Hello, Partners!

As the summer begins to wind down, we here in the Carlson Center are beginning to prepare for another year of work together, connecting UW students with opportunities for service, leadership, learning, and reflection—with you—in and with communities beyond campus.

Please read on for information and announcements that will support our collaboration in the months and year ahead, including:

- page 2: Information about service-learning in Autumn 2016
- page 4: Reflections about service-learning and partnership in 2015-2016
- page 7: Introductions to our 2016-17 staff
- page 8: Internship information (UCBI and General Studies 350)
- page 9: Advertising non-service-learning volunteer opportunities to students

With gratitude for our partnerships with you, and excitement for the year ahead —

The Carlson Leadership & Public Service Center
University of Washington
Almost Time!

Yes, Autumn Quarter is around the corner, which means we’re gearing up for service-learning (SL). Here, please find the logistical information you will need to prepare for hosting service-learners in the months ahead. Please keep an eye out for an email from us, with a personalized link into the Expo system, in the days ahead. You will be able to begin posting Autumn Quarter service-learning positions very soon!

Access Expo:
https://expo.uw.edu/expo/login

Service-learning Questions?
Email: serve@uw.edu  Phone: 206.543.4842
Find more on our partner service-learning page:
http://www.washington.edu/carlson/hosting-service-learning-students/

Autumn 2016: Partner Timeline

Service-learning position descriptions are due in Expo.

Sept 9

Autumn Quarter begins.

Sept 28

Students register for service-learning positions in Expo and contact you to introduce themselves and initiate/RSVP for an orientation.

Sept 30 - Oct 5

SERVICE BEGINS!

Oct 5 - 16

(One-quarter) service-learning concludes and students evaluations are due in Expo.

Dec 9
Anticipated Autumn 2016 SL Courses

- C ENV 110: Food & the Environment
- CEP 200: Intro to Community & Environmental Planning
- ECFS 200: Intro to Early Childhood & Family Studies
- ECFS 303A: Service-Learning/Research
- ECFS 303B and ECFS 454: Service-Learning/Research for the Teaching & Learning Track
- ENGL 121A: Homelessness in Seattle
- ENGL 121B: Environment
- ENGL 121E: Every Student College Bound
- ENGL 121F: Human Rights
- ENGL 121G: Writing as Social Action
- ENVIR 100: Environmental Foundations
- ENVIR 239: Sustainable Choices
- ENVIR 379/ESRM 371/SOC 379/SEFS 550B: Environmental Sociology
- GWSS/PSYCH 357: Psychobiology of Women
- JSIS 478F & G: Diaspora Communities in Seattle & Beyond
- JSIS B 324: Immigration
- LSJ 320/POL S 368: Int’l Human Rights
- LSJ/POL S 327: Women’s Rights as Human Rights
- PHIL 338: Philosophy of Human Rights
- PSYCH 403: Motivation
- PSYCH 451: Health Psychology
- SOC 110: Survey Sociology
- SOC 292: Public Schools in America
- SPAN 392: Experiential Learning (Spanish)
- SPH 491: School of Public Health Capstone (2 qtr)

Partner Service-learning Checklist

☐ Identify roles and activities for service-learning volunteers, considering community and organizational needs, your capacity for training and supporting students, and the timing of the academic quarter.

☐ Designate a staff person as the “position supervisor.” They will be responsible for getting students connected and oriented to the role and monitoring the service-learning throughout the quarter.

☐ Submit descriptions for all proposed service-learning positions in the Expo system by Sept 9.

☐ Hold and reserve posted service-learning positions until at least Oct 7 while students register.

☐ Receive students’ self-introduction calls or emails and provide an orientation between Oct 5 and 16.

☐ Train and supervise students throughout the quarter; respond to questions and concerns as needed.

☐ Submit an electronic evaluation of each student’s efforts at the end of the quarter in Expo, by Dec 9.

☐ Notify the Carlson Center if any concerns about a student’s presence or conduct arise and/or offer feedback and ideas, at any point.

3-5 hours/week throughout the quarter, depending on your needs

But, consider that COMMITMENT > HOURS

Time Commitment Considerations

Most service-learning involves volunteering every week, from the second week of the quarter through the last week of classes. While we try to emphasize commitment and relationship over a certain number of hours, these commitments usually involve three to five (or more) hours each week, depending on your organization’s interests and needs.

Articulate your expectations in the Expo position description, and talk with students during orientation and throughout the quarter, to confirm and reinforce the amount of time they need to commit to working with you. Unless discussed with you directly, students’ service-learning efforts should last for the duration of the academic quarter, at least, in order to maximize the experience and potential impacts of their efforts.
Between Autumn 2015 and Summer 2016:

332 organizations hosted service-learners

110 courses integrated service into their curricula

2,825 students took part in service-learning

56,500 hours were spent in service in and with communities around Seattle*

Service-learning classes in 2015-16 came from...

- American Ethnic Studies (AES)
- Anthropology (ANTH)
- Applied Academic Skills (AAS)
- Asian American Studies (AAS)
- Biocultural Anthropology (BIO ANTH)
- Community & Environmental Planning (CEP)
- Comparative & Transregional History (HSTCMP)
- Comparative History of Ideas (CHID)
- Early Childhood & Family Studies (ECFS)
- English (ENGL)
- Environmental & Forest Science (SFES), Environmental Science & Resource Management (ESRM), Environmental Studies (ENVIR)
- Gender, Women & Sexuality Studies (GWSS)
- General Studies (GEN ST)
- Geography (GEOG)
- History of the Americas (HSTAA)
- Honors (HON)
- Jackson School of Int'l Studies (JSIS)
- Law, Society & Justice (LSJ)
- Math (MATH)
- Nursing (NURS)
- Philosophy (PHIL)
- Political Science (POL S)
- Psychology (PSYCH)
- Sociology (SOC)
- Social Welfare (SOC WF / “CSL”)
- School of Public Health (SPH)
- Spanish (SPAN)

“SL makes you feel as if you are assuming responsibility, you are doing something that really makes a difference in your and countless other people’s lives. SL teaches you that what you are learning can really be applied outside of just the classroom setting and it expands your potential horizons when it comes to hobbies or even possibly careers.”

“[My SL] course challenged me to consider perspectives and to engage in conversations related to race, privilege, power, and systems of oppression, as well as to reflect on my own social position, that I have not had the opportunity for at any other time during my undergraduate experience.

This class has encouraged me to be more thoughtful and intentional about the ways I interact with and contribute to communities—particularly those I do not personally belong to—and it has reinforced my passions and intentions to contribute meaningfully in my future career through service to others.”

*Assuming each student volunteered 20 hours through the quarter.
Student Service-Learning Survey

In order to improve the service-learning experiences of our students and the community partners they work with, we ask all service-learners to complete an online survey at the end of each quarter. This enables us to collect feedback about students’ experiences with/in their host organizations, with/in their service-learning course, and with the Carlson Center. 38% (n=1070) of students who engaged in service-learning from Autumn 2015 to Spring 2016 completed the survey!

Notable Findings

<table>
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<th>Would you recommend SL to another student?</th>
<th>Are you interested in or planning to continue serving with the same org after your formal SL term ends?</th>
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<tr>
<td>93%</td>
<td>YES: 37% MAYBE: 44%</td>
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Would you be interested in meeting with other UW students during the quarter, outside of class, to discuss and reflect on your experiences?

YES: 23% MAYBE: 44%

Students’ Feedback about Experiences in Service-learning Courses

Students were asked to rate their agreement with several statements. Combined averages from Autumn, Winter, and Spring quarters are below.

1 = least agreement, 5 = strongest agreement

I have learned more in this class than I would have if I had not participated in a service-learning experience.

3.98

“I enjoyed how the professor helped us bring our experiences into the classroom and discuss them with peers. It was helpful to hear about other placements and possible professions.”

I have a deeper understanding of the issues my host organization is addressing as a result of my learning in this course.

4.26

“I was deeply affected by the discussion [in my SL class] surrounding systemic oppression and how that manifested into racism, classism, sexism, cissexism, ableism, etc. I thought the concepts covered in class provided context and a jumping off point for how I participated in my SL.”

My service experience helped me to understand the relevance of this course’s subject matter in everyday life.

4.27

“I thought the SL component was great and I strongly suggest more people opt for this choice. I would just tell my instructor to encourage the service-learning option even more than in the past because I really think that students can benefit from it — and there needs to be a brief discussion in the beginning regarding the goals of SL.”

I was satisfied with the inclusion of service-learning in this course.

4.31

My service-learning experience in this course will have an impact on my future academic and career choices.

4.05
Students’ Feedback about Experiences with Host Organizations

The position description on Expo contained all of the info I needed to decide on an SL position.

4.25

The position description I signed up for on Expo accurately depicted the service work I did with my host org.

4.24

The orientation/training with the supervisor at my SL host org prepared me well for the work I did.

4.25

I understand how my work fit into the org’s larger mission.

4.49

I believe I made a valuable contribution to my host org through my work.

4.41

The supervision at my host org while on site was helpful and constructive.

4.41

There was strong communication from the org supervisor/staff while on and off the site.

4.26

My SL experience changed the way I view the social issue(s) that my host organization addresses.

4.24

The volunteer portion of my service-learning experience was meaningful.

4.45

Based on my experience, I believe that the Carlson Center should continue to partner with this org.

4.58

“It’s a great way to connect to the community and learn more about yourself and the rest of the world. Also very fun meeting new people and making new memories!”

“My SL experience changed the way I view the social issue(s) that my host organization addresses.”

“The description of the exact tasks that my position entailed were not completely accurate in [my Expo position description]. I know it doesn’t sound as glamorous without that sugar-coated description, but I’d rather know exactly what I’m signing up for.”

“The most exciting aspect of this experience is that I was part of the process of helping someone get the resources they deserved. This was made even more meaningful by how appreciative the staff of [my organization] are. They truly make volunteers feel useful and welcome.”

Partner Survey & Focus Groups

In June, we distributed a survey to service-learning partner staff, seeking to understand and collect feedback about experiences of working with the Carlson Center, UW faculty—and familiarity with the learning contexts from which service-learners come—and with UW students themselves. We received 162 responses; thank you to everyone that spent time sharing reflections.

In July, we hosted three follow-up focus group meetings to further unpack survey responses and solicit more ideas for strengthening our partnerships in the months and years ahead. We sincerely thank each of the representatives from organizations that participated!

Stay tuned for more about the themes and opportunities that emerged through these conversations!
2016-17 STAFF
The Carlson Leadership & Public Service Center

Folks you may communicate with in the year ahead!

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Carlson Center Undergraduate Community-Based Internships (UCBI)

UCBI, a collaborative initiative of the Carlson Center and the Career Center, creates partnerships between dedicated undergraduate students and non-profit and public sector organizations that are actively engaging in community-led work and reflecting on power, privilege, and oppression in the greater community and within their own organizations.

UCBI internships, piloted in the 2015-16 academic year with 30 host organizations along the light rail, invites collaboration and eliminates financial barriers; organizations receive support from dynamic, creative students interns and students interested in careers in the non-profit and public sector learn from community hosts while receiving financial support for their engagement from the university.

Funding for this program will continue in the 2016-17 academic year, with most internship experiences starting in Winter 2017. Please stay tuned for information on applying to host an undergraduate student intern, coming in September!

General Studies 350

If a student is interested in continuing their service with you when their service-learning course formally concludes, or if you’d like to be able to incentivize their continuing work with you, they may be interested and/or encouraged to do so through General Studies!

“GEN ST 350: Independent Fieldwork” is an option for UW students who are interested in earning academic credit for integrating an internship experience with academic work.

The credit is awarded for an academic project, usually in the form of a paper, constructed in conjunction with the students’ internship work. The internship can be thought of as the text for a course. One does not earn credit for merely reading the text, but for the analysis of and the synthesis with larger concepts in the field. The academic project is aided by a student-selected faculty sponsor—a UW professor—and an internship supervisor at the organization.

Learn more and direct students to our website:

https://www.washington.edu/carlson/gen-st-350-internships-for-credit/
The Public Service Opportunities Bulletin

Have a volunteer, internship or job opportunity that doesn't quite work for service-learning? Maybe your organization needs help with a one-time event, maybe you’re offering a time-intensive internship that does not work for either service-learning or the UCBI program, or maybe you’re interested in working with students beyond those enrolled in service-learning courses. If so, feel free to post these on our Public Service-Opportunities Bulletin!

This feature of our website helps students and recent graduates find volunteer, internship, and job opportunities in the non-profit and public sectors while, also extending your reach as community partners.

Post roles here, with the following information:
http://www.washington.edu/carlson/post-a-public-service-opportunity/

- Position title
- Name of organization
- Website
- Position description
- Skill requirements
- Time commitment
- Start & end dates
- Location
- Supervisor information
- How to apply

Feel free to contact us with any questions or suggestions at leader@uw.edu.

Hire a UW Work-Study Student

Community organizations who partner with the Carlson Center may be eligible to hire UW students supported by Federal and State Work-Study funding. Though this program is not directly coordinated by the Carlson Center, there is some information about the program on our website. Inquiries should ultimately be directed to the UW Office of Financial Aid. Read more and find contact information here:

https://www.washington.edu/carlson/hire-a-uw-student-supported-with-work-study-funding/

Didn’t find the information you need? Contact us!

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