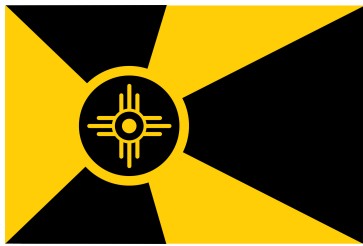


SERVICE-LEARNING IMPACT FALL 2022 REPORT



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

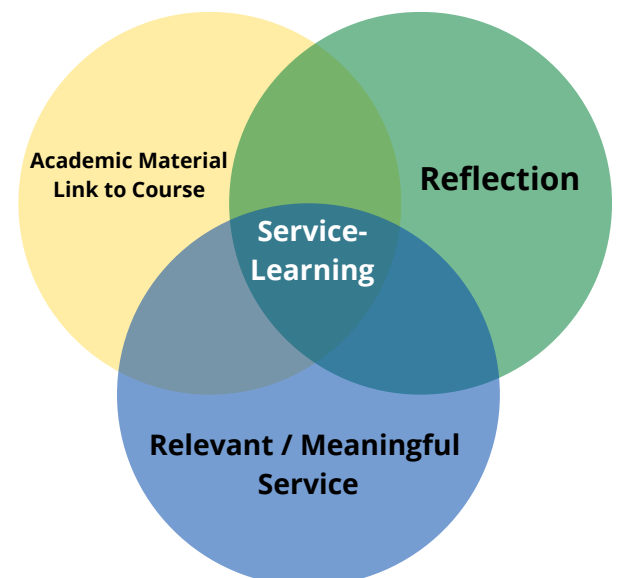
- Selected three new Service-Learning Faculty Scholars, listed below, who continue to contribute to the advancement of S-L courses.
- Provide on-going mentoring to faculty scholars and promote peer-to-peer support from past scholars.
- Submitted and currently under review- article entitled "Providing faculty support: Moving the needle forward in service-learning from limited exposure to implementing a campus wide program."
- Continue to support Faculty and Student online/on-demand training modules completed with electronic marketing campaign.
- Continue to monitor, provide feedback, and approve CIM forms for the Service-Learning Course Attribute.
- Generated faculty support letter for Faculty Activity Report (FAR) from Academic Affairs.

FUTURE DIRECTIONS

Directions for Spring 2023 and beyond.

- Train and support 2022-2023 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.
- Continue to redevelop in-person aspect of the Service-Learning Showcase based on judge and participant feedback.
- Launch Service-Learning Showcase study to understand the student participant experience.
- Continue to contribute to retention goals as academic Service-Learning is a High Impact Practice.
- Continue work with WSU Foundation to increase Service-Learning funding opportunities.
- Explore sponsorship opportunities for Service-Learning support.
- Prepare for next round of Service-Learning Faculty Scholars in 2023.
- College Tour- next stop College of Health Professions (goal of Spring 2023).
- Host a Service-Learning Faculty Symposium to continue to promote S-L practice.

Academic Service-Learning



OUR 2022 SCHOLARS



Atul Rai

Barton School of Business, School of
Accountancy
Courses: HNRS310Z- Contract Bridge



Dosun Ko

College of Applied Studies, School of
Education
Course: CI 401- Professional Collaboration
in Schools and Communities



Julie Henderson

Fairmount College of Liberal Arts &
Sciences, Department of Modern
and Classical Languages
Course: SPAN 558
Advanced Spanish/ English
Translation & Interpreting

PROCESS REVIEW:

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.