Faculty Resource Guide
Dear Colleagues,

As we work together to create opportunities for all students to actively integrate their academic knowledge to new settings and complex problems we want to provide you with resources and support to facilitate these high-impact experiences. Your efforts to increase access to these opportunities is vital. Students who have multiple experiential opportunities that include reflective practice will deepen their learning, engage in perspective taking, and sharpen their self-understanding such that they can articulate and shape their educational journey. Your dedication to preparing students with these experiences results in graduates who are more likely to be engaged in work and experience greater well-being later in life.

All the best,

Renée Houston
Associate Dean for Experiential Learning and Civic Scholarship
Professor, Department of Communication Studies

Experiential Learning

Experiential learning (Kolb, 1984) utilizes direct experiences to integrate academic theories and skills by encouraging intellectual risk, uncertainty, or indeterminacy. Direct experiences encompass a variety of activities including internships, community-based or project-based learning, research, study abroad and other creative and professional work experiences. Students who engage in experiential learning, guided by reflective practice, are encouraged to contextualize their knowledge, engage in critical analysis and synthesis, and develop skills and values, thereby expanding their capacity to contribute to communities.

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The teaching and learning practices identified by George D. Kuh (AAC&U, 2008) help to inform and guide the programmatic decisions that we make in Experiential Learning and are at the core of who we are. These practices have been widely tested and proven to benefit college students coming from a variety of backgrounds, improving student retention and engagement.

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<thead>
<tr>
<th>Experiential Learning</th>
<th>Description</th>
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<tr>
<td><strong>Collaborative Assignments and Projects</strong></td>
<td>Collaborative learning combines two key goals: learning to work and solve problems with others, and sharpening one’s own understanding by listening to the insights of others, especially those with different backgrounds.</td>
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<tr>
<td>Internships (pp. 11-12)</td>
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<tr>
<td><strong>Student Research</strong></td>
<td>Provide students with early and active involvement in systematic investigation and research.</td>
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<td>Summer Research (p. 13)</td>
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<tr>
<td><strong>Global Learning</strong></td>
<td>Emphasize courses and programs that help students explore cultures, life experiences, and world-views different from their own. These studies often explore “difficult differences.” Internships and service-learning opportunities allow students to explore their broader community and/or study abroad.</td>
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<tr>
<td><strong>ePortfolios</strong></td>
<td>Enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and employers.</td>
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<td>ePortfolios (pp. 7-9)</td>
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<tr>
<td><strong>Community-Based Learning</strong></td>
<td>Give students direct experience with issues they are studying in the curriculum analyze and solve problems in the community. Students apply what they are learning and reflect in a classroom setting.</td>
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<td>Internships (pp. 11-12)</td>
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<tr>
<td>Civic Scholarship (p. 15)</td>
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<tr>
<td><strong>Internships</strong></td>
<td>Provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field.</td>
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<td>Internships (pp. 11-12)</td>
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<tr>
<td><strong>Capstone Courses and Projects</strong></td>
<td>Culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. ePortfolios allow students to curate their best work over time to create a showcase that reflects their experience as a student, using their authentic voice.</td>
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<td>ePortfolios (pp. 7-9)</td>
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Engaging in Critical Reflection

Student Learning Outcomes

1. Critical Thinking
Engaging in critical reflection allows students to develop the critical thinking, analytical skills, judgement, insight, and sensitivity necessary to confront the great variety of situations with which they will be faced. (Hayden et al., 2012, p. 146; Jay & Johnson, 2002, p. 76; MacGregor and Semlor, 2012)

2. Increased Learning
Critical reflection provides the opportunity for nuanced understanding of material. Students are able to facilitate the transformation of preconscious or tacit knowing into verbally explicit knowledge that then becomes available to the student, who can articulate these ideas to others. (Sherman & MacDonald, 2009, p. 24; The Council for the Accreditation of Teacher Preparation, p.11; Kisfalvi and Oliver, 2015)

3. Exploration of Self and Identity
Critical reflection offers students a mechanism to explore their values and beliefs, challenge and deconstruct stereotypes, and consider present and future actions based on their experiences. It strengthens perspective-taking and the ability to articulate beliefs, values, behaviors, and emotions. (Seifer & Connors, 2015; Goroshit & Hen, 2012, p. 32; Wang et al., 2012, p. 14; Nilsson, 2009, p. 255).

Criteria for Critical Reflection Activities:

- Clearly link the experience to the learning objectives
- Be structured
- Occurs regularly
- Allows for feedback
- Includes opportunities for students to explore, clarify, and alter their personal values

The D.E.A.L. model provides a simple 3-step professor facilitating learners through the process of “how to think.” As we approach the topic of critical thinking with our students, it may be useful to provide this framework.

- Describe your experience using concrete, descriptive details.
- Examine your experience in the context of pre-identified learning objectives.
- Articulate what you Learned, including ideas for improvements in the activity and plans for next steps.

Ideally, reflection will happen at multiple points during the learning experience, repeatedly reinforcing the identified learning objectives.

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<tr>
<th>PRIOR TO THE ACTIVITY</th>
<th>DURING THE ACTIVITY</th>
<th>AFTER THE ACTIVITY</th>
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<tbody>
<tr>
<td>Reflection encourages the student to explore their individual purpose and goals.</td>
<td>Reflection opportunities encourage students to document their actions and reactions to the situation.</td>
<td>Reflection allows students to evaluate what happened and identify the connections between their academic and experience-based learning.</td>
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<td>This final reflection also provides an opportunity for students to evaluate their plans for the future, both in terms of coursework and their next planned experiences.</td>
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Integrating Reflection Into Your Course

We know critical reflection improves student learning in a myriad of contexts by creating transferable links between knowledge and practice (Chickering 2008). Choosing the appropriate reflection assignment depends on the students’ experience, the activity’s learning objective, and your assessment needs. You may already have reflective assignments and activities integrated into your course, program, or class project. In Experiential Learning our goal is to help our students achieve transfer of knowledge and gain a deeper understanding of how the learning they are accomplishing in your class is applicable to their life beyond Puget Sound.

Critical Reflection assignments range from informal conversations to formal, highly directed papers. While each assignment can be adapted to most any learning experience, the characteristics of a particular situation may favor one of the following six reflection types.

1. **Group Dialogue**
   Small group discussions, also known as “Reflection Circles”, allow students to understand their experience from a new perspective by integrating their peers’ experience into their own. Initial questions solicit descriptions from individual students, allowing group members to place their own experiences in the context of wider possibilities. Subsequent interpretive questions ask students to share what they learned and what they think it means in the context of the course learning goals. Whether a student is verbally expressive or processes internally, the opportunity to hear about other student’s experiences provides context and depth for their understanding of their own experience.

   Within the small group, the facilitator has the ability to react to individual student’s needs, creating a safe and supportive learning environment. This will encourage an open and honest discussion of expectations and how the students’ values, beliefs, and stereotypes influenced their choices and reactions to others. With this reflection method, the facilitator has the opportunity to adjust questions or re-direct the conversation to emphasize the activity’s learning goals in the context of the individual students’ actual experiences.

2. **Directed Writing**
   The most common reflection assignments require students to respond to prepared questions designed to meet the course/experience learning goals. For instance, if the learning goal involves the application of previously learned disciplinary content, students can be directed to identify, critique, and evaluate the importance of what they had previously learned in the classroom to their Experiential Learning activity. If the course goal hinges on the development and broadening of student perspectives, students could be asked to describe their personal growth as a result of their experience. To personalize and target the reflection to a student’s particular experience, the student could create their own directed questions to answer. The key to directed writing is that the student have the opportunity to critically address the course material in light of their experience (Gallagher, et.al.).

   Directed writing assignments provide the professor with more control and clear assessment opportunities. Writing can be assigned to target specific stages of the EL activity to emphasize the student’s development. These prior assignments, when returned to, provide students with vivid evidence of their evolving perspectives and personal learning.

3. **Journaling**
   Regardless of the type of critical reflection assigned, students benefit from regularly writing about their choices, tasks, and feelings over the course of the EL activity. Journaling forces students to document changes in their attitudes, skills, and understanding as learning
happens. The best journal assignments nurture the student’s learning with question prompts that are used repeatedly over the course of the activity. These prompts provide the instructor the opportunity to link the EL activity with the curricular content and the course learning goals. Asking the students to re-read their journals at certain points in the experience cements these learning goals and lets the students appreciate their own transformational learning.

4. Reflection Maps
Reflection maps emphasize the connections created during the EL activity, often creating a new understanding between theory and practice. The associative nature of reflection mapping encourages students to approach their memory of the EL activity more creatively, yielding unexpected feelings or interpretations. While still directed by the facilitator, these reflection exercises allow the students more control over their interpretation of the EL activity. Reflection maps are usually visual devices and can range from simple Venn diagrams to multi-page, scaffolding ePortfolios.

To promote learning, reflection mapping assignments must be focused by the instructor. Without clear goals and boundaries, the maps are likely to create confusion rather than clarify connections. Providing students with a reflection cycle and specific questions in each of the four quadrants can be used to emphasize the connection between the experience and a particular learning goal.

5. Oral Communication
Neil Thompson (1996) includes “talking” as an important step in critical reflection. By sharing their understanding of the learning experience with others, students are forced to articulate their learning in a way that a general audience can understand. Based on their own testimonials, students are excited to share their experience and are often surprised that they learn more just from talking about it.

As with all reflection methods, it is the process, not the final product, which transforms the experience into learning. Through the public presentation of their learning, students encounter live feedback from a varied audience. The give and take which can occur in a conversation when explaining a poster or in a post-presentation gathering allows the spontaneous, unexpected learning which comes from personal engagement.

Reflection practices can take many forms:

- ePortfolios
- Group dialogue
- Analytical papers
- Journals or blogs
- Directed writing assignments
- Photo-journals or video productions

If you would like to set up a time for consultation, please contact the Experiential Learning office at explearn@pugetsound.edu or call 235.879.3124.

“Learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it.”

- Kolb (1984)
Implementing Sounding Board ePortfolios

ePortfolios provide an ongoing personal learning environment where the student can collect and layer descriptive and reflective documents over their time in college. Students may use Sounding Board ePortfolios for a single project, to show connection across an entire course, or throughout their entire degree program. ePortfolios provide a dynamic, online space for students, faculty, and staff to showcase academic work, share skills, interests, and projects with each other and the world. ePortfolios allow students to make learning visible and multidimensional, social, and active.

By using ePortfolio, students engage in critical reflection in a way that allows them to connect their experiences across disciplines, courses, and semesters. The process of creating an ePortfolio facilitates personal agency, and a deeper understanding of how experiences have shaped who they are, and what they would like to accomplish.

ePortfolio Learning Outcomes

1. Integrate learning across disciplines with curricular and co-curricular experiences.
2. Synthesize out-of-classroom and in-classroom learning experiences through reflection.
3. Demonstrate critical reflection on Puget Sound’s mission through knowledge, skills, and values.
4. Demonstrate critical reflection upon intellectual, personal, and civic learning with the context of the Puget Sound Experience.
5. Identify personal development and growth through reflection.

Types of ePortfolios

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<tr>
<th>Learning</th>
<th>Integrative</th>
<th>Showcase/Professional</th>
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<tr>
<td>• This type of portfolio is developed by an instructor or a professor specifically to be used within the context of a course.</td>
<td>• This type of portfolio is used to tie together various domains of the portfolio author’s life - curricular and co-curricular.</td>
<td>• This type of portfolio is highly curated for a specific audience and it meant to highlight the best work.</td>
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<td>• Typically, a template is created that students in the course can use.</td>
<td>• Though the portfolio author may be bringing in various aspects of their lives, often there is a unifying theme that is promoted.</td>
<td>• The showcase or professional portfolio should serve as a polished visual representation that illustrates the “best of” version of the author through a diverse array of artifacts.</td>
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<td>• This serves as a place to submit assignments that are given through the portfolio platform.</td>
<td>• The portfolio author may weave in personal narrative to accompany the artifacts they choose to put in their portfolio.</td>
<td>• Often, this type of portfolio supplements or may even replace a resume.</td>
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<tr>
<td>• Students are able to keep track of their learning and personal growth through the course in one place.</td>
<td>This type of ePortfolio is used as either a process and a product</td>
<td>This type of ePortfolio is most often used as a product ePortfolio</td>
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<tr>
<td>• Students are able to interact with their instructor and classmates through the platform.</td>
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This type of ePortfolio is most often used as a process.
Pedagogy and Support
Resources are available to help guide and support ePortfolio use across campus. Whether you are interested in one-on-one curriculum consultation with our ePortfolio manager, or help in your class from one of our undergraduate Program Assistants, we can work with you from whatever point you are in your ePortfolio process and we will be there to support you throughout the year. The newest member of the Experiential Learning Team, ePortfolio manager Elize Hellam, and our team of trained student Program Assistants are available to provide pedagogical frameworks and technical support as you implement ePortfolio into your own course.

There are a variety of ways you might use ePortfolio as a faculty member; as a learning space for your course, as a way for students to tie together experiences and make connections to a broader theme, to display and articulate skills and competencies they’ve gained, or as a professional showcase, just to name a few examples.

Purposeful implementation can transform students’ curricular and cocurricular experiences from isolated learning opportunities to a cohesive, connected learning journey.

“My Sounding Board”
First-Year ePortfolio Experience
In fall 2018 we launched Sounding Board ePortfolios for the entire class of 2022! This is an exciting step in elevating the culture of reflection on our campus. Students began exploring who they are and practiced telling their stories before they even arrived on campus.

We know a sense of belonging is important to new students and the goal with first-year ePortfolios is to allow students to start forming their authentic voice in an online interactive environment where they have the chance to connect with other Loggers. First-year students will be invited to set and reflect on goals, highlight curricular and cocurricular experiences, record and process memorable moments, and examine their scholastic and personal growth during their first year at Puget Sound. Professors teaching first-year students can encourage them to include work from the course in their first year eportfolio. Student can share work with faculty advisors and peer advisors to engage in a dialogue about their work, experiences, and reflections.

Feedback and Assessment
Within their ePortfolios, students have the freedom to integrate a variety of artifacts to demonstrate their learning. A similar variety of assessment and feedback options are also available. Formative and summative assessments can be provided through Courses and Communities created the ePortfolio platform. Developing and integrating rubrics can allow you to assess the effectiveness and outcomes of your students ePortfolios. Students in your course have the opportunity to submit snapshots of the work they are doing within the ePortfolio platform. There are many different ways you could set up a rubric for your course; you could look at individual pages that your students submit (i.e. About Page, Internship Page, Project Page) or you could look at their entire portfolio and assess aspects of the work as a whole (i.e. Design, Writing, Accuracy). Comments and discussion features can also be used to encourage dialogue between students and faculty, with their classmates or even with community partners.

Sounding Board ePortfolio Templates
With Sounding Board ePortfolio, you have the ability to create templates to share with individuals, groups, or courses. Templates are a great way to create a structure for

If you have questions or would like to set up a time to talk about how you might use ePortfolio in your course, please contact ePortfolio manager Elize Hellam by email ehellam@pugetsound.edu or by phone 235.879.3112
how you want your students to set up the work they will do within ePortfolio for you. Within the template, you can create prompts, giving those who use the template instruction. We would be happy to sit down with you to help you develop a template based on the vision you have for your project or course. We invite you to learn as much or as little of the platform we use. Using templates is a great way to make the process of learning in the Sounding Board ePortfolio platform as smooth as possible.

**Workshops and Events**
Throughout the year Experiential Learning provides opportunities to learn more about who we are and the work we aim to accomplish. Periodically, faculty workshops are facilitated to provide you with the context and tools you need to utilize ePortfolios. For example, we hosted an ePortfolio Assessment training for faculty where we discussed the Reflective Immersive Sophomore Experience and assessment of the final ePortfolio project in Digication.

ePortfolio Lunch and Learns: Twice a year faculty gather to share how they use the Sounding Board platform to achieve their learning objectives in courses and departments.

ePortfolio Workshops: Offered in January to support implementation of ePortfolio pedagogy in courses, capstones and across departmental curriculum.

Experiential Learning Workshops: Every other spring, Experiential Learning offers a workshop of integrating experiences coupled with reflective practice that deepens student learning.

Additionally, we invite you to refer one of your students and join us for one of our student symposia, where students share their stories through dynamic and multimedia presentations using ePortfolio as a presentation tool. We hope you will drop by to see examples of their work.
Connecting Experiential Learning Program Assistants with your Course

Experiential Learning at Puget Sound is a program designed to cultivate student participation in meaningful experiences that enhance their education. Puget Sound students who serve as Program Assistants work closely with faculty, students, staff and possibly community partners to coordinate experiential learning opportunities, and develop reflection activities and assignments, all designed to connect the experience back to the curriculum.

Some ways that Program Assistants can support faculty include:

- Plan semester’s work with professor(s) and other departmental instructors participating in experiential learning.
- Meet regularly with instructors throughout the semester to assess progress and help identify solutions to challenges.
- Notify students of available resource materials; help students obtain materials needed for their assignments.
- Read, comment on, record, and return student reflections, academic questions and lesson plans.
- Maintain personal communication with students throughout the semester; assist them in carrying out assignments and solving problems.
- Assist in administering end-of-the-semester evaluations of projects.
- Maintain a resource notebook which will include such items as: training outlines/materials, sample lesson plans, journals, academic questions, and lists of resources for students.

Depending on the needs of the experiential learning activity, Program Assistants may also:

- Organize mini-course teams, call first meeting of all teams
- Schedule and offer training sessions for students
- Help assign students; maintain accurate records of student participation
- Coordinate and support experiential learning site visits

As you discover the most effective ways to put our Program Assistants to work in support of your experiential learning projects and programs let us know how we can expand or improve. We look forward to collaborating with you!
Advising Your Students to Engage in Summer Immersion Internship Programs (SIIP)

Experiential Learning offers internship programs to connect students with local, national, and international organizations to learn about a career trajectory, and enhance their skills.

Reflective Immersive Sophomore Experience (RISE)
RISE is a .25 unit academic course that allows sophomore students to apply their liberal arts experiences in an off-campus, professional environment. Students will gain valuable student-to-professional information, and reflect on experiences within an interdisciplinary academic context. RISE aims to help students build career knowledge in their area of interest and to be empowered to move confidently towards (or away from) a career field.

Students who participate in RISE will enroll in EXLN 201 offered during the fall or spring, attend 5 class sessions during the semester, find and complete an internship or comparable experience locally, nationally, or internationally over the summer. Students may choose to apply for internships that Experiential Learning has cultivated for them, through Career and Employment Services, or find their own! If a RISE participant chooses to intern locally, they may have access to low-cost, on-campus housing in a double room. RISE students will practice telling their internship story through ePortfolios. They write field notes and collect artifacts throughout the course of their internship so that they can reflect back on the experience as a whole and create a final project showcasing their learning, skills and proficiencies gained and how their experience has informed their goals moving forward.

Summer Fellowship Internship (SFI)
The Summer Fellowship Internship (SFI) supports students who have a passion for nonprofit or public sector work and may not otherwise be able to afford an unpaid internship. Through a competitive application process, students are selected to help improve the Tacoma community and represent the University of Puget Sound in cultivated internship positions. This ten-week opportunity features a $3,400 fellowship award. Students will attend a two hour seminar and a one-hour alumni night session along with interning for 28 hours at their internship site each week. Participants attend a two-hour seminar and a one-hour alumni night session each week. Low cost, on-campus housing is available to participants in this program.

Students who are interested in this competitive program will apply through Experiential Learning and then go through an application process with the internship sites. Internship sites will select the candidates they wish to interview.
**Summer Academic Internship (SAI)**
The Summer Academic Internship supports Puget Sound students who want to gain career experience in the Tacoma community while earning academic credit. Students will earn one unit of academic credit, working a minimum of 20 hours a week for 10 weeks, while participating in an experiential learning course. Students have the chance to connect with alumni speakers from various industries. Limited low-cost on-campus housing is available.

**Intern Away**
This internship program is designed for students who are interested in earning academic credit for internships outside of the Tacoma Community. Students will participate in a course during the summer, alongside their internship. Enrollment in the course is dependent on internship approval and students should be aware of summer session cost and aid.

**Course Description**
The central objective of this is course is to provide students with an academic framework that informs, supports and expands their internship learning experience. There is a strong tradition that field experience – in the broadest sense of the word – can be an important part of a college education. In very specific ways, internships represent a form of field experience (sometimes also referred to as experiential learning). From a student perspective the primary aim of an internship should be an educational one, which is to inform and enrich the learning experience; it is not – as is often commonly perceived – to gain work experience, to facilitate entry into the workforce, or as an alternative to coursework. Beyond stimulating academic inquiry and enriching the college learning experience, such an experiential-based undertaking fosters, among other things, civic engagement, personal growth and leadership skills – all keys components of a liberal arts education.

**Internship Requirements**
The internship experience for each student will necessarily be distinct and unique. As such, an important component of this course requires that each student develop at least three specific learning objectives beyond those defined in the syllabus. These learning objectives will be established in the learning agreement that is cooperatively created by the student and employer. All internship learning agreements will be reviewed and require instructor approval. Students must work for a minimum of 20 hours per week over the course of 10 weeks. The internship must be 20 miles or more away from campus.

**Reflecting on Experiential Learning Away (RELAy)**
This newly developed course magnifies the learning potential of the student’s international experience through the practice of ongoing reflection, both written and oral. Students return from the international experience with pictures, memories, coursework, impressions, and expectations which need a place to rest. With support from the professor and the office of Experiential Learning students will spend this semester collecting and reflecting on the international experience.

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**Summer Fellowship Internship Internship**
Amairany Bautista ’19 and Avery Closser ’19 at the Northwest Immigrant Rights Project Offices in downtown Tacoma.

Amairany and Avery participated in the Summer Fellowship Program, a program designed to provide opportunities for students to engage in non-profit or public sector work for 10 weeks while taking a seminar course and connecting with alumni in those fields.
Advising your Students into Undergraduate Research

The University of Puget Sound offers many opportunities for students to engage in research, whether in the natural sciences, the social sciences, or the arts and humanities. Many major programs of study require or provide the option for a research-based thesis in the senior year.

Summer Research Grants in Science and Mathematics

The Summer Research Program in the Sciences and Mathematics is designed to encourage and support research projects conducted by Puget Sound students and their faculty mentors in the natural sciences, physical sciences, mathematics, computer science, or exercise science. The grant program seeks to foster imagination, creativity, and accomplishment.

Summer Research Grants in the Arts, Humanities and Social Sciences

The University of Puget Sound, with the support of the Richard Bangs Collier Institute of Ethics and Science and an anonymous donor, has established a summer research program for undergraduates in the arts, humanities and social sciences. Several additional donors have provided funding to support these summer research awards. The program offers students the opportunity to engage in independent research during the summer. Stipends of $3,250 and $3,750 are awarded on a competitive basis to students who demonstrate research interest and ability.

UEC Student Research Awards

Proposals are invited from full-time students in the initial stages of research during the academic year. The maximum limit on each award is $500.

Evaluation Criteria:
A faculty panel evaluates each proposal and makes awards on a competitive basis. Decisions will be based on the clarity, strength and completeness of the written proposal, appropriateness of the proposed budget, and strength of a supporting letter from the faculty advisor.

Student Conference Participation

Students conducting high-level research have attended and presented at regional, national, and international conferences where they are able to learn about the latest research and developments and share the work they have done independently, or with faculty.

Student Research

Class of 2020 and POSSE member Isabel Mejia Natividad was advised by Professor Rachel Paper and engaged in Summer Research research determining the effect of raindrop impact location on seed dispersal of splash-cup plants.

EXPERIENTIAL LEARNING in ACTION
Getting Involved with Other University-Sponsored Initiatives

Experiential Learning at Puget Sound is a highly collaborative space where many departments and disciplines have the opportunity to come together and create a shared vision and goals to ultimately benefit the student experience. In this section you’ll find a few examples of how we partner with others. To learn more about funding your experiential learning opportunities, see page 17.

Compass

Student education is a shared enterprise at the University of Puget Sound and supervisors of student staff members are in a unique position to mentor and contribute to students’ learning and success at Puget Sound, and in preparation for life after college.

Compass Puget Sound is a program of brief, structured reflective conversations between student staff members and their supervisors. These conversations are designed to help students connect the skills and knowledge they gain at work with their classroom experiences, co-curricular activities, and career goals.

Supervisors check in on how students are doing with their classes and activities and ask them to relate what they’re learning on the job to their academic experience and life during and after Puget Sound—making those connections between work, school, and post-graduation pursuits.

By critically reflecting on activities and experiences, students are better prepared to articulate the value of their employment-related experience for future opportunities during and beyond their time at Puget Sound. Beyond supporting student development, these conversations encourage students to recognize the importance of their contributions on campus and increase their level of engagement in their on-campus employment. We’ve seen reflection have an incredible impact on students’ experience and also benefit departments across campus who’ve adopted Compass Conversations. Student outcomes can be seen in the box below.

Compass Puget Sound training for supervisors of student staff members is held periodically to introduce the program and prepare supervisors to incorporate Compass conversations into their work with students. Your department is welcome to join our next training.

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Reflecting and Connecting: Campus | Work | Classroom | Career

A survey of on-campus student staff members February through December 2017

<table>
<thead>
<tr>
<th>Outcomes of Reflective Conversations with Campus Job supervisors</th>
<th>2 or more conversations</th>
<th>No conversations</th>
</tr>
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<tbody>
<tr>
<td>[I see] connections between my work and life as a student.</td>
<td>79%</td>
<td>9%</td>
</tr>
<tr>
<td>[I see] connections between my work and my life after Puget Sound.</td>
<td>76%</td>
<td>9%</td>
</tr>
<tr>
<td>[I see] connections between my job and my academic major/coursework,</td>
<td>79%</td>
<td>45%</td>
</tr>
</tbody>
</table>
Getting Involved with the Civic Scholarship Initiative

**Civic Scholarship Initiative**

The Civic Scholarship Initiative (CSI) connects University of Puget Sound’s faculty and students with citizens of the south Puget Sound region in projects of mutual concern. By investing the university’s intellectual capital, the initiative provides real-world laboratories for faculty and students to pursue their research and teaching objectives while partnering with regional organizations to solve problems, develop policy, and educate the public on issues of regional and national significance.

Civic Scholarship projects originate from either faculty requests or expressions of interest from community members.

All programs promote the university’s educational, service, and research missions, and seek to bring the community and university together in productive and supportive collaboration.

If you would like to learn more about getting involved with CE Fellows, please contact the Experiential Learning office at explearn@pugetsound.edu or call 235.879.3124.

**Community Engagement Fellows**

A community of practice facilitates the growth of effective, durable learning and community development. Grounded in Wenger-Trayner’s Communities of Practice the CE Fellows Program offered through University of Puget Sound makes space for people to come together, build relationships across communities, and engage in meaningful and regular conversations throughout the year that address the questions about our emerging work.

There are many benefits associated with participation in a community of practice:
- Creates a rigorous and collaborative learning environment for every participant
- Supports relcampus and community partners
- Provides social learning experiences and partnerships
- Build collaborative solutions to benefit our community

**Mother Earth Farm**

Katherine Gieseke ’19 with her supervisor at Mother Earth Farm, an 8-acre organic farm that distributes over 100,000 pounds of food annually to Pierce County food banks and meal farms.

As part of the Emergency Food Network, Katherine is learning what it is like to work toward a mission; to provide Pierce County with a consistent, diverse, and nutritious food supply so that no person goes hungry.

**EXPERIENTIAL LEARNING in ACTION**
Funding Your Experiential or Civic Opportunities

Experiential Learning Development Grants
Experiential Learning Development Grants are funds intended to help faculty create new or augment ongoing experiential learning opportunities. Examples of possible funding needs might include the following:

- Materials
- Training
- Some Curriculum development
- Other ideas related to costs associated with supporting students’ experiential learning opportunities

Faculty members interested in applying for an experiential learning development grant should submit:

1. A narrative of no longer than 1 page that outlines experiential plans, reflection activities, and needs for support
2. A budget explaining the need and use of the requested funds
3. Implementation timeline

A subgroup of the Experiential Learning Faculty Advisory Board will evaluate all grant proposals. Preference will go to proposals that demonstrate:

- **Sustained Effort** - Experiential learning opportunities should be offered on an ongoing or semi-regular basis
- **Academically integrated** - Fit with curriculum or co-curriculum based experiential learning initiative
- **Structured opportunity** - Strong experiential learning opportunity with clear benefits to students
- **Demonstrated need** - Funds must be clearly required and cost effective
- **Community focused** - Students will connect with the Puget Sound community.

Applications are accepted on a rolling basis.

Eligibility for Travel Funds
A small pool of funds is provided to support faculty travel to professional meetings to present papers describing innovations in teaching or other results of their pedagogical activities. Such meetings must be devoted to developments in pedagogy or have special sessions devoted to pedagogy.

Eligibility, funding guidelines and criteria are essentially the same as for regular Conference Participation support, except that there is no funding for faculty serving a discussant function only. Faculty who receive a conference participation travel grant are not eligible for a pedagogy grant except insofar as money remains on May 15 to fund second trips.

Student Conference Funding
Proposals are invited for travel funding for full-time students who independent work has been accepted for presentation at regional or national conferences. Funding is for the student(s) who actually present(s) the paper or work. The maximum limit on each award is $500. *Student co-presenters will share a single grant.*

Conference travel scheduled for the 2018-2019 academic year is eligible for consideration. Application will be processed as received through April 15, 2019.

Evaluation Criteria
Decisions will be based on the clarity, strength and completeness of the written proposal, appropriateness of the proposed budget, and strength of a supporting letter from the faculty advisor.

During the development of proposals, campus members seeking funding for experiential learning initiatives are encouraged to contact Renée Houston, Associate Dean for Experiential Learning, to discuss plans for new program development, site visits or other experiential learning-related initiatives.
## Engagement at Work

**The odds of being engaged at work are:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Odds</th>
<th>Mentoring Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2X Higher if I had a mentor who encouraged me to pursue my goals and dreams.</td>
<td></td>
<td>2.3X Higher if graduates experience all three.</td>
</tr>
<tr>
<td>1.9X Higher if my professors at [college] cared about me as a person.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.0X Higher if I had at least one professor at [college] who made me excited about learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.0X Higher if I had an internship or job that allowed me to apply what I was learning in the classroom.</td>
<td></td>
<td>2.4X Higher if graduates experience all three.</td>
</tr>
<tr>
<td>1.8X Higher if I worked on a project that took a semester or more to complete.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8X Higher if I was extremely active in extracurricular activities and organizations while attending [college]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Well-Being *

**The odds of thriving in all areas of well-being are:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Odds</th>
<th>Mentoring Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7X Higher if I had a mentor who encouraged me to pursue my goals and dreams.</td>
<td></td>
<td>1.9X Higher if graduates experience all three.</td>
</tr>
<tr>
<td>1.7X Higher if my professors at [college] cared about me as a person.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5X Higher if I had at least one professor at [college] who made me excited about learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5X Higher if I had an internship or job that allowed me to apply what I was learning in the classroom.</td>
<td></td>
<td>1.3X Higher if graduates experience all three.</td>
</tr>
<tr>
<td>1.1X Higher if I worked on a project that took a semester or more to complete.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4X Higher if I was extremely active in extracurricular activities and organizations while attending [college]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The well-being construct includes: purpose, social, financial, physical, and community

## Alumni Attachment

**The odds of being emotionally attached to alma mater are:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Odds</th>
<th>Mentoring Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1X Higher if I had a mentor who encouraged me to pursue my goals and dreams.</td>
<td></td>
<td>6.1X Higher if graduates experience all three.</td>
</tr>
<tr>
<td>6.2X Higher if my professors at [college] cared about me as a person.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.5X Higher if I had at least one professor at [college] who made me excited about learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4X Higher if I had an internship or job that allowed me to apply what I was learning in the classroom.</td>
<td></td>
<td>3.2X Higher if graduates experience all three.</td>
</tr>
<tr>
<td>2.1X Higher if I worked on a project that took a semester or more to complete.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7X Higher if I was extremely active in extracurricular activities and organizations while attending [college]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Experiential Learning Faculty Advisory Board

The Experiential Learning Faculty Advisory Board offers advice for faculty who want to include experiential learning in their course(s), review course proposals, provide feedback on direction and action of Experiential Learning initiatives, reviews grant proposals and unit release proposals.

Fall 2018-Spring 2019 Members include:

Terence Beck  Professor, M.A.T. Program, School of Education
Dan Burgard  Professor, Chemistry
Rachel DeMotts  Professor and Director of Environmental Policy and Decision Making
Emelie Peine  Associate Professor, International Political Economy
Elise Richman  Professor, Art and Art History
Yvonne Swinth  Professor & Program Director, School of Occupational Therapy

Experiential Learning Leadership Team

Experiential Learning at Puget Sound is a collaborative effort between faculty and staff.

Renée Houston  Associate Dean for Experiential Learning and Civic Scholarship and Professor, Communication Studies

Elize Hellam  Program Manager for Experiential Learning
Alana Hentges  Director of Career Services, Career and Employment Services (CES)
Nicole Kendrick  Program Manager for Experiential Learning
Matt McBurnett  Program Coordinator for Experiential Learning
Lisa Nunn  Affiliate Faculty and Visiting Assistant Professor, Economics and International Political Economy
Landon Wade  Director of Academic Advising

CONTACT US

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