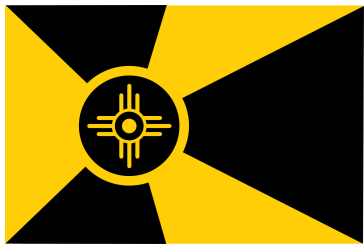


SERVICE-LEARNING IMPACT REPORT

FALL 2021



Report by Service-Learning Faculty Fellows:

Rhonda K. Lewis, Ph.D., MPH
Fairmount College of Liberal Arts
and Sciences

Chelsea Redger-Marquardt, Ed.D.
Cohen Honors College | College of
Applied Studies

HIGHLIGHTS

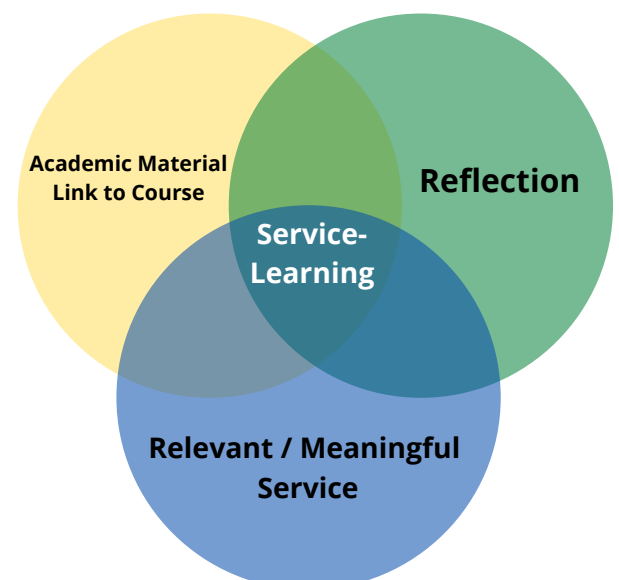
- Continued a Service-Learning Presentation Tour. During the Fall 2021 semester visits included Barton School of Business and College of Fine Arts.
- Selected four new Service-Learning Faculty Scholars, listed below, who continue to contribute to the advancement of S-L courses.
- Selected a third Service-Learning Faculty Fellow. New fellow will join the team in January 2022.
- CIM form now includes a Service-Learning Course Attribute question.
- Officially launched Faculty and Student online/on-demand training modules completed with electronic marketing campaign.
- Generated faculty support letter for Faculty Activity Report (FAR) from Academic Affairs.
- Supported Honors College student independent research student via a Service-Learning Research Project.

FUTURE DIRECTIONS

Directions for Spring 2022 and beyond.

- Train and support 2021-2022 Service-Learning Faculty Scholars.
- Host annual Service-Learning Showcase with enhanced judging rounds to include mini-presentations with a judge driven question and answer component.
- Goal of bringing back an in-person component of the showcase *pending COVID status.
- Continue to contribute to retention goals as academic Service-Learning is a High Impact Practice.
- Publish Service-Learning research in scholarly journals. Submission with student author.
- Submit abstract to a national Service-Learning conference.
- Continue work with WSU Foundation to increase Service-Learning funding opportunities.
- Explore grant opportunities for Service-Learning support.
- Prepare for a round of Service-Learning Faculty Scholars in 2022.

Academic Service-Learning



OUR 2021 SCHOLARS



Sam Taylor

Fairmount College of Liberal Arts and Sciences

Course: Creative Writing Workshop Course



Katherine Mason Cramer

College of Applied Studies

Course: CI 616-Literature for Adolescents



Kevin Harrison

Dorothy and Bill Honors College

Courses: New Course in Development



Teddy Zewde

College of Engineering

Courses: ECE 282 Circuits



SERVICE-LEARNING COURSE ATTRIBUTE PROCESS

1

DEVELOP COURSE | COURSE SYLLABUS

Service-Learning is an opportunity to enhance your course. Below are the key components that you must attend to when building an academic service-learning course.

2

COURSE PRINCIPLES | RELEVANT SERVICE | REFLECTION

Clearly outline the specific steps in your syllabus which connect your course principles to relevant service/ community partners and reflection. Service may be direct or indirect. Reflection assignments and points should be clearly identified.

3

SUBMIT VIA CIM (CHECK SERVICE-LEARNING COMPONENT BOX)

When you submit your new course through the CIM process, a service-learning checkbox will appear. Check the box and complete the prompts. We encourage you to copy this information directly from your syllabus.

4

REVIEW OF NEW COURSE

By checking the service-learning box in CIM, the content will be reviewed by the Service-Learning Faculty Fellows.