural differences. Explore the issues and communications from the point of view of a different culture, including: race, ethnicity, gender, sexual orientation, religion, age, class and disability.

Student Reflection Quotes Examples:

“I became a conversation partner because it was required for ISEM 301, but I ended up learning much more about myself and other cultures than I originally intended. My time with my conversation partner helped me grow as a person in several ways, ... I will be able to take the things I learned to help me with my exchange next year and throughout all walks of life.”

“This experience enlightened me in a way that classes cannot. I was able to have real life encounters with people outside of my culture, instead of just learning about it in lectures. Usually, I feel far removed from the problems, conflicts, and oppression that I learn about at the University. Since I got to know someone from another culture, I can understand how difficult it must be for foreign exchange students that go to the University of Idaho now.”

“This experience has challenged me to keep an open mind as well as encouraging me to advance my knowledge of other cultures. [Name] has started the process of opening my eyes to the multitude of cultural differences, and at the same time has given me an appreciation of the comfortable life that I have lived.”

ISEM 301-09: Communication and Native American Culture

Instructor: Linda Taylor

Number of Students: 12

Total hours of student work: 120

Community Partners: University of Idaho Native American Student Center

Students volunteered to help out at the 2014 Tutxinmepu Powwow April 19 & 20. They helped with preparation, set up, the concession stand during the Pow Wow, at the dinner, making Easter baskets and filling Easter eggs for the egg hunt.

The goals of the service-learning activities included: To become more aware of one's own culture and communication styles and how they differ from that of other cultures. To gain an understanding of the major concepts and issues pertaining to communicating interculturally. Gain an understanding of how culture and diversity influences communication. To develop a higher sensitivity to cultural differences. Explore the issues/communications from the point of view of a different culture, including: race, ethnicity, gender, sexual orientation, religion, age, class and disability.

Student quotes showing they achieved these goals from volunteering:

“I noticed that a lot of times, the younger people would step aside so the elders could be served first and I took the cue and began to always serve the elders first.” (respect for elders was something we had talked about in class)

“I also felt a very strong spiritual presence there during the Powwow like there were other spirits there looking over everyone to protect and guide the dancers and participants and as well as everyone else. Another thing I learned from an elder there was that “everything is an animate and has a spirit” which was new to me beings I grew up off-reservation and even then didn’t grow up in a religious household. The elder informed that is very important in the Native American culture because you are to always give thanks for everything that you take that also offers itself up and to never take more of anything than you need” - Native American Student

Student Reflection Quotes Examples:

A Native American student was influenced by “an elder that had spoken about not letting your culture and tradition die to keep pasting it on. I used to dance Fancy Shawl as a young girl and I gave it up when my Grandfather passed away, and today I no longer dance.



ISEM 301-09, continued

In the future, I plan on making my children dance, drum, and sing. I really want my children to be traditional. To not forget, where we came **from** and how much it meaning to carry things on.”

“The service-learning hours spent at both the Powwow and the Moscow Race for Action have taught me about the importance of every individual having a role in their community. The Powwow demonstrated the cultural importance of this tradition to Native Americans through the level of involvement in this event. Without a role, like that provided by the powwow which is truly significant to Native American lives in maintaining cultural traditions and obtaining identity, one would lack purpose and direction like that of the meaning I find in connecting with the community in order to help organize this community race.”

“Taking this experience in to consideration, I would like to look for more cultural broadening experience with volunteer work or not as I would love to widen my knowledge of other cultures and contribute what I can to them as well.”

JAMM 252: Principles of Public Relations

Instructor: Sue Hinz

Number of Students: 30

Total hours of student work: 360

Community Partners: College Cabs; Bucer's; Body Con; Nectar; Bloom; Sister's Brew; Palouse Pathways; Milestones; Palouse Empire Gymnastics

The students developed media kits for their clients consisting of a press release, a social media proposal, a frequently-asked-questions piece (FAQ) and a letter to the editor. The clients were given information they could share with local news media outlets about their projects and/or services. These projects connected with the course learning objectives by helping the students to understand the very basic elements of providing materials for a client to the news media. It also helped the students understand what it was like to work for an organization that needed their talent and expertise, but may have different ideas on how to present themselves to the public. The students evaluated their projects using traditional public relations evaluation techniques. In addition, they evaluated their team members' work using a form provided by the instructor.

JAMM 350: Public Relations Writing and Production

Instructor: Susan Hinz

Number of Students: 15

Total hours of student work: 450

Community Partners: Area businesses and nonprofits as well as UI student organizations.

Every class member will select a business or nonprofit and throughout the semester prepare more than 15 “tools” the business can use to share information with different audiences.

JAMM 458: Public Relations Case Studies and Issues Management

Instructor: Rebecca Tallent

Number of Students: 27

Total hours of student work: 945

Community Partners: Idaho Hispanic Chamber of Commerce; University of Idaho Extension-Southern Idaho

The class worked as a whole in two groups: They wrote questions for and assisted with focus groups in Southern Idaho for UI Extension services as part of a grant from ConAgra. The focus groups asked recent immigrants about their food choices and any preferences for nutrition classes. The JAMM 458 class also created public relations tools (press releases, a brochure, designed logos, etc.) for the Idaho Hispanic Chamber of Commerce.

LARC 289: Planting Design Studio 2

Instructor: Don Brigham, Jr., FASLA

Number of Students: 10

Total hours of student work: 450

Community Partners: Private individuals

The students measured and inventoried the sites, meet with the clients several times to ascertain needs, presented concepts and final designs. The students met a community need by improving the environment and providing outreach talent to the community. All of these activities are included in the required learning objectives.

LARC 353: Landscape Architecture Studio 1

LARC 355: Landscape Architecture Studio 2

Instructor: Toru Otawa

Number of Students: 7

Total hours of student work: 1209

Community Partners: City of Moscow, Parks and Recreation Department; University of Idaho Facilities; NBBJ/ Seattle; Bernado-Wills

353: Landscape Architecture Studio I: Project: Milton Park Master Plan: Phase II

Students present design and planning solution to this site, which is located 2 miles east of Moscow, ID. From a regional perspective, the site is situated on border between mountain and prairie eco-regions. The final design solution should satisfy client's needs and maximize various benefits that the environment might offer and minimize constraints on given site. The design should address site-specific needs such as educating public about the values and uniqueness of this eco-system while providing citizens with recreational opportunities.

355: Landscape Architecture Studio II: Project: IRIC Plaza Design Project

The students Present planning and design to this project site, which is located in the northern portion of the UI academic quad. The student's final design solution should attempt not only to satisfy user

LARC 353/LARC 355, continued

needs but maximize various benefits of environment and minimize constraints.

Specific goals are to address site-specific needs such as low-impact development and pedestrian circulation. Students become aware of rain garden and storm-water basin as ecological system and implications for landscape architectural design.

LARC 463: Landscape Architecture Studio 7

LARC 465: Landscape Architecture Studio 8

Instructor: Toru Otawa

Number of Students: 11

Total hours of student work: 1900

Community Partners: Community of Garden Valley; County of Boise; Nez Perce Tribe, Water Resources Division

463: Landscape Architecture Studio 7: Project: Master Plan Proposal for Garden Valley

Boise County and the community of Garden Valley are jointly studying the land areas of the community (mostly under private ownerships) to accommodate future growth and to preserve the scenic beauty of the surrounding areas. Students acting as land-planning consultants are being asked to provide the community with general guidance and recommendation for future land uses with emphasis on sustainable community growth, outdoor recreation, tourism and conservation. Students conduct suitability and compatibility analyses to help determine community's future.

465: Landscape Architecture Studio 8: Project: Introductory Design Implementation – Computer-aided Master Planning Grading and Visualization of Lapwai Nature Park

LARC 463/LARC 465, continued

Students conceptualize a site plan for the park of concern by integrating programs suggested by the Tribe. The students grade the site according to each student's initial concept along with the drainage plan you recommend including a storm-water basin design. Students conduct grading and re-grading of the entire area for optimization i.e. locate, size and configure the basin from your master plan and balance cut and fill volumes as best as possible. Overall goals of the class and projects are to advance knowledge and skills in master planning for community or nature parks further, apply and visualize concepts of grading and drainage, storm water management, and integrating CAD and GIS into landscape architecture design processes.

LARC 556: Landscape Architecture Graduate Studio 2

Instructor: Gary Austin

Number of Students: 5

Total hours of student work: 450

Community Partners: Aberdeen, Washington; Longview, Washington

The students are engaged in selecting re-industrialization sites and proposing designs to modify these site to receive biofuel manufacturing industrial plants. The community needs met by the activities are economic development, environmental mitigation, and public amenities such as recreation and park facilities. The service activities require that the students apply the skills that they are developing in their discipline to real sites and communities. The students engaged in a site visit with the clients, performed a site inventory and analysis, created a development program, produced schematic alternatives, developed master plans and technical drawings. As reflection, students made two presentations to clients and received feedback on their proposals. The students engaged in a self-evaluation and an evaluation of their peers.

College of Law Pro-Bono, Externships and Legal Aid Clinics

Law 973: Public Service Externship
Law 976: Semester in Practice
Law 978: Small Business Legal Clinic
Law 994: Economic Development Clinic
Law 995: General Practice Clinic
Law 996: Immigration Law Clinic
Law 997: Mediation Clinic
Law 998: Low Income Taxpayer Clinic
Pro-Bono Program

Instructors: Katherine Ball, Sunil Ramalingam, Lee Dillion, Stephen Miller, Deborah Smith, Maureen Laflin, Barbara Lock, Jessica Long

Number of Students: 217

Total hours of student work: 29,620

Externships: Public Service Externship courses (Law 973, 975, 976): Students choose this coursework as an elective. Students in these courses receive up to five summer or 12 school year law school credits for their legal work performed in placements primarily with public agencies and non-profit entities benefitting the public and/or improving the system of justice. Sunil Ramalingam directs and teaches the summer externship components (Law 973 and 975) and Katie Ball directs and teaches the school-year course (Law 976).

While Law 976 does allow students to work in private, for-profit placements, the majority work in public agencies or non-profit placements. Each student is supervised by an experienced external attorney (community partner), and they are also supervised by the faculty director/course instructor. Students perform legal work in a wide variety of positions nationwide such as public defenders' offices, prosecutors' offices, legal aid organizations, judges' chambers (including the Idaho Supreme Court and U.S. District Court for the District of Idaho), various Idaho Attorney General divisions, the U.S. Patent and Trademark Office, and various U.S. Senate offices. Course descriptions and guidelines for community partners are available on our Web site at <<http://www.uidaho.edu/law/academics/clinicsprofessionalskills/externships/courses>>.

College of Law Pro-Bono, Externships and Legal Aid Clinics, continued

Small Business Legal Clinic: The Small Business Legal Clinic (SBLC) was established to provide third-year students with real-life experience handling transactional legal problems and to provide assistance to business owners and entrepreneurs in Idaho.

Economic Development Clinic: Students in the Economic Development Clinic advise Idaho counties, cities, tribes, and nongovernmental agencies with economic development-related issues typically arising in questions of land use law, administrative law, state and local government law, and environmental law. The Small Business Clinic assists non-profit organizations and small businesses with organization planning and drafting formation documents, employment agreements, and other documents.

General Practice Clinic: Students in our General Clinic represent clients in a wide variety of cases, including misdemeanor defense, family law, consumer protection, landlord-tenant disputes, probate and civil rights.

Immigration Law Clinic: Immigration Law Clinic students help immigrants from a variety of

countries seeking asylum, permanent residence, citizenship, status under the Violence Against Women Act (VAWA) and relief from removal. They represent their clients in administrative courts and before the Ninth Circuit Court of Appeals. Students also conduct education and outreach presentations in immigrant communities.

Mediation Clinic: Students provide mediation services and hone their skills in communication, facilitation, negotiation, organization and ethics.

Low Income Taxpayer Clinic: Students in the Tax Clinic represent taxpayers from Idaho and surrounding states in controversies with the Internal Revenue Service. Students also conduct public information and outreach presentations to inform taxpayers for whom English is a second language and other low-income taxpayers about tax law issues.

Pro-Bono: Students earned hours volunteering with a range of offices, including prosecutors, public defenders, judges, family lawyers handling cases pro bono, state and federal agencies, victims' organizations, children's advocates, and various non-profit organizations. One hundred and eighteen students averaged 100 pro bono hours each for this period from Summer 2013 to Spring 2014.

MVSC 429: Leadership, Pedagogy and Planning for Healthy Active Lifestyles

Instructors: Helen Brown, Grace Goc Karp, Susan Steele

Number of Students: 68

Total hours of student work: 1360

Community Partners: Vandal Health Education, All schools in the Moscow District, Potlatch 4-H afterschool program, UI Transportation, City of Moscow Farmer's Market, PCEI, International Programs Office, North Central Public Health, UI Food Bank, Idaho North Central District, Gritman Hospital, City of Moscow, Blue Cross Idaho, Benewah Wellness Center, UI International Programs Office, UI Student Health Services, UI- Human Resources, Moscow Police Department; Palouse Prairie School; Potlatch School District

The course teaches the essential elements of assessing, planning, implementing and evaluation for healthy active lifestyle programs. The fall semester is devoted to leadership, planning and skill development while the spring semester is where students implement and evaluate programs. Working in small groups, these students engage with an agency member to identify a healthy active lifestyle issue and implement a program to address that issue. The community partners were diverse and the projects were equally as varied.

Projects included: assessing wellness policies for City Hall; addressing issues at UI, such as promoting a tobacco-free campus, developing college survival and sexual health curriculum, compliance with breastfeeding regulations; working with physical therapy outpatients to stay active; and developing youth fitness opportunities at local schools and with 4-H.

The service-learning is closely linked to the course objectives and the healthy active lifestyles curriculum. Using the DEAL (Describe, Examine, Articulated Learning) method students use on-line journaling as a reflection tool and also reflect through assignments. These reflections are often skills or idea based, such as the students studying the leadership structure of their partner agency while also examining their own leadership styles. Students also produce posters and give presentations on their projects.

REM 411: Ecological Monitoring and Analysis

Instructor: Beth A. Newingham

Number of Students: 14

Total hours of student work: 490

Community Partners: United States Forest Service, OX Ranch

Students measured vegetation and soils in burned and unburned areas of the Payette National Forest. Additionally, students measured grazing impacts on the OX Ranch. These activities allowed long-term monitoring to continue for both of these sites.

The service learning field trip allowed students to address all six course learning objectives as follows:

1. Understand and apply basic principles of vegetation and soil sampling.
2. Expand sampling to monitoring ecosystem function in relation to watershed protection, livestock use, wildlife habitat, and management actions.
3. Establish knowledge of experimental design and statistical analyses that allows one to design a monitoring program and evaluate management actions.

4. Become familiar with current qualitative and quantitative methods used by land agencies to assess ecosystem function.
 - a. Understand and apply qualitative indicators used to assess rangeland health.
 - b. Understand and apply quantitative methods to establish monitoring programs.
 5. Locate and use information useful in understanding current status of ecosystems (i.e. ecological site descriptions and soil surveys).
 6. Collect, analyze, and interpret data and present in written form.
- Students analyzed data and wrote reports on the field exercises. Revisiting data collection and writing about results allowed students to reflect on how to improve field measurements and what they mean for land management.

TM 525: Emergency Management and Planning

Instructor: Cheryl Wilhelmsen

Number of Students: 2

Total hours of student work: 24

Community Partners: INL, North American Idaho Emergency Response Communications and the Idaho Falls Bishop Storehouse

Two students were enrolled in this course.

Student 1 Activity: This student participated in a 2-day exercise with the scenario of testing the communication system in a power outage due to an earthquake that occurs in SLC, Utah. The scenario required that ham operators and Emergency Communication Specialists (ECRS) met in Rexburg. The scenario involved the Idaho Falls Bishop's Storehouse to test connection to regional centers in Idaho and Montana, where ERCs backed up the Stake ERCs. The ERCs and ham radio operators had possess relevant information and be ready with resources (like food, water, etc.) to sustain them through an emergency situation. The FEMA Incident Command System forms and system were used, and the participants were instructed in proper emergency communication protocol and processes. This was a much needed exercise to test the communication system and the student was able to help assist the exercise and in the lessons learned activities at the end.

Student 1 Reflections: Clearly the ham radio operators devote much time and resources to their hobby and volunteerism; the use of ham radios is an acceptable practice, but reliant on operator capacity and limitations, the regional terrain, and the available equipment. It was pointed out that they all need a regional list of leaders and building locations in order to effectively cover outside their stake. There was again discussion regarding emergency communication protocol, because in the script there were examples of chit-chat, speculation and other violations. Perhaps the most critical need was a better way to relay to Ashton. The planned method was inadequate and the relocation of an operator with a mobile unit helped, but still the reliability was not the best. Needed are more exercises, better organization, more available operators, and relays. Equipment and generators seemed to be in place. The student questions if the use of ham radios in emergency situations is the best choice and calls for further investigation into this practice.

Student 2 Activity: The student participated in an emergency drill conducted at the Emergency Control Center (ECC) within the Advanced Test Reactor (ATR) Complex at the Idaho National Laboratory (INL). This was a training drill conducted as part of qualification exercises required for

TM 525, continued

volunteer personnel. The Drill Prebrief included the scope which explained who was to participate from outside of the complex and which processes would be simulated. The prebrief also included objectives, event categorization, notification, consequence assessment, protective actions, adequacy of facilities, communications, reentry, recovery, drill conduct, and player conduct. This drill would be graded and at any time could be stopped for immediate correction of inadequate behavior. This particular drill included two Emergency Response Teams within ATR Complex, the INL EOC, Central Facilities ECC, and the INL Warning Control Center (WCC).

A de-brief was delivered by the Drill Controller, outlining needed improvements and highlights of the processes completed. Communication follow up seemed to be the most error-prone exercise and can end up being one of the largest problems in the event of an actual emergency.

The activities connected with course objectives by:

- Participate in actual community emergency planning events
- Complete assignments that enhance the skills learned in class and develop a practical knowledge of Community Emergency planning
- Increase overall preparedness, particularly for catastrophic events

TM 596: Technology Management Capstone Project

Instructor: Roger Scott

Number of Students: 1

Total hours of student work: 30

Community Partners: Blackfoot Community Center, Blackfoot, ID

The Blackfoot Community Center is an after school program for children grades 1-5 where children participate in activities that benefit the community as well as helping them grow as individuals. The Center is staffed with an adequate staff dedicated to foster a learning culture for the children. The Center was assessed on their Emergency Preparedness readiness processes as well as other topics derived from FEMA and other criteria. This assessment was conducted to identify if the organization is properly prepared for accidents and injuries to the children under their care. By conducting the capstone project, the student applied his learning from coursework in emergency planning and preparedness. He assessed the Center's preparedness, communicated his findings to the Center Director, and then followed up with the Center in taking corrective actions. The student improved his ability to understand and apply local, state, and federal requirements in a real life situation. His work has helped assure the safety and security of the children who participate and the staff who provide services.

Appendix A: Other Service-Learning Courses

Further information on these courses was not available at the time of publication of this report.

ANTH 301/SOC 301: Introduction to Diversity and Stratification

ARCH 453-02: Architectural Design V

ARCH 453-03: Architectural Design V

EDCI 322: Teaching/Writing/Language Arts

INDT 484: Industrial Technology Capstone

ISEM 101-07: : US Latino Roots and Identity

JAMM 452: Public Relations Campaign Design

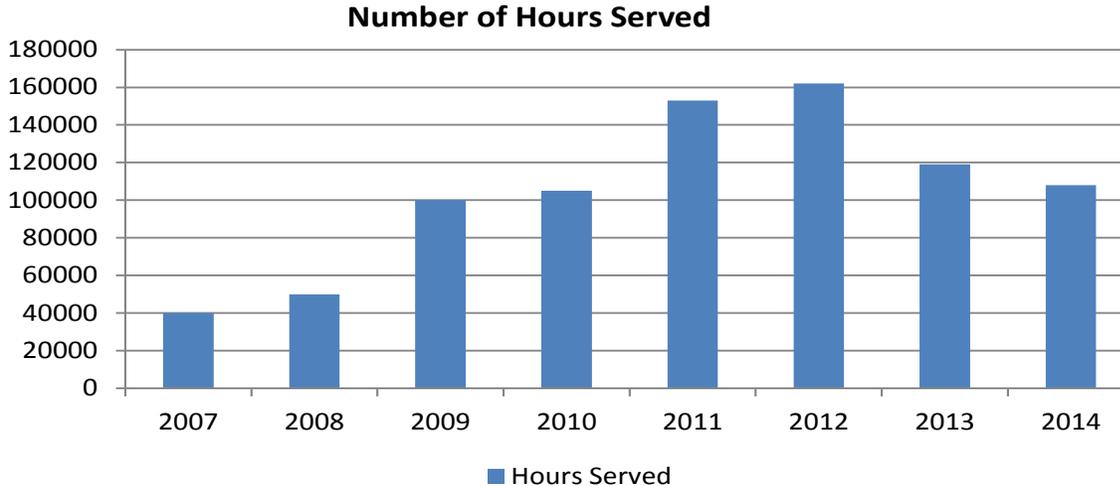
LARC 558-01: Landscape Architecture Graduate Studio 3

LARC 558-05: Landscape Architecture Graduate Studio 3

REM 456: Integrated Rangeland Management

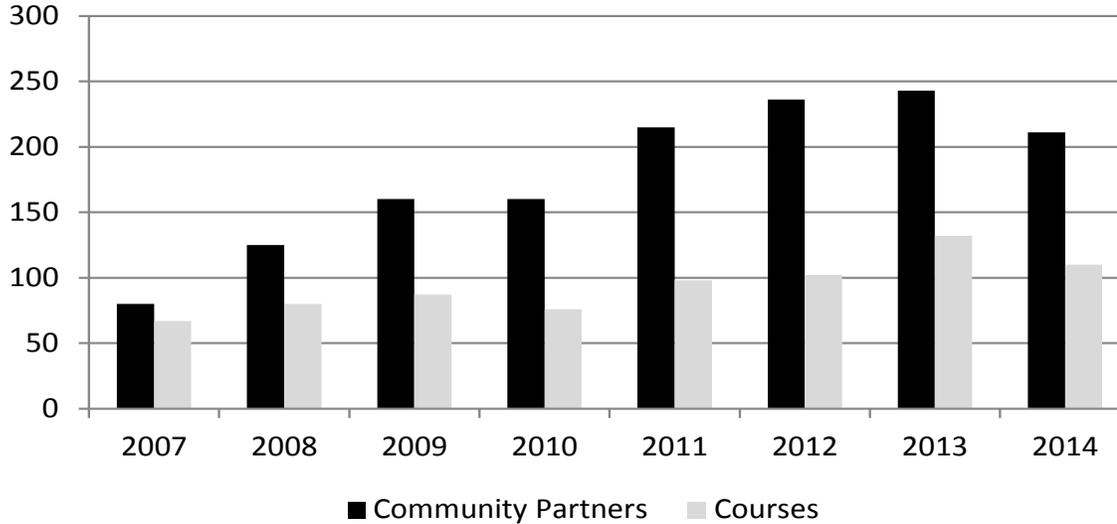
Appendix B: Service-Learning Data Summary & Charts

During the 2013-2014 school year, there was a decline in the number of service-learning courses, number of students, student hours, and number of community partners.

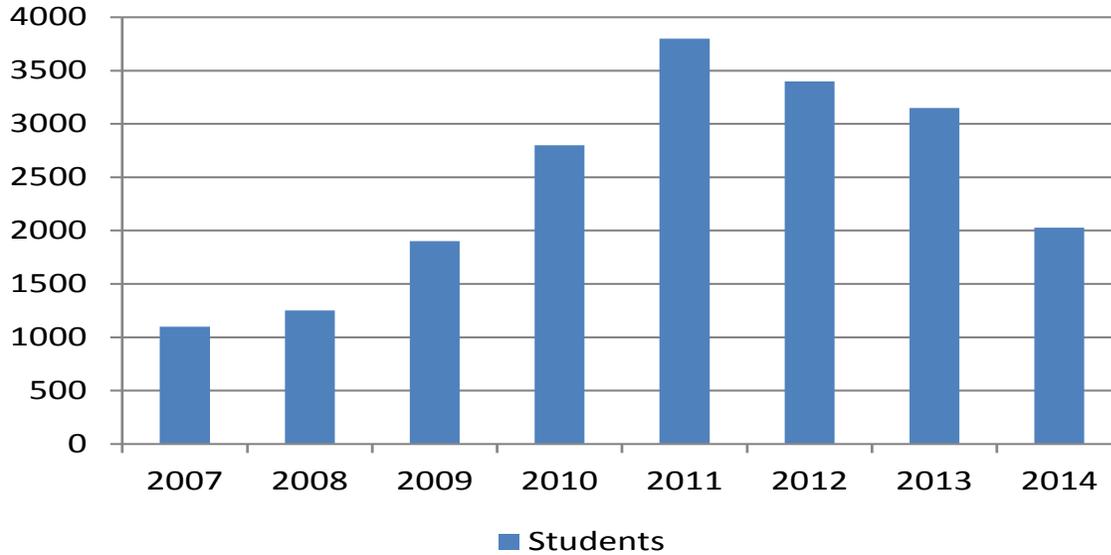


Appendix B, continued

Number of Courses & Community Partners



Number of Students



2013-2014 Quick Facts

Most community partners were located in Idaho. Students also worked with agencies in the greater Pacific and Inland Northwest and Inter-Mountain West Regions, and nationally. More than 50 University of Idaho faculty members and instructors taught service-learning courses this academic year.

Students	2,026
Student Hours	107,992
Courses	110
Community Partners	211

Note: these numbers (excluding enrollment numbers) are based on self-reporting from service-learning faculty

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