

# The Center for Civic Engagement 2017-2018 Annual Report



## Center for Civic Engagement 2017-2018 Annual Report

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### Center Mission

The Center for Civic Engagement at Pacific University fosters an engaged campus that connects students, faculty, and staff with community partners to serve the common good, revitalize our community, and facilitate learning within a community context. The Center promotes the value of life-long active citizenship, building a sense of empowerment to effect meaningful social participation, while cultivating the development of critical thinking skills, and the capacity to reflect on one's own set of values.

### CCE Staff

Stephanie Stokamer, Director

Bevin McCarthy, Assistant Director

### CCE Advisory Council

#### **CE Faculty Committee**

Enie Vaisburd, Integrated Media

Jessica Hardin, Anthropology

Katie Dolphin, Exercise Science

#### **Community Partners**

Geneva Jackson, CREATE Services

Jeri Lerwick, AmeriCorps

Gini Petersen, Community Action Organization of Washington County

#### **Students**

Jason Nguyen '18

#### **Alumni**

Adylene Romero '17

Jason Nguyen, 18

#### **Staff**

Rose Dahl, Social Sciences Practicum Coordinator

Martha Calus-McClain, Alumni Services & Community Engagement

Chuck Currie, Director of the Center for Peace & Spirituality

#### **Pacific Professional Programs**

Currently vacant

### CCE CATS

John Cloke '21

Elsa Hollyer '18

Lauren Maland '20

Janessa Martinez '19

Jason Nguyen '18

Olivia Rockwood '21

Katy Snyder '18

Manu Wengler '21

## Civic Engagement by the Numbers\*

407,011	Number of hours of Pacific students contributed to the community
376	Number of undergraduates who took Civic Engagement courses
56	Number of designated “Civic Engagement” courses in the College of Arts & Sciences
4	Tons donated this year in food, clothes, linens, furniture, etc.
1700	Dollars raised and donated by Greek organizations at Pacific
250	Pounds of garbage removed from Clackamas River during clean-up events
200	Number of cards made for hospitalized kids by the Pacific University softball team
1400	Dollars raised by Pacific University athletic teams for the Wildland Firefighter Foundation
13	Tubes of toothpaste collected in drive for donations sent to Puerto Rico after Hurricane Maria
1141	Meals packaged at Oregon Food Bank by 27 Pacific volunteers during two different GIVE projects
150	Trees planted in partnership with Friends of Trees
1000	Dollars raised and donated by the Black Student Union for libraries in Nairobi, Kenya
13,076	Children in the Beaverton School District screened by Pacific’s School of Audiology students
4,606	Number of donations of usable household items, clothes, and food saved from the landfill and donated through the Give & Go program
7,000	Pounds of food donated to a local food box program through Give & Go
48	Percent of students (graduate and undergraduate) who have taken at least one community-based learning course in 2017-2018.

\* These numbers reflect our most recently available data, from 2017-2018.

## Overview of 2017-2018 Center Activities/Accomplishments

Center for Civic Engagement accomplishments centered around four main areas: Curricular Development & Support, Student Leadership Development, Programs & Events, and Organizational Development.

### **Curricular Development & Support**

The Center for Civic Engagement has supported the Civic Engagement Cornerstone requirement and efforts to integrate civic engagement into the curriculum in several ways.

#### Civic Engagement Courses

- The CE Faculty Committee approved 2 new courses with the CE designation:
  - BIOL 360 Science in School Gardens
  - PSY 411 Practicum in Applied Psychology

The complete list of classes that meet the CE Cornerstone requirement is available Appendix A.

- Approved approximately 1 CIV 110 independent civic engagement project.
- Created learning outcomes for all courses designated as “CE” (see Table 1)

**Table 1: Learning Outcomes for the Civic Engagement Core requirement:**

Upon completion of this requirement students will be able to:

- connect and extend knowledge (facts, theories, etc.) from one's own academic study to civic engagement and to one's own participation in civic life, politics, and government.
- demonstrate the ability to effectively express, listen, and adapt to others and communicate ideas in a civil manner
- demonstrate attitudes in line with democratic aspirations (e.g., equality, liberty, and justice) and practices (e.g., social responsibility and inclusion of diverse perspectives in civic processes and community life)
- prepare for, carry out, and critically reflect upon civic action to address a public problem in a manner that demonstrates personal integrity and ethical conduct.

#### Faculty Development

- Continued the Civic Engagement Mini-Grant program to provide training, support, and a \$525 professional development incentive for faculty to develop or improve a civic engagement course. The CCE awarded four mini-grants in 2017-2018 to the following faculty:
  - Lalit Khandare & Michelle Eggers, Social Work (course exploration)
  - Taryn VanderPyl, Criminal Justice, Law, & Society (new course)

- Elizabeth Tavares (new course)
- Dawn Salgado (new course)
- Several additional faculty and staff attended the workshop for informational purposes without receiving a mini-grant.
- CCE staff had individual consultations with faculty and staff in multiple departments (e.g. Chemistry, FYS, Biology) regarding issues such as potential CE course creation, partnership development, and assessment.
- CCE staff participated in annual First Year Seminar retreat to assist faculty interested in including a CE component in their courses.

### Additional Curricular Accomplishments

- CCE staff participated in accreditation steering committee.
- CCE staff participated in Core Task Force.
- CCE staff participated in Intensive Teaching Term Mini-Grant program and related discussions around short-term calendar options.
- Allocation of approximately \$100 in student “CE Mini-Grants” to support civic engagement projects.
- Established mini-grant program for community partners, allowing for small grants of up to \$100 to offset expenses associated with hosting or collaborating with Pacific University students.

### **Student Leadership Development**

The Center for Civic Engagement has continued to focus on developing student leadership to support programs and create new opportunities for student participation. In 2017-2018 CCE efforts in student leadership development were centered around the CATS program and a continued program to raise the level of discourse and engagement on campus around social justice issues.

### Civic Action Team Stewards (CATS)

The CATS student leadership development continued in 2017-2018. The primary purpose of the CATS program is for students to serve our community in a way that connects their academic and personal interests with future employment and lifelong civic engagement. The program creates an opportunity for students to develop and demonstrate the characteristics of exemplary citizens who model the pillars of citizenship:

- live with integrity and act with intention
- actively integrate knowledge, skill, identity, and action



CCE CATS Staff Retreat, Spring 2018

- cultivate harmony and understanding in a diverse world
- seek justice for themselves and others
- promote sustainable practices
- lead through example

CATS integrate passions, skills, and responsibilities by working as a team on civic engagement programs and preparing for lives as active citizens in their profession and community. Through their engagement in the community, work in the CCE, dialogue in staff meetings, and reflection at retreats, participants learn what it means to be a Civic Action Team Steward in their work place and communities.

CATS (see Appendix C for their bios) demonstrated that they can rise to leadership challenges and were willing to grow as young professionals. Among them, their accomplishments include:

- leading GIVE projects
- coordinating and Give & Go in December and May
- organizing the Community Collaboration Celebration
- writing a proposal and receiving funding to attend the National Race Amity conference in Boston
- assisting with events such as student-led walkout, DACA vigil “It’s on Us,” “Dreamers of Oregon: Out of the Shadows”
- managing the campus Food Share (see section below about Boxer Food Share)
- gathering aid for Puerto Rico Disaster
- contributing an article to the *Portland Observer*
- supporting the Fall and Spring Work & Service Fairs (co-sponsored by the CCE)
- participating in club fair in support of Hillel
- partnering with Outdoor Pursuits in the Clackamas River Clean Up
- organizing an information table for National Voter Registration Day
- helping support Thanksgiving with International Programs
- attending the Pacific University Social Justice Retreat (see below)
- evaluating and funding more than 5 student mini-grant projects
- providing assistance for other student civic engagement projects
- getting trained in web editing
- editing and writing articles for the CCE student newsletter, *The Civic Scoop*
- attending weekly CCE staff meetings and two staff retreats

In continuing programming centered around campus engagement and social justice, the CCE helped organize and facilitate the third annual Social Justice Leadership Retreat. The retreat featured staff from the CCE, Wellness Center, Center for Peace & Spirituality, Residential Life, Student Activities, and faculty from the Sociology and Criminal Justice departments. The retreat encouraged students, both undergraduate and graduate, and facilitators alike to ponder social justice issues facing the Pacific community and the broader nation, and what steps these students, as leaders in their communities, could take to address them.

Overall this retreat has continued to promote student leadership as a method for change on campus and elsewhere and the CCE will continue to be involved in 2018-2019.

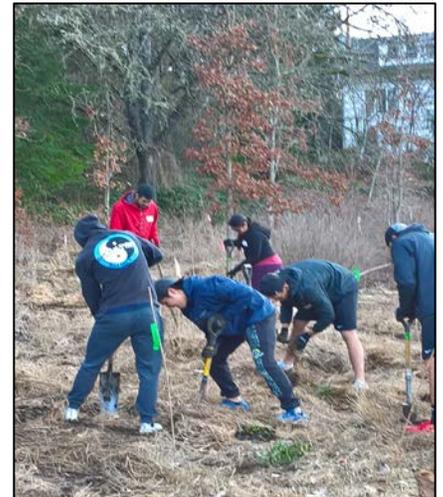
## **Programs & Events**

The Center for Civic Engagement supported both continued and new programs intended to promote student awareness of various issues and participation in civic engagement activities.

### **GIVE – Get Involved Via Engagement**

In the 2017-2018 school year, Get Involved Via Engagement (GIVE) days continued to improve in both quantity and quality. Originally planned to replace the largescale day of service in the fall, GIVE days allowed students, faculty and staff to be engaged in the community within their interests. Each returning staff member planned one event each semester that allowed a variety of ways to get involved. Some of the events included:

- SOLVE beach clean-up
- Friends of Trees planting
- Habitat for Humanity house building project
- Community Cycling Center holiday bike drive
- Oregon Food Bank donation packaging
- Potluck in the Park food service
- Care packages for local refugees



**Friends of Trees planting project,  
March 2018**

### **Give & Go**

At the end of each school year the Center for Civic Engagement collects student-donated usable clothing, furniture, toiletries, electronics and books they no longer need during Pacific University's Give & Go event. Give & Go is a fantastic way for students to donate items to community members and organizations that might not have as many resources, as well as to encourage the sustainable goal of reuse on campus. Give & Go was led primarily by CCE CATS Elsa Hollyer and Jason Nguyen who coordinated details of the program, created marketing materials, connected with local organizations, and hired and trained student workers and volunteers to staff the donation "PODS." We also partnered with Eva Carlson, who was serving as an AmeriCorps member with Washington County, to offer a way for community members to take donated items during our open community hour each day.

Donations received this year include:

- 1,800 donations of clothes
- 193 donations of accessories
- 284 donations of clothes hangers

- 145 donations of shoes
- 145 donations of toiletries
- 828 items of donated food (**Roughly 7,000 POUNDS!**)
- 162 donations of books
- 360 donations of craft/school supplies
- 178 donations of linens/bedding/towels
- 54 donations of electronics
- 21 donations of toys
- 39 donations of furniture
- 367 donations of small appliances/housewares
- **4,606 total donations**

Note that each tally was an estimate of the donation quantity as volunteers organized each station.

Give & Go for the Holidays (Formally known as “Downsize December”) was again offered as a mid-year donation program within the realm of Give & Go but on a smaller scale. Before heading back home for the holidays, students are encouraged to donate any unwanted items and unopened food.

While Give & Go has continued to be successful, we want to also encourage reduced student consumption so as to avoid unnecessary waste in the future.

### Boxer Food Share

In a survey done in the spring semester of 2016 by a Pacific student, 48 out of 69 students stated that they had experienced food insecurity. Thus, the Boxer Food Share program (previously known as the Pacific University Food Pantry and Food For All) was launched in 2016 to support everyone in our community who is food insecure.

Through this program we offer the guest block meal exchange and perishable foods. As of this spring, we had 304 guest meals donated by 83 people and 123 guest meals received. We also served 145 people with perishable foods totaling up to 640 items! This was possible thanks to the hard work of the volunteers who served over 200 hours throughout the school year.



The Boxer Food Share campus food pantry

## Community Collaboration Celebration

This year Assistant Director Bevin McCarthy led a CATS team of Lauren Maland '20 and Olivia Rockwood '21 to organize the annual Community Collaboration Celebration. The celebration, held annually each spring, recognizes students, staff, faculty, and community partners who have contributed to the cause of Civic Engagement throughout the academic year. This year the celebration recognized all nominees and winners for the annual civic achievement awards:

- Engaged Staff & Faculty Award (Terry O'Day, Art, Sustainability, & Environmental Policy)
- Community Partner Award (Forest Grove Temporary Emergency Weather Shelter, Brian Schimmel of Old Town Church, along with Rev. Jennifer Yocum and Michael Terhorst, Forest Grove United Church of Christ)
- Student Impact Award (Sierra Barnes '18)
- Alumni Impact Award (Fallon Harris '14)

In addition, Jason Nguyen earned the annual Center for Civic Engagement Award for a graduating senior at the Community Collaboration Celebration.

## **Organizational Development**

CCE staff continued to work to advance the CCE during 2017-2018.

### Advisory Council

- The CCE Advisory Council met twice this year.
- Advisory Council members served as judges for the civic engagement awards given at the Community Collaboration Celebration.

### CE Network Events

- CE Network Wine and Cheese – Held in February, this event brought together faculty, staff, and community partners to meet, share ideas and announcements, and develop or nurture partnerships. With approximately 25 people in attendance and entirely positive feedback, the event was a great success and will be repeated.
- Collaborated with public health program to align field instructor training with Community Collaboration Celebration.
- Continued monthly meetings of CE Affinity Group.

### Communications

- Distributed CCE brochures, CE course lists, CE student resource lists, and CE opportunity list, at multiple events, such as the Work & Service Fair, Career Center events, Pacesetters Resource Fair, etc.

- Reach of the CCE Facebook page at <http://www.facebook.com/pacificucce> (which promotes events, features student activities, shares current research, links to other sites of interest, etc.) continues to grow and is now at 348 “Likes.”
- Posted dozens of listings on the Center for Civic Engagement Opportunity Blog at <http://pacificucce.wordpress.com/>.
- Created and distributed CCE newsletters to students, as well as a separate newsletter for campus and community friends.

### Organizational Change

- Worked with Jim Moore, Director of the Tom McCall Center for Policy Innovation, on a plan to merge our Centers. Developed proposal and vetted with key stakeholders, including faculty, CCE Advisory Council, and administrators.

### **Additional CCE accomplishments include the following:**

- CCE staff organized and participated in a new group, informally called the Community Partners Group, to better coordinate and facilitate communication and data needs
- CCE staff gave multiple invited presentations to various university classes, AmeriCorps member gatherings, community organizations, and student groups.
- CCE staff provided information and support for individual students and student groups seeking assistance with civic engagement activities, such as a fundraiser.

### Additional CCE Director accomplishments include the following:

- Received the University Outstanding Leadership Award, May 2018
- Promoted to Associate Professor
- Publication of a foreword for a book written by Pacific University faculty member Jann Purdy in World Languages
- Publication of a book chapter for an edited volume about faculty development in civic learning and community engagement
- Conducted three presentations at the 2018 Civic Learning and Democratic Engagement conference
- Organized gathering of service-learning/civic engagement professionals around the state in partnership with Campus Compact of Oregon
- Conducted a workshop for volunteer managers about partnering with colleges.
- Served on the summer accreditation steering committee, appointed to permanent accreditation working group
- Served on the College of Arts & Sciences Core Task Force.

### Additional CCE Assistant Director accomplishments include the following:

- Participated in a four day intensive Listening, Learning, & Engagement Institute
- Continued to serve on the board of a local non-profit organization, New Expressive Works.
- Began a partnership with the Lupus Foundation of America, PNW chapter

## Overview of Major Center Goals/Initiatives for 2018-2019

The McCall Center for Civic Engagement is looking ahead to the 2018-2019 school year with the following goals:

- Integrate programs and initiatives of the Tom McCall Center for Policy Innovation with the Center for Civic Engagement as the new Tom McCall Center for Civic Engagement
- Increase the number and variety of GIVE projects; build in reporting, assessment, and equity analysis to the program
- Complete CCE Civic Action Team manual to facilitate orientation and staff development
- Initiate community conversations to improve coordination around various public issues and processes of engagement and to realign CE activities with local CE efforts, initiatives, and issues
- Begin implementation of CE Core requirement assessment
- Continuing to support curricular development around the Civic Engagement Core, particularly in the natural sciences
- Continue all mini-grant programs and communications; update all communication materials (e.g. web pages, print materials, social media)
- Continue collaboration and support related to sustainability and equity, diversity, and inclusion on campus, in the CCE, and in our community at large.

## CCE Budget

### *Operating Budget*

The Center for Civic Engagement

Report by CCE Spending Categories as of 6/30/18

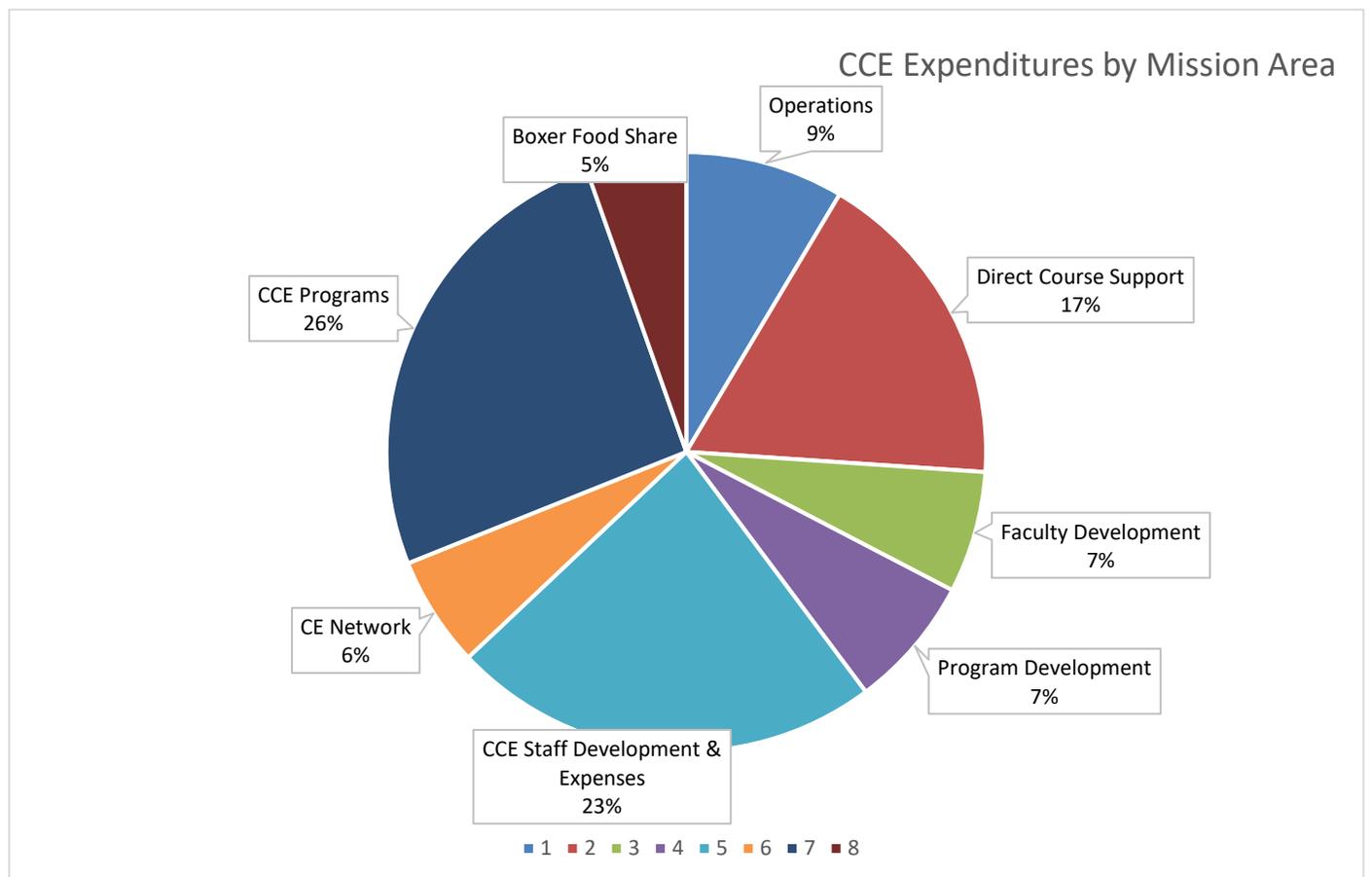
FY 2017-2018

Operating Budget \$20000 +500 (Student Senate)

Totals

### CCE Category

CCE Operations	<b>1,654.70</b>
Direct Academic CE Support	<b>3,393.12</b>
Direct Faculty Support	<b>1,270.57</b>
Program Development	<b>1,383.03</b>
CCE Staff Expenses & Professional Development	<b>4,487.79</b>
CE Network Events	<b>1,155.82</b>
CCE Programs	<b>2,771.75</b>
Boxer Food Share (\$500 from Student Senate)	<b>136.14</b>
Advancing the CCE	<b>1,045.61</b>
<b>Totals</b>	<b>19359</b>



### *Student Worker Funds*

<b>Type of Funding</b>	<b>Allocation</b>	<b>Percentage utilized</b>
Federal Work Study	\$6,500	112%
Community Service Work Study	4,000	31%
Departmental Work Study	8,000	95%
<b>Total:</b>	<b>\$18,500</b>	<b>\$16,125</b>

### Assessment of Resources and Support

We recap this year in a strange moment. This report summarizes a strong year for the Center, with many accomplishments, reasons to celebrate, and positive changes ahead. However, with this August, 2018 writing, we must also acknowledge that our year ahead will be marked by our most significant challenge to date, which is regrouping from and mourning the loss of our assistant director, Bevin McCarthy, due to an aggressive illness. Bevin’s energy has buoyed the Center as her work has bolstered it over the past five years. Recovering from the blow of her passing will take us some time, and we are prepared for the year to unfold differently from how we imagined it even in drafting this report a few weeks ago.

With that in mind, our resources and support are on track to be what we need for this year. We have adjunct faculty joining our team to assist with coverage, a community volunteer who will be jumping in to help, and adequate allocation of student worker budget to support our needs.

The Center for Civic Engagement has continued to evolve and improve over the past year. We utilized about 94% of our budget in FY 17-18, and the actual spending was pretty true to the priorities we had laid out at the beginning of the year. We see no major changes or budget increases necessary for the foreseeable future. We do want, however, to do a better job of proactively aligning our civic engagement efforts with community initiatives and opportunities. To that end, we are seeking to hold a series of conversations this year that can help shape our work in years to come.

An ongoing additional issue for the CCE is related to our space and office environment. A private office for the assistant director would be a welcome change. If there are future changes made to the configuration of Scott Hall, we would like for the CCE to be considered for an office suite environment.

**Appendix A**  
**Approved Civic Engagement (CE Courses) as of 4/4/18**

1. ANTH 207 Good Food: Eating & Community
2. ANTH 311 / PH 311 / GSS 311 Medicine, Body, & Culture
3. APTH 215 Applied Theatre Workshop
4. APTH 315 Applied Theatre Workshop II
5. APTH 320 Theater in Mental Health: UK
6. ARTST 122 Studio I CE
7. ARTST 222 Studio II CE
8. ARTST 207 Design for Sustainability
9. ARTST 307 Leadership through Design
10. ARTST 370 Interdisciplinary Design Studio
11. ARTST 371 Interdisciplinary Design Seminar
12. ARTST 372 Interdisciplinary Design Seminar for Non-Majors
13. BA 353 Community Financial Literacy
14. BA 359 Community Tax Engagement
15. BIOL 360 Science in School Gardens
16. CIV 140 College 3D
17. CIV 105 Intro to Civic Engagement
18. CIV 110 Civic Engagement Project
19. CIV 111 Civic Engagement and Diversity Project
20. CIV 207 Civic Engagement Immersion
21. CIV 212 Civically Engaged Travel
22. CIV 227 Action for Affordable Housing
23. CIV 233 Healthy Communities
24. CIV 240 Food for Thought and Action
25. CIV 305 Advanced Civic Engagement
26. CIV 315 Civic Engagement Mentoring
27. CIV 317 Introduction to Grant Writing and Non-Profit Fundraising
28. CIV 330: Advanced Peer Health Education
29. CJLS 355 Juvenile Justice and Delinquency
30. DS 204 Working w/People w/Disability
31. EDUC 300 Introduction to Early Childhood Education
32. EDUC 372 The Ecuadorian Experience: Language, Culture, and Education
33. EDUC 467 Tapalpa, Mexico: Teaching Prac
34. ENGL 223 Native American Literature
35. ENGW 202 Writing About Disability
36. EXIP 481 Applied Nutrition
37. EXMP 413 Adult Fitness Practicum: Boxer Boot Camp
38. GSS 231 / HUM 231 Community Stories I
39. GSS 341 Service for Gender Equity
40. GSS 355 Using Multi-Media for Sexual Health Promotion
41. HUM 221 Ethics & Civic Engagement

42. MEDA 153 Video for Community Engagement Crewing
43. MEDA 353 Video for Community Engagement
44. MEDA 360 Integrated Media Project Design & Planning
45. PH 480 and PH 490 Public Health Practicum
46. PHIL 202 Ethics and Society
47. POLS 302 Parties and Elections
48. POLS 304 Community Politics
49. PSY 411 Practicum in Applied Psychology
50. PSY 451 Directed Community Research
51. SOC 360 Critical Race Theory
52. SOCWK 201 Principles of Social Work
53. SOCWK 301 Macro Social Work Practice
54. SPAN 325 Mex-Amer Cultural Exploration
55. SPAN 355 Ecuador Travel Course
56. WORL 365 Teaching Lang & Culture Elem School

**Appendix B**  
**Principles of Quality Academic Civic Engagement**

<b>Principle 1: Relevant Problem-Solving</b>		
<b>Definition</b>	<b>Example – NO</b>	<b>Example - YES</b>
Projects address a significant social, political, or environmental issue in the community (education, pollution, immigrant rights, etc.) through actions that can make a difference, including service, advocacy, or political involvement. Goes beyond being nice to others or pursuing interests that are enjoyable to oneself or others such as participating in clubs or the arts.	Acting in a community theater program. While this contributes positively to the community and requires time investment, it does not by itself sufficiently address social or environmental problems in a substantive manner.	Facilitating a community theater program for youth. Nice to have <i>and</i> connects to social issues such as self-esteem, youth crime prevention, and school enrichment.
<b>Principle 2: Public Interest</b>		
<b>Definition</b>	<b>Example – NO</b>	<b>Example - YES</b>
CE projects work for the public interest, not private gain, leading to more just and equitable societies and a more sustainable world. Students may help individuals, groups, and organizations in need, but CE projects should always connect that specific tasks being undertaken to social or environmental issues that affect a larger population.	Helping a business recover from a fire. This effort can be a great way to bring the community together, but the primary beneficiary is private profit.	Helping a community recover from a natural disaster by clearing road ways and removing debris, thereby repairing public infrastructure and shared resources.
<b>Principle 3: Meaningful Learning Opportunities</b>		
The CE experience should offer deep learning potential. The nature of the work performed should be intellectually stimulating (and often involves emotional stimulation as well), and while mundane tasks are sometimes necessary to support a particular cause, they should be combined with other kinds of tasks in order to have a high quality CE experience.	Stuffing envelopes in the conference room at a non-profit site. Helpful, but with limited opportunities for learning without additional context about the issues.	Creating a newsletter program and stuffing newsletter envelopes for a mailing while working at the front desk and engaging clients in discussion. Includes the mundane, but also opportunities for learning.
<b>Principle 4: Depth of Experience</b>		
<b>Definition</b>	<b>Example – NO</b>	<b>Example - YES</b>
CE projects should be in-depth enough for students to learn from the experience and make an authentic contribution. Though measuring hours is not necessarily the best way to indicate substance, it is an indication of depth of experience. At Pacific a CE experience that counts for the Cornerstone requirement is about 40 hours, or the equivalent of one semester credit hour.	Singing performance at a community celebration for Black History Month. Wonderful community contribution, but actual engagement time is relatively limited, even though practice is required.	Community interviews developing oral history around the role of song in social movements, culminating in a community performance to which interviewees are invited. Involves a way for students to learn more

		about the issues and have a positive community impact beyond performance.
<b>Principle 5: Reciprocity</b>		
<b>Definition</b>	<b>Example – NO</b>	<b>Example - YES</b>
CE projects should be mutually beneficial for students and community partners or campus organizations. CE projects should address community needs and problems, whether that community is on campus or off. While many CE projects involve observation, students should also be taking action in some way that is useful to others or works toward some kind of change.	Observing physician assistants at a clinic. Does not involve students taking action in any way; the clinic does not benefit from the student’s presence except perhaps indirectly in developing a professional pipeline.	Providing patient education workshops at a clinic. Provides a service for the organization from which their clients directly benefit. Could be supplemented with observation, but that is not the primary focus.
<b>Principle 6: Respectful Collaboration</b>		
<b>Definition</b>	<b>Example – NO</b>	<b>Example - YES</b>
CE projects should entail respectful collaboration with campus and community organizations. Supervising CE students, responding to their requests, scheduling their work, and other kinds of support for civic engagement efforts can take a considerable amount of time and effort invested on the part of campus and community organizations for CE students. CE faculty and students should be mindful of their actions and requests on partners.	Sending students without announcement to various campus offices or community organizations to get help with their CE projects. Can create frustration and tension for university or partner staff, even if they support the students’ efforts.	Discussing potential CE activities with unit managers on campus or community partners prior to the semester. Set expectations about how students approach them and how they can reasonably assist students.
<b>Principle 7: Academic Integration</b>		
<b>Definition</b>	<b>Example – NO</b>	<b>Example - YES</b>
CE projects should have clear and direct integration with academic concepts. In CE courses, the civic engagement component should be woven into the curriculum through readings, assignments, class activities, and assessment techniques that connect that CE experience to the academic concepts of the course. In independent projects, student should connect the project to academic concepts learned in other courses and/or use the CE experience as an opportunity to intellectually engage in learning about new concepts.	Tacking on a volunteer requirement to an existing course and leaving the rest of the course exactly as it was without the requirement. Does not integrate the CE component effectively or use CE as a learning tool.	Including the CE experience in class discussions, readings, written assignments, and other elements of the course. Connects CE with multiple learning objectives for maximum learning.

<b>Principle 8: Reflection on Experience</b>		
<b>Definition</b>	<b>Example – NO</b>	<b>Example - YES</b>
The process through which students learn from experience is reflection. Reflection takes many forms, but it is an academic exercise guided by faculty and not merely a log of time spent. Reflection should be rigorous, analytical, creative, and/or emotional, and reflection should also be the basis for additional class activities such as discussion or role playing.	Journaling about a student’s likes and dislikes in the CE experience. Does not connect to academic concepts; may provide only surface level learning; may be difficult to assess.	Journaling about a student’s likes and dislikes along with a critical analysis of how the CE work connects to course readings, specific learning objectives, or other elements of the class.
<b>Principle 9: Appropriate Assessment</b>		
<b>Definition</b>	<b>Example – NO</b>	<b>Example - YES</b>
CE projects should be assessed in a way suitable to their design. As part of academic integration, the CE experience can be assessed in numerous ways, including written analysis, essay, oral presentation, and contribution to class dialogue. Community partners should have an opportunity to provide regular feedback on projects or services provided by individual students and whole classes.	Creating a flyer for an event. Does not provide sufficient substance for assessment of learning.	Creating a flyer for an event that is part of a portfolio that also includes reflective journal assessments, a reading analysis, and an explanation of the event in light of academic concepts. Provides multiple lenses for assessment that includes academic concepts.
<b>Principle 10: Public Citizenship</b>		
<b>Definition</b>	<b>Example – NO</b>	<b>Example - YES</b>
CE projects should be shared with the campus community to provide inspiration, information, and documentation. Isolated and invisible efforts are not likely to garner the collective energy that is needed for large scale, systemic change, whereas public displays of civic engagement can inspire others to take action, and/or demonstrate how to get involved.	Students do a civic engagement project and present their project at the end of the semester to their own classmates only.	Inviting other students and faculty, as well as community partners, to class presentations at the end of the semester.

**Appendix C**  
**2017-2018 Center for Civic Engagement Civic Action Team Stewards**  
(Biographical information provided by students)



**Alex Chambers '18**

Hello. I am Alex Chambers and I am so excited to be a part of the Civic Engagement team this semester! I am from Eagle Point, Oregon which is a small town in Southern Oregon. Some things I enjoy doing in my free time includes playing guitar, going to the beach, playing sports and being around people. I am a freshman this year and plan on majoring in elementary education. I was involved with the two elementary schools in my hometown and my goal is to become involved with the elementary schools around the Forest Grove area.



**Elsa Hollyer '18**

Hi! My name is Elsa Hollyer and I have been hoping to join the Center for Civic Engagement since I found out about it my first year. I am so happy to be part of this wonderful team and community. I moved here from Vermont and I am a transfer student studying Sociology. I have previously studied at the University of Redlands in California. When I am not in the CCE or studying, I am learning piano, biking, walking in nature, cooking and spending time with friends and family. I am passionate about service and Social Justice. My specific interests regarding Social Justice involve dismantling systems of racial oppression, promoting racial and ethnic equity, and a housing first approach to addressing homelessness and housing insecurity. I hope to

improve my Pacific University community and the Forest Grove community, and ultimately take part in creating a bridge to both these communities.



**Lauren Maland '20**

Hello! My name is Lauren Maland and I am excited to have been a part of the CCE team for a full year now. I am currently a sophomore double-majoring in Criminal Justice and Applied Theatre. I am originally from Snoqualmie, WA and growing up on the edge of King County I learned a lot about homelessness and food insecurity. I am so grateful for the opportunity to learn more about civic engagement while working with the CCE and expand my knowledge in areas of social justice, specifically concerning race and equity. Working at the CCE has also connected me to a greater network of

individuals in the arts and social justice fields, which I hope to explore more as a post-graduate.



**Jason Nguyen '18**

Hey there! My name is Jason Nguyen and this is my first year at Pacific. I am thinking toward majoring in Chemistry, but I still have four more years to decide. For the past 18 years of my life, I have lived in three different countries: Vietnam, Canada and America. Hence, I have a strong international background and a wide perspective of the world. I love organizing events, helping people in needs and chilling with my friends in weekends. I am so stoked to be a CCE Civic Action Team Steward this year. I am very looking forward to all the fun that I will have and CCE will bring to all the Boxers.



**Ruth Gomez '19**

Hola, yo soy Ruth and I am a proud Latina. Currently, I am a working towards of bachelors of science in Public Health, as well as a minor in Psychology. At Pacific I am a member of the concert choir, improve troupe, Rotaract club, and a Resident Assistant. I also had the pleasure of being the Boxer Food Share director for spring of 2018 as part of my practicum experience. I grew up in Portland Or, but have previously lived in California as well as Mexico. I am passionate about anything that has to do with social disparities and social justice. Most importantly, I love cats and dogs, that is all.



**Manu Wengler '21**

Aloha! I am Manu Wengler, and I was born and raised on the island of O'ahu in the occupied Kingdom of Hawaii. I am Native Hawaiian and have a deep rooted passion for my language and culture. Being raised on Hawaiian and Christian values, I advocate for the protection of 'āina (land) and pono (justice for all people). I am here in the CCE because I have a desire to bring positive change to Pacific University, the larger community, and the world. I believe that we

have a collective power to make this world a better place, and I believe that unity is the only path toward this goal. I am very appreciative of this opportunity to work in the CCE, and I am excited to be of service to this beautiful world we live in. Aloha!!!!

**John Cloke '21**



Hey I am John Cloke, I was born in Spokane WA raised in a small town in Kettle Falls WA. I have spent my life learning to be open and accepting of any and all individuals. Life is difficult and somewhere along the way you may want someone to help you with it, free from judgment. That's what I'm here for. My goal is to put all of the effort I can into my work, to help others deal with the difficulties of life. My main areas of focuses are food insecurity and absence education. I know the lasting effects which a lack of food and education can have in an individual's

life, and I want to combat these shortages in everyone's life. I love the work I do here at the CCE, and am excited to be able to continue to service the community of Pacific University.



**Janessa Martinez, '19**

Hello! My name is Janessa Martinez and I am very excited to have joined the Center for Civic Engagement! I am currently pursuing a degree as a double major in Politics and Government & Philosophy. Here at the CCE I hope to assist, educate and offer new opportunities to others while also learning and expanding my own world view. As a Latina, I advocate strongly for the Latinx demographic and wish to offer support for underrepresented subgroups within the community; specifically, women & those who identify as LGBTQ. Outside of the CCE, my interests include reading,

writing, listening to music/podcasts and petting cats. All in all, I hope that during my time with the CCE I can give back to Pacific and the community as a whole.



In loving memory of  
Bevin McCarthy  
Assistant Director of the Center for Civic Engagement  
September 30, 1974-August 13, 2018

