

Faculty Fellows for Academic Service Learning Report 2013-2014

Jan Bowers, Coordinator through May 2014

Report Submitted by: Sharryn Larsen Walker, September 2014

The CWU Academic Service Learning Faculty Fellows (ASL/FF) supports faculty in their endeavors to infuse academic service learning into courses. Since its inception, more than 70 CWU faculty have served as a Faculty Fellow. Previously, this group was supported by a Sphere of Distinction grant, and was under the direction of Dr. Jim Pappas and Dr. Jan Bowers. In June, 2014, the leadership for this group was handed to Dr. Sharryn Larsen Walker.

Twenty (20) CWU faculty served as Fellows during the 2013-2014 academic year. Ten (10) Faculty Fellows began service in 2013, while 10 served as a Distinguished Faculty Fellow (more than one year service). The faculty included:

CWU Faculty Fellow (2013-2014)

Lucinda Carnell, Biological Sciences
Bobby Cummings, English
Janet Finke, LLSE
Susana Flores, EFC
Ian Loverro, EFC
Michael Lundin, Mathematics
Mike Pease, Geography
Keith Salyer, TEACH
Jeff Snedeker, Music
Janet Spybrook, Special Education

CWU Distinguished Faculty Fellows (2013-2014)

Glen Bach, Graphic Design
Daniel Beck, Biological Sciences
Robert Holtfreter, Accounting & Research
Stella Moreno, Foreign Language
Kim McBride, PESPH
Rebecca Pearson, PESPH
Shari Stoddard
Sharryn Walker, LLSE
Teri Walker, TEACH

Also joining the group was Coordinator Jan Bowers, FCS; Manuel Rodrigues, CLCE; and Pam Nevar, McNair Scholars.

Tasks for 2013-2014

The ASL/FF met three times a quarter in Michaelsen 126, with the exception of November 4, 2013. The meeting that night was held as a reception in the President's House. Here, the ASL/FF group receive recognition and shared their ASL projects with the attendees. A group photo was taken which was later published with an accompanying article on the University website.

During the 2013-2014 year, the ASL/FF primarily focused its attention on reviewing the Five Dimensions of the Institutionalization of Academic Civic Engagement at CWU. Each Fellow served on a subcommittee concerning the following dimensions:

Dimension I: Philosophy and Mission of Academic Civic Engagement (Glen Bach, Shari Stoddard, Janet Finke)

Dimension II: Faculty Support for and Involvement in Academic Civic Engagement (Sharryn Walker, Stella Moreno, Mike Lundin, Bobby Cummings, Janet Spybrook)

Dimension III: Student Support for and Involvement in Academic Civic Engagement (Teri Walker, Dan Beck, Mike Pease, Susana Flores, Lucinda Carnell)

Dimension IV: Community Participation and Partnerships (Rebecca Pearson, Tracee Watkins, Manuel Rodriguez, Keith Salyer, Jeff Snedeker)

Dimension V: Institution Support for Academic Civic Engagement (Robert Holtfreter, Kim McBirde, Ian Loverro)

At various points during the year, the subcommittees reported on their progress. From Dimension I, a blended definition of Academic Service Learning and Civic Engagement was created. It states, *Academic Service Learning engages CWU students in high-impact collaborative service projects that promote the application of academic knowledge, skills, and dispositions in specific areas of study while fostering civic responsibility and global awareness.* This subcommittee also recommended that ASL/FF partner with Student Life.

The Dimension II subcommittee focused on developing faculty awareness of ASL on campus by presenting at Faculty Development Days; SOURCE; developing a training and mentoring system for new Faculty Fellows; identifying outcomes and assessment strategies for ASL projects, and identifying and implementing planning and integration strategies for ASL projects. Additionally, this subcommittee examined the nature of incentives and rewards for faculty in the area of ASL. It was recommended that a rubric be created as a way to measure service so that those who are up for Distinguished Professor of Service have criteria from which they can be assessed. Concerns were also voiced by this group about the work load units assigned by various departments for service.

The Dimension III subcommittee investigated course designations and requirements for service; the viability of requiring a service course for graduation; encouraging students to obtain a leadership transcript; and the need for data collection in this area. Copies of leadership transcripts were shared with ASL/FF.

The Dimension IV subcommittee discussed creating and implementing an Advisory Council with Student Life, while creating MOA for partnerships with Student Life. They also

suggested that the ASL/FF and its community partners be included in the annual President's reception for the BOT and community partners.

Finally, the Dimension V subcommittee suggested that there be a consistent model for program budget and oversight for ASL/FF. This subcommittee also recommended that the institution support ASL/FF through the provision of WLU for the Coordinator.

The ASL/FF also presented at Faculty Development Day on January 29, 2014. The ASL/FF defined ASL and explained its importance to the audience. Examples of ASL projects, program goals, and a draft of a planning template were shared. Finally, institutional resources were presented. The session was well attended by ASL/FF and other faculty from across campus.

Highlighted ASL Projects

Each FF received a stipend as a way to support the ASL projects. ASL/FF received \$700, while ASL/DFE received \$500. Some of the highlighted ASL experiences from the 2013-2014 year include:

Dr. Mike Pease from the Department of Geography worked with three students on projects focusing on the newly-purchased Teanaway Community Forest. The three students had different academic backgrounds, but were all interested in helping shape the newly acquired lands into a conservation and recreation haven for individuals in the Kittitas Valley. One student synthesized data pertaining to endangered aquatic species living in the riparian corridors of the Teanaway. Another collected recreation use data, and the third individual mapped known recreation areas and trails within the newly acquired lands. These data were given to the Teanaway Planning Committee to aid in their development of a comprehensive recreation plan for the area.

Dr. Rebecca Pearson's HED 230 class completed individual ASL projects where students planned and participated in 12 hours of service. The service hours prompted the students to produce a series of written assignments, as well as one oral report regarding the various academic pieces of the class and how their service fit with that material. Her HED 330 classes conducted health assessment projects and shared the data with relevant campus and community partners. Finally, two students completed internships at the campus community garden. This project included producing a raft of outreach and structural/organizational/policy tools and materials; designing and implementing a child nutrition/gardening education activity at Ellensburg Public Library; and collaborating with student gardeners on some physical projects at the garden.

Dr. Sharryn Walker's EDLT 321-*Teaching Children's Literature* course co-hosted Family Literacy Nights with the Center for Diversity and Social Justice for the Ellensburg and Yakima communities. The teacher candidates planned a read aloud and a storytelling lesson as

part of the class. Then they read and told their stories to the families who attended the event. Each child who attended received a book to take home.

Similarly, Dr. Susana Flores coordinated Family Literacy Nights with Yakima area schools. While CWU teacher candidates were reading and sharing stories with students, Dr. Flores conducted bilingual parent information sessions. Over the sessions, more than 100 families attended these events.

Dr. Janet Spybrook's SPED 433 *Preschool for Children with Developmental Delays* course created Literacy Embedded Play Centers (LEPC) for Bright Beginnings-Head Start Classroom. After the LEPC were set up, the teacher candidates observed and modified the centers based on the data collected. Additionally, Dr. Spybrook began the process for creating a *Compass to Campus* program between CWU and the Wapato School District. The purpose of this program is to introduce 5th grade students to higher education opportunities.

Dr. Jeff Snedeker offered a UNIV 309 class entitled *Music Advocacy in Ellensburg*. The class took on individual service projects in the form of surveys of various populations (students, parents, community members) to establish base-line values and interests for music in the school district curriculum. The results of the students' work were presented at SOURCE and then to the Ellensburg School Board in July as part of the annual report of the Ellensburg Music Coalition. A copy of the report can be found at: ellensburgmusiccoalition.weebly.com

Additionally, several Dr. Snedeker's horn students performed and gave short presentations on the French horn as part of a "Music at Meals" program, which involved playing musical instruments in local elementary schools several times over the school year. These occurred mostly during lunch periods so the elementary students could ask questions and talk to the music students more informally. The music students then gave reports on their activities in the studio classes.

Dr. Robert Holtfreter assigned three cyber security/identity theft articles to each student in the *Fraud Examination* class. These articles explain (1) how recent cyber schemes are used by fraudsters to commit identity theft and (2) how individuals and businesses can learn to detect and prevent this criminal behavior. Each student prepared a power point presentation using the articles and then made a presentation to the class at the end of the quarter. Additionally, other interested students assisted Dr. Holtfreter with research projects, which has resulted in over ten peer-reviewed Category A publications in leading journals over the past five years. A recent article just received a national research award as an "outstanding contribution to the accounting literature".