

Service-Learning Center 2015-2016 Annual Report

Academic Affairs, University of Idaho



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Introduction by Jeanne Stevenson, Vice Provost for Academic Affairs

Experiential learning provides our students with an opportunity to connect their educational experiences with real life applications. Service learning, an instructional strategy, promotes civic engagement by involving students in community-based service connected to course goals. The University of Idaho Service-Learning Center provides the bridge to connect faculty and students with community partners to meet their mutual interests.

As you read this report, you will find information about our faculty and our courses that engage service learning as a pedagogical approach. We have a broad array of courses with thoughtfully designed assignments and experiences that connect classroom and community experiences and enhance student learning. This commitment to our students and our communities enriches the work of our partners and the opportunities provided for our students.

Our ability to provide these experiences – and to increase student access to community-based learning – reflects the commitment of our faculty, community partners, students, and university leadership. This report is designed to celebrate the commitment to service learning and the rich partnerships within and across these communities.

This annual report recognizes and honors all of the partners committed to service-learning and to student success.

Jeanne Stevenson, Vice Provost for Academic Affairs

104
service-learning
courses

78
faculty and
instructors

15% of
University of Idaho
students participated

A Greeting from Sandra Reineke, Faculty Fellow Service-Learning

It is with great excitement that I am releasing today the Service-Learning Center's 2015-2016 Annual Report. This document summarizes and highlights the dedicated work of our institution's faculty, instructors, staff, and students in the area of service-learning throughout the academic year 2015-2016.

While located on the main campus in Moscow, the Center promotes academic service-learning across the curriculum in Moscow as well as at the University's numerous research and academic locations statewide. The Center is an integral part of the University's mission to foster education and public scholarship. The Center provides services, resources, and support to faculty and instructors, staff and students as well as to the many community partners they serve through our more than 100 service-learning courses. We are now partnering with over 70 community partners in Idaho, nationally, and globally.

All of these service-learning courses emphasize academic skills, critical reflection, and civic responsibility. The collective efforts of our faculty, instructors, staff, and students have been recognized regularly by the "President's Higher Education Community Service Honor Roll" (<http://www.nationalservice.gov/special-initiatives/honor-roll>). This exceptional recognition could not have been achieved without the tireless efforts of our institution's students, staff, faculty and instructors! Congratulations!

The 2015-2016 Annual Report in front of you summarizes this year's outstanding achievements in the area of service-learning.* Most noteworthy, the number of students enrolled in service-learning courses has increased again significantly! Last year, over 10% of all students enrolled at the University of Idaho participated in service-learning courses. This year, that number has increased by 5%. In 2015-2016, about 15% of all University of Idaho students participated in service-learning courses. In concrete terms, over 1,900 students participated in over 100 service-learning courses this year—that is 500 students more than last year. This dedication to service is truly outstanding for an institution our size and it underscores that serving others is part of being a Vandal!

I would like to thank our dedicated faculty, instructors, staff, and students for their truly exceptional service throughout Idaho, the Northwest, and in the United States and abroad. Thank you!

Sandra Reineke, Ph.D.
Faculty-Fellow Service-Learning

Service-Learning by the Numbers

Number of service-learning courses	104
Number of students enrolled	1,946
Number of student hours served	63,877
Number of faculty and instructors	78
Number of faculty and instructors hours served	3,472

*Note: These numbers are based on self-reporting from service-learning faculty and instructors. Students and faculty/instructors served in seven U.S. states and several countries outside of the United States.

Course Sampler



“Engaged Expertise”

College of Engineering Interdisciplinary Engineering Capstone Courses (BAE, CS, ECE, ME) Steven Beyerlein, Bruce Bolden, Daniel Cordon, Herbert Hess, Brian Johnson, Feng Li, Michael Maughan, Joel Perry, Behnaz Rezaie, Matthew Riley, Robert Rinker, Nathan Schiele, Michael Santora, Dev Shrestha, Terence Soule, Tao Xing,

Departments of Biological and Agricultural Engineering (BAE), Computer Science (CS), Electrical and Computer Engineering (ECE), and Mechanical Engineering (ME)

The College of Engineering’s interdisciplinary engineering capstone courses, which include students and faculty from a number of engineering programs, culminate each spring in a unique—and award winning—Engineering Design Expo that attracts hundreds of experts and visitors alike to the University of Idaho Moscow campus. Visitors include over 1000 external guests and over 500 students from local schools, who come to campus to find out what engineers do, how they do it, and how to recognize state-of-the-art academic engineering programs. The design expo showcases around 150 junior and senior students’ year-long engineering efforts, during which the interdisciplinary student teams experienced hands-on learning and research towards a capstone design project for a community partner or agency.

The resulting capstone engineering projects or prototypes are as diverse as the community partners the students work with. A central theme of the learning experience is to convert customers’ needs and wants into engineering specifications, which are then translated in to working prototypes. The showcased prototypes range from field flashing synchronous generators, to fleet service responders, formula hybrid cars, rehabilitation training systems, water egress touchscreen kiosks and simulators. These prototypes embody, even at these stages, the student teams’ interdisciplinary problem solving and creative solution skills across different engineering programs. They also attest the program’s highest level of civic engagement: that is, community service in a real-life setting. Each design team of three to six senior students is guided by a graduate student mentor with special training in engineering teamwork, creativity, and use of design tools.

The teams start working 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. In the process, each student works an average of 125 hours each semester on these projects over the course of two semesters. Since some clients are located outside of town or even the state of Idaho, project sponsors customarily provide funding for travel for students in addition to materials, purchased parts, and use of shop facilities.

The University of Idaho has archived pictures of some of the prototypes engineered for the design expo, which started in 1996 and can be viewed on the courses’ website located at <http://mindworks.shoutwiki.com>.

“Open Doors”

Internship in Tutoring Writing (ENGL 402) Mary Ann Judge

A three-credit internship course, English 402, is designed to prepare students for work in the UI Writing Center. Interested students, both undergraduate and graduate, apply by submitting a letter of interest and writing sample and then interviewing with the instructor. This initial application process gives students valuable

“Students learn by going out and working to produce a product that can be used by a client.”

Becky Tallent, JAMM

experience that helps them in later job searches; it also ensures that qualified students are selected to work as writing tutors.

In the first three weeks of the semester, the readings, class discussions, and tutorial observations provide the foundation necessary for interns to begin tutoring on their own by the fourth week. Topics covered include the following: helping students without becoming an editor and doing the work for them; working collaboratively—and respectfully—with diverse student writers of all abilities and backgrounds (and the occasional faculty member or visiting scholar); and establishing priorities, along with the student writer, given the writer’s task, concerns, and goals.

In the fourth week, interns begin working in the Writing Center five hours a week. For their first semester, they are always scheduled with at least one other experienced tutor. In the classroom, readings, discussions, and writing assignments continue. Writing assignments include a reflective journal where students respond to readings and explore what they're learning in their work with students. Twice before their first tutoring shift, interns also observe experienced tutors and write an "observation reflection." Opportunities for informal observations continue throughout the semester (and beyond). The instructor also meets individually with interns to provide guidance, feedback, and support.

At the end of the semester, students are eligible to apply for a paid position in the Writing Center. In preparation, one of the final course assignments is to prepare a cover letter and résumé and visit the Career Center.

"Hands-On Science"

Field Activities for Environmental Science (ENVS 102)
Jackie Maximillian

"Field Activities for Environmental Science" is a required 1 credit lab for environmental science majors and a university general science course. It entails a minimum of four hours of community service of each student. Because it is a general science course, freshmen through seniors from various colleges and majors at the university participate. The course consists of several sections, coordinated and overseen by one instructor, and several teaching assistants.

This academic year, over 200 students in these sections served over 5000 hours in Idaho. The course has two main components: a scientific hands-on field activity component and a service component. For the hands-on activities, students visit different sites to learn about various STEM (Science, Technology, Engineering, and Math) concepts and processes. For example, students visit the Lower Granite Dam, Kamiak Butte, and the Moscow Wastewater Treatment Plant. Students engage in pre- and post-preparations in addition to completing questions about the sites as part of their learning about environmental sciences. To deepen their understanding of STEM concepts and processes, students identify possible community partners whom they want to serve within the university and larger Moscow communities based on their fit with environmental sciences. Some of the community programs include the University of Idaho Sustainability Center and the Center for Volunteerism and Social Action, the Palouse-Clearwater Environmental Institute, and Backyard Harvest.

Students in the course are encouraged to contact event coordinators and arrange details such as meeting locations and transportation on their own with the community partners of their choice. Also, each student completes a Service-Learning Attendance Log, indicating the time spent and the kind of activities they participated in. The log also requires the event coordinators signatures. In addition, each student submits a Service-Learning Report for grading. As a result, the service-learning component of this course enhances students' academic learning and personal development.

Service-Learning Faculty and Instructors

Amador, Julie
Anderson, Miranda
Austin, Gary
Awwad-Rafferty, Rula
Ball, Katherine
Bennett, Denise
Berei, Catherine
Beyerlein, Steven
Bolden, Bruce
Brigham, Don
Brown, Helen
Clark, Harold
Cohn, Teresa
Cordon, Daniel
Corry, Shauna
Davis, Anthony
Dillion, Lee
Ding, Lu
Drake, Elisa
Drown, Stephen
Eitel, Jan
Eitel, Karla
Fennell, Marcis
Gilmore, Deanna
Goc Karp, Grace
Haglund, Bruce
Hess, Herbert
Heward, Heather
Hu, Xiao
Jentsch, Teresa
Johnson, Brian
Judge, Mary Ann
Keim, Delphine
Kelly-Riley, Diane
Laflin, Maureen
Launchbaugh, Karen
Li, Feng
Liu, Zhenyu
Lock, Barbara
Long, Jessica
Lowry, Michael

Maughan, Michael
Maximillian, Jackie
May, Shannon
McDonald, Scott
Miller, Elizabeth
Ostrom, Lee
Perry, Joel
Pilgeram, Ryanne
Plumb, Spencer
Polakit, Kasama
Pollard, Christina
Ramalingam, Sunil
Rezaie, Behnaz
Reineke, Sandra
Riley, Matthew
Rinker, Robert
Salvadore, Kathleen
Santora, Michael
Sanyal, Nick
Saxman, Bruce
Scott, Elizabeth
Schiele, Nathan
Shaffer, Theresa
Shrestha, Dev
Soule, Terence
Spence, Ingrid
Tallent, Rebecca
Thompson, Gary
Tsao, Ling-Ling
Vos, Jaap
Wappett, Lianne
Watson, Philip
Weesner, Janice
Wilhelm, Frank
Wilhelmsen, Cheryl
Winchester, Rachel
Wolfenden, Mark
Xing, Tao

Note: Based on university class
schedules.

Service-Learning Courses: A-Z



Note: Based on university class scheduled and reporting by faculty and instructors.

Undergraduate courses

Anthropology/Sociology

ANTH/SOC 301 Introduction to Diversity and Stratification

Architecture

ARCH 453 Architectural Design V

Art

ART 322 Graphic Design Studio

Business

BUS 378 Project Management

BUS 398 Internship

Conservation Social Sciences

CSS 310 Social Research Methods in Conservation

CSS 385 Conservation Management and Planning I

CSS 475 Conservation Management and Planning II

Dance

DAN 360 Teaching Creative Dance for Children

Educational Curriculum and Instruction

EDCI 201 Contexts of Education

EDCI 320 Teaching Reading and Literary

EDCI 322 Teaching Writing/Language Arts

EDCI 327 Elementary Math Education

EDCI 328 Elementary Social Studies Education

EDCI 329 Elementary Science Education

Engineering

(including Biological and Agricultural Engineering (BAE),

Computer Science (CS), Electrical and Computer

Engineering (ECE, and Mechanical Engineering (ME)

BAE 142 Engineering for Living Systems

BAE 478 Engineering Design I

BAE 479 Engineering Design II

CS 481 Senior Capstone Design II

ECE 480 EE Senior Design I

ECE 481 EE 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

English

ENGL 401 Internship in Tutoring Writing

ENGL 402 Internship in Tutoring Writing

ENGL 440 Client-Based Writing

Environmental Science

ENVS 102 Field Activities in Environmental Sciences

Family and Consumer Sciences

FCS 210 Introduction to Early Childhood Education

Fishery Resources

FISH 415 Limnology

Forest Resources

FOR 310 Indigenous Culture and Ecology

FOR 444 Prescribed Fire For Ecologically-Based Management

Interior Design

ID 351 DS: Space Planning

ID 443 Universal Design

ID 451 Interior Design V

Industrial Technology

INDT 484 Industrial Technology Capstone I

Journalism and Mass Media

JAMM 252 Introduction to Public Relations

JAMM 350 Public Relations Writing and Production

JAMM 374 Digital Media Field Production

JAMM 452 Public Relations Campaign Design

JAMM 458 Public Relations Research and Case Studies

“The students work for a client, meeting a need while using their skills.”

Steven Beyerlein, Mechanical Engineering

Landscape Architecture

LARC 288 Planting Design Studio I

LARC 353 Landscape Architecture Studio I

LARC 355 Landscape Architecture Studio II

LARC 363 Landscape Architecture Studio III

LARC 365 Landscape Architecture Studio IV

LARC 453 Landscape Architecture Studio V

LARC 455 Landscape Architecture Studio VI

LARC 463 Landscape Architecture Studio VII

Movement Sciences

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

Physical Education

PEP 350 Elementary Health and Physical Education
PEP 424 Inclusive Physical Education and Recreation

Rangeland Ecology and Management

REM 456 Integrated Rangeland Management

Recreation

REC 280 Recreation Practicum in Recreation

Graduate courses

Architecture

ARCH 575 Professional Practice

Conservation Social Sciences

CSS 560 Community Ecology for Environmental
Educators

CSS 562 Field Science Teaching

CSS 563 Place Based Environmental Education

CSS 566 Advanced Field Ecology Course Design

CSS 567 Environmental Education Teaching Practicum I

CSS 568 Environmental Education Teaching Practicum II

CSS 575 Leadership for the Environmental Educator

Landscape Architecture

LARC 554 Landscape Architecture Graduate Studio I

LARC 556 Landscape Architecture Graduate Studio II

LARC 558 Landscape Architecture Graduate Studio III

Technology Management

TM 525 Emergency Management and Planning

Law courses

LAW 978 Small Business Clinic

LAW 994 Economic Development Clinic

LAW 995 General Practice/Domestic Violence Clinic

LAW 996 Immigration Law Clinic

LAW 997 Mediation Clinic

LAW 998 Tax Clinic

Awards & Nominations

Idaho's Brightest Stars Award

The University of Idaho's service-learning engagement was recognized this year by the State of Idaho Department of Labor's "Idaho's Brightest Stars Award" at a ceremony in Boise on January 21, 2016. Congratulations!

National Honor Roll

This year, the University of Idaho once again received the prestigious President's Higher Education Community Service Honor Roll. The Honor Roll recognizes universities and colleges for outstanding academic service-learning and community engagement. This is the sixth time that the University of Idaho received this distinction. The Service-Learning Center and the Center for Volunteerism and Social Action's application received honor roll status in two categories of the competition, in the general category and in the education category!

Congratulations to all students, faculty, staff, and community partners engaged in this year's outstanding community service efforts and achievements!





2015-2016 Annual Report

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www.uidaho.edu/servicelearning*

Written by Sandra Reineke, Ph.D.