Letter from the Editor

The editors of the International Journal for Service Learning in Engineering, Humanitarian Engineering and Social Entrepreneurship (IJSLE) are pleased to publish this special edition of the Journal, entitled “Focus on Service Learning Through Engineers Without Borders USA”. The editors solicited scholarly manuscripts that would explore three areas related to service learning occurring through Engineers Without Borders USA (EWB-USA) activities. These three areas included:

1. Assessment of Service Learning in Engineering through EWB-USA projects
2. Scholarship of EWB-USA in Service Learning
3. Interdisciplinary Engagement through EWB-USA

The first two manuscripts fall squarely in the assessment of service learning. Lee, Buchanan and Berg provide insight into how the cost of EWB-USA projects can create issues of privilege in student chapters. The manuscript by Paddock provides insight in to how EWB-USA is moving forward on assessing longer term community impacts of their projects.

The third manuscript by Oakes describes how a student chapter’s work can be effectively integrated into the EPICS framework that provides academic credit from a learning perspective for students and from a teaching perspective for faculty while sustainably supporting service learning projects.

The last three manuscripts are student led manuscripts describing the wide range of work student chapters do. The Princeton Chapter manuscript shows the interdisciplinary nature of how many student chapters of EWB-USA work. The Walla Walla University manuscript describes the short-term project monitoring efforts done for every completed EWB-USA project. The last manuscript from Harvard illustrates how work from one chapter can be shared to provide tools for other chapters to build upon.

This special issue is an outgrowth of EWB-USA’s Faculty Leadership Council’s discussions on how to provide more opportunities for the efforts of student chapter students and faculty to receive more credit for the learning and scholarship that are embedded in every EWB-USA student chapter project. We hope that this special issue inspires others to continue to develop and report on how their chapter’s work contributes to learning and scholarship.

Editors
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