Center for Civic Engagement
2014-2015 Annual Report

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 lifelong 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
Irae Hosea, PUMP It Up! AmeriCorps Mentor Program Coordinator

CCE Advisory Council
CE Faculty Committee
David Boersema, Philosophy
Jana Peterson-Besse, Public Health
Dawn Salgado, Psychology (interim)
Lisa Sardinia, Biology

Community Partners
Kristin Noel Ludwig, Community Action / Hillsboro School District
Kaely Summers, Adelante Mujeres
Jessica Pierce, Community Alternative Learning Center (CALC)

Students
Kelsi Gammon ‘16
Stuart Leijon ‘15
Jason Nguyen ‘18

Alumni
Jenna Stevens ‘14
Max Seiler ‘13

Staff
Tiffany Fieken, Social Sciences Practicum Coordinator
Chuck Currie, Director of the Center for Peace & Spirituality

CCE Model Citizens
Alex Chambers ‘18
Meg Chapman ‘17
Kelsi Gammon ‘16
Tyler Gilmore ‘16
Kristen Kawachi ‘15
Jared Kawatani ‘17
Overview of 2014-2015 Center Activities/Accomplishments
Center for Civic Engagement accomplishments centered around four main areas: Curricular Development & Support, Programs & Events, Student Leadership Development, 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

- Approved 4 interdisciplinary CE courses to be supported by the CCE:
  - CIV 233 Healthy Communities*
  - CIV 255 Sustainable Senegal
  - CIV 255 Special Topics: Habitat for Humanity
  - CIV 212 CE Travel: Hands On Hawaii
- The CE Faculty Committee approved 9 new courses with the CE designation, 4 of which were directly connected to the CE Mini-Grant program in 2013 or 2014 (see below):
  - ANTH 311 / PH 311 / GSS 311 Medicine, Body, & Culture
  - EDUC 300 Introduction to Early Childhood Education
  - EXIP 481 Applied Nutrition
  - EXMP 413 Adult Fitness Practicum: Boxer Boot Camp
  - EDUC 372 The Ecuadorian Experience: Language, Culture, and Education
  - MEDA 360 Integrated Media Project Design & Planning
  - PH 352 Program Development & Evaluation
  - PH 480* and PH 490 Public Health Practicum (previously approved as experimental courses)
  - SPAN 355 Ecuador Travel Course
* denotes courses previously approved as an experimental course
- Approved approximately 7 CIV 110 independent civic engagement projects, on par with last year.
- **Hawaii course** – CCE staff continued work started in 2013-2014 to develop a civic engagement travel course in Hawaii. This year CCE Assistant Director Bevin McCarthy traveled to Hawaii with Model Citizens Kelsi Gammon and Jason Nguyen to pilot service projects, meet with community partners, and explore options for housing, transportation, etc. The course has been approved and will be taught as a spring break immersion in March 2016 with Bevin as instructor and Kelsi and Jason as student leaders for the trip. The course will meet a few times before and after travel for preparation and reflection. The trip is currently budgeted at about $1500 per student, and costs may be offset with fundraising.
- **Senegal course** – CCE staff have been working with Lanyi Fan, an International Non-Governmental Organization that facilitates cross-cultural sustainability exchanges and project implementation between the US and West Africa, to develop a travel course to Senegal in
January 2016. The initial course will be taught by Music Department faculty member Scott Tuomi, and the idea is that other instructors may rotate through the course in the future with the CCE as the core supporting office to assist with community partnerships and course planning. The course has been approved for January 2016 and is currently budgeted at $3500-4000 per student, with costs likely to go down with recent airfare decreases and fundraising.

There are now 50 courses designated in the catalog as meeting the Civic Engagement Cornerstone requirement, though they are not all taught every year, some may not be taught again (due to departing faculty), and some already have CE as a prerequisite. Still, that number represents an increase of approximately 263% since 2011. The complete list is available Appendix A.

**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 2014-2015 to the following faculty:
  - Brent Johnson, English (new CE course)
  - Jessica Hardin, Anthropology (new course)
  - Daniel Eisen & Jay Cee Whitehead, Sociology (new CE course)

Because fewer faculty applied for the mini-grant in 2014-2015, the workshop was opened up to faculty interested in attending but not pursuing a mini-grant. Four additional faculty joined the 2014 workshop. One additional faculty member from the College of Health Professions planned to join but withdrew due to an unexpected conflict.

- Created a civic engagement reading group, which met several times during the year.

- CCE staff had individual consultations with faculty in multiple departments (e.g. biology, computer science, integrated media, art, and sociology) regarding issues such as potential CE course creation, partnership development, and assessment.

**CE Infrastructure**

- Formalized the CE Faculty Committee as an official form of college service, which acknowledges the work that faculty do on the committee.

- Completed creation of CIV 109 Civic Engagement Project Preparation, the registration mechanism which allows students to complete independent CE projects over the course of more than one semester.

- Established clear procedures for travel experiences involving civic engagement, such as when to seek which form of approval (e.g. Study Abroad Committee, International Programs, and Dean of Students), necessary, paperwork, and student tracking.

- Outlined pilot program for CE supplement to existing courses, with limited optional enrollment for a subset of students (i.e. a way for some students to do additional work and earn CE credit under the guidance of the faculty member and with related course content). This program will likely be piloted as CIV 110 informally by a few faculty members in 2015-2016, but could become a stand-alone CE option in the future.

**Additional Curricular Accomplishments**

- The CCE Advisory Council approved ten Principles of Quality Academic Civic Engagement at Pacific University, attached in brief as Appendix B. The complete document is available at

- CCE staff gave introductory civic engagement talks in multiple classes and are continuing to work on the best approaches to orienting students, faculty, and community partners to civic engagement experiences.
- Allocation of approximately $500 in student “CE Mini-Grants” to support civic engagement projects.

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.

Model Citizens

A significant development in CCE student leadership development, programming, and operations during the 2014-2015 year was the creation of the Model Citizen program. The primary purpose of the Model Citizen 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
- cultivate harmony and understanding in a diverse world
- seek justice for themselves and others
- promote sustainable practices
- lead through example

Model Citizens 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 model citizen in their work place and communities.

In the inaugural year of the program, ten Model Citizens (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, managing Downsize December and Give & Go, and organizing the Community Collaboration Celebration
• traveling to Hawaii to pilot spring break immersion course
• attending the Race Amity Conference (Boston, MA), Catalyst Conference (Seattle, WA), and Continuums of Service Conference (Long Beach, CA)
• attending the Pacific University Social Justice Retreat (see below)
• volunteering as a Community Alternative Learning Center senior project mentor, American Diabetes Association advocate, Make a Wish Foundation Wish Granter, and elementary school lunch buddy
• writing a grant to attend the Race Amity Conference, founding Voices(OverVices), hosting school visits to campus, and providing assistance for other student civic engagement projects
• editing and writing articles for the CCE student newsletter, The Civic Scoop
• attending weekly CCE staff meetings
• organizing and participating in two staff retreats, one of which included service at Potluck in the Park in Portland.

GIVE – Get Involved Via Engagement

In 2013, CCE staff determined that a largescale day of service in the fall was not a good use of center resources since permanent staff do not work full time during the summer and such an event requires immense planning and additional expenses. We also wanted to encourage service throughout the year, rather than on a single day, and have found that one large day of service does not always work for our partners.

Therefore, as an alternative to the Pacific Day of Service, CCE Model Citizen staff organized and ran multiple GIVE (Get Involved Via Engagement) days to provide varied opportunities for students to participate in their community throughout the academic year. For example, CCE student leaders organized trips in fall and spring for Pacific students to participate in the annual SOLVE beach clean-ups on the Oregon coast. In 2015-2016, we plan to increase the number of GIVE days led by students per semester.

Give & Go

The CCE coordinated the Give & Go move-out program in May, providing a convenient way for students to keep items they don’t want from the landfill when they move out and put them into the hands of community members in need. Give & Go was led primarily by CCE Model Citizens Tyler Gilmore and Meg Chapman, who coordinated details of the program, created marketing materials, updated signage, and hired and trained temporary student workers and other student workers to staff the donations “pods.”
Donations received:
  o Total donations: 218
  o Clothes donations: 128
  o Food donations: 52 (415 lbs.)
  o Books donations: 32
  o Shoe donations: 52

Note that each tally was a single donation and often donations included multiple items (i.e., 1 shoes donation could include 5 pairs of shoes, or even more).

“Downsize December” was created and implemented as a mid-year smaller scale donation program in the vein of Give & Go. Participation was small, but the event will be continued in the coming year to build awareness and participation.

The CCE continued support for PUMP IT UP!, the Pacific University Mentoring Program. AmeriCorps member Irae Hosea ’14 supported 11 mentors at 4 placement sites: The Community Alternative Learning Center (CALC), Forest Grove High School, Forest Grove Community School, Tom McCall Upper Elementary. Irae provided training, resources, and reflection opportunities for mentors and met regularly with community partners, while also maintaining his own slam poetry classes at CALC.

This year the CCE also absorbed a program without a home – the increasing number of requests to visit campus by school groups and organizations serving youth in order to promote educational achievement and college preparation. Our AmeriCorps member took charge of coordinating visits, planning activities with guests based on their goals, recruiting volunteers to help with tours, and managing paperwork. Several hundred children visited the campus in 2014-2015, and that number is expected to grow.
In order to better align the AmeriCorps program with the academic year at Pacific and provide more of a team experience, the CCE is currently recruiting for two part-time AmeriCorps members who will serve from September to May and work together on education related civic engagement efforts, including mentoring, school visits to campus, and education programming.

**B Street Living Museum**

The B Street Living Museum is continuing to flourish under the auspices of the Center for Civic Engagement. This year saw the establishment of a strong partnership between B Street and Campus Dining Services (Aramark), revenue generation in the form of produce sales, several successful student internships, multiple civic engagement placements, and renewed interest in the site among many quarters on campus and in the community. With CCE Model Citizen Jared Kawatani acting as a liaison between the off-campus site and CCE operations, B Street social media and marketing tools have been enhanced, and work in that area will continue. Details of B Street accomplishments can be found in a separate annual report.

**Community Collaboration Celebration**

Under the leadership of veteran student worker and Model Citizen Kristen Kawachi, the CCE organized the annual Community Collaboration Celebration. Co-sponsored with the Office of Diversity, the celebration was held in late April to recognize students, staff, faculty, and community partners who have contributed to the cause of Civic Engagement throughout the academic year. President Lesley Hallick joined CCE director Stephanie Stokamer and Diversity Office director Alfonso Lopez-Vasquez in recognizing all 15 nominees and winners for the four annual service awards:

- Engaged Staff Award (David Knaus, B Street Living Museum)
- Engaged Faculty Award (Jessica Hardin, Anthropology)
- Community Partner Award (Care Partners)
- Student Impact Award (Claire Ramaley ‘15)

In addition, the annual Center for Civic Engagement Award was given to Kristen Kawachi at the senior award ceremony in May.

**Additional Program Accomplishments**

- Participated in the planning, coordination, and publicity for the Martin Luther King, Jr. Day celebration.
- Integrated campus-based program Garments 2 Go into CCE operations. Garments 2 Go provides clothing for students to borrow for interviews or other occasions for which they might not have appropriate attire. The integration of G2G into the CCE brought responsibility for access to and
tracking of clothes, and funding for one student worker, Meg Chapman, who joined the Model Citizen team.

- CCE staff continued to collaborate with the Center for Languages and International Collaboration to support Language in Motion (LiM). In the second year of this grant-funded program, efforts at Pacific have centered around support for international programs, Love of Language Day, and professional development for language teachers. The initial intent of the program to create opportunities for Pacific students to give language and culture presentations in local high schools, has been limited to a small number of students in one World Languages course.
- Co-hosted the Work & Service Fair with the Career Development Center in September and January.
- Co-sponsored visit of Paul Monteiro, director of AmeriCorps*VISTA, to campus in February.
- Sponsored the B Street Living Museum and Severe Weather Shelter at the United Church of Christ through student worker funds.

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 2014-2015 CCE efforts in student leadership development were centered around the Model Citizen program (see above) and a pilot program to raise the level of discourse and engagement on campus around social justice issues.

To that end, CCE staff collaborated with faculty in the departments of Anthropology and Sociology, Student Activities, the Center for Peace and Spirituality, and the Office of Alumni to co-sponsor, plan, and facilitate a Social Justice Leadership Retreat with 19 students and 5 facilitators on the Oregon Coast in January 2015. The retreat encouraged students and facilitators alike to ponder social justice issues facing the Pacific community, and what steps these students, as leaders in their communities, could take to address them.

Participants in the Social Justice Leadership Retreat, January 2015.
Feedback from retreat participants was overwhelmingly positive, and the CCE will continue to work with other campus champions of social justice to offer the retreat again in 2016 and build on lessons learned to develop social justice advocacy skills in student leaders across the university.

Additional Student Leadership Activities:
- Nominated and supported 3 students serving on the Center for Civic Engagement Advisory Council.
- Sponsored 3 students to attend the nationally recognized LeaderShape program in August 2014.
- Engaged staff in Outdoor Pursuits and Student Activities offices in discussions about the possibility of formalizing a leadership program at Pacific to develop, assess, and recognize student leadership activities across a variety of programs. These discussions are ongoing.
- Established CCE summer internship program to develop student leadership and professional skills and support CCE summer activities. Model Citizens Tyler Gilmore and Kelsi Gammon are the 2015 summer interns.

Organizational Development
CCE staff continued to work to advance the CCE during 2014-2015.

Advisory Council
- The CCE Advisory Council met in the summer, fall, and spring.
- Alumni and graduate program representatives were added to the advisory council roster.
- Advisory Council members contributed to and approved the Principles of Quality Academic Civic Engagement at Pacific University.
- Advisory Council members served as judges for the civic engagement awards given at the Community Collaboration Celebration.

Community Partner Relations
- The first annual Civic Engagement Summit was held in August, 2014. Ten staff members from nine community organizations attended the event, along with four faculty and staff from Pacific. The meeting was designed so that community partners could provide feedback about their experiences with civic engagement, learn about updates to CE policies and procedures, network with other organizations (as well as faculty and staff), and set the stage for future events and assessment activities. The 2015 summit has been set for August 21.
- CCE staff met with several new community partner organizations to discuss current student involvement and/or explore future civic engagement opportunities, in addition to several ongoing meetings to strengthen partnerships or plan events.

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.
- Increased 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.) to 237 “Likes.”
- Created and sent a Fall and Spring newsletter to faculty, staff and community partners.
• Created and distributed 6 CCE newsletters to students.

Additional CCE accomplishments include the following:

• Creation of the CE Affinity Group, a regular meeting of faculty and staff interested in civic engagement.
• Pacific was named to the US President’s Community Service Honor Roll for the fourth consecutive year. CCE staff compiled data and submitted the 2015 application, though recipients will not be announced until the fall.
• CCE staff completed the annual Campus Compact community engagement survey on behalf of the university.
• CCE staff developed a proposal for the continuation of the Oregon State Service Corps AmeriCorps position for 2014-2015, seeking two part-time members rather than one full-time member, and expanding from the PUMP It Up! mentoring program to education-related civic engagement on and off campus.
• CCE staff gave multiple invited presentations at various 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:

• Participation in a five-person team from Pacific in the Oregon Campus Compact Executive Series on Equity and Empowerment, a 10-month program examining issues of race and equity on campus
• Publication of the Community Partner Guide to Campus Collaborations, co-authored with Christine Cress (Portland State University) and Joyce Kaufman (Whittier College) and related pre-conference workshop at the 2015 Continuums of Service Conference
• Panel presentation about campus farms at the 2014 Association for the Advancement of Sustainability in Higher Education conference.
• Provided mentoring and support to emerging professionals in the field of civic engagement through informational interviews, research guidance, and other support.

Additional CCE Assistant Director accomplishments include the following:

• Site visit and partnership outreach to develop future CCE programming in Hawaii.
• Planning and coordination for a future travel course in Senegal.
• Attended Race Amity Conference.
• Family leave during spring semester (congratulations to Bevin and her family!).

Overview of Major Center Goals/Initiatives for 2015-2016

The Center for Civic Engagement is looking ahead to the 2015-2016 school year with the following goals:

• Increasing the number and variety of GIVE projects
• Building on the social justice pilot program to repeat the retreat and add other elements to a collaborative social justice program
• Continuing to support curricular development around the Civic Engagement Cornerstone, particularly in the natural sciences and through the piloting of a new CE course mechanism
• Further developing an assessment strategy for the CE Cornerstone based on the quality principles adopted in 2014
• Creation of a CE handbook for students, faculty, and community partners, likely in the form of web pages
• Revamping civic engagement related to education with our AmeriCorps member team
• Creating a formal student leadership program in partnership with other campus leadership programs

CCE Budget

Budget Overview

The Center for Civic Engagement 2014-2015 Budget Report

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**Student Worker Funds**

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* Does not include student or staff salaries.

**Assessment of Resources and Support**

Although the past two years have involved the addition of staff, significant periods of family leave, and a focus on stability and quality, the reach of the Center for Civic Engagement has continued to grow, and budget needs are increasing as well. In 2014-2015, the CCE exceeded its budget and achieved high utilization rates for student worker funds. The budget cycle for 2015-2016 has already passed and the CCE budget will likely remain consistent with years past. However, some of the budget excess of this past year will be mitigated by other contributions for programs that the CCE has previously subsidized (such as student fees for the Hawaii travel program, which the CCE has paid for while in development). Nevertheless, with growth in the number of CE courses and programs, additional funds will be necessary in the future. The CCE has requested a permanent budget increase of $8500 for the CCE operational budget. Additional funds would be used as follows:

- **CE course support ($1000):** As part of the effort to institutionalize civic engagement, the CCE has been providing an increased level of support for CE courses, such as travel expenses (mileage, motor pool, or public transportation reimbursement), small “mini-grants” for students’ civic engagement projects, and other instructional expenses (such as supplies for a fundraiser).
- **CE travel courses ($3000):** The long-term vision of the Center and the College includes growth in international and domestic travel opportunities for students. These courses, while incredibly beneficial from an educational standpoint, inherently cost more than traditional classroom experiences. While we are pursuing fundraising (including grants, private donations, and student fundraising), a base of institutional support is still needed in order to make these experiences accessible to students at all income levels. We cannot continue to ask various campus offices (e.g. Student Activities, provost, dean) for support as the number of programs and requests grows—this is not a sustainable fiscal model. Instead, we need to commit to providing at least a base level of support for these trips so that other forms of fundraising are realistic and complementary. With at least one additional domestic travel program (in Hawaii) and one
additional international travel program (to Senegal) planned for 2015-2016, more funding is necessary.

- Civic engagement programming ($2000): As participation in civic engagement programming grows, so do our expenses. Whenever we have an event with food, transportation, gifts/swag, or supplies, costs increase with growth. In addition, our ability to bring in “bigger ticket” programs has been limited by funding to date, and while we have co-sponsored many events, we have not taken a lead due to limited availability of funds.

- Civic engagement scholarly activities ($2000): The civic engagement course development mini-grant program has been successful in its first three years of implementation, but the CCE allocation for this program is already insufficient. Plus, the number of requests to fund both faculty and student scholarship—particularly conference attendance—related to civic engagement has increased over the past few years. In addition, the CCE in the future will bring in consultants to work with faculty around specialized topics, such as civic engagement in the sciences and incorporating civic engagement into scholarship, and professional development needs will increase within the CCE as our staff grows.

- Operational expenses ($500): Our operational expenses have increased as our programming and staff increase. For example, we are now going through more office supplies, and photocopies, and have need for software to be installed on more computers. In the future we may also need an additional phone line in the CCE.

An additional issue for the CCE is related to our space and office environment. The furniture in the CCE is outdated and uncomfortable to the point of embarrassment. The CCE hosts community partners, students, faculty, and other guests for meetings and discussions, but our chairs are hard, worn, and torn. It is time for a furniture upgrade throughout the CCE. While our space is currently sufficient in size, we are aware of long term re-visioning of Scott Hall and open to exploring alternatives. We also need to continue to work with the Technology Information Center on our computer resources, as our student machines are perpetually problematic.

The student worker budget is currently sufficient, though continuation of the summer internship program in future years may require additional funds.
Appendix A  
Approved Civic Engagement (CE Courses) as of 6/30/15

1. ANTH 311 / PH 311 / GSS 311 Medicine, Body, & Culture
2. APTH 215 Applied Theatre Workshop
3. APTH 315 Applied Theatre Workshop II
4. APTH 320 Theater in Mental Health: UK
5. BA 353 / PSJ 353 Community Financial Literacy
6. BA 359 / PSJ 359 Community Tax Engagement
7. BIOL 160 Companion Animal Science
8. CIV 110 Civic Engagement Project
9. CIV 111 Civic Engagement and Diversity Project
10. CIV 233 Healthy Communities
11. CIV 255 Sustainable Senegal
12. CIV 255 Special Topics: Habitat for Humanity
13. CIV 317 Introduction to Grant Writing and Non-Profit Fundraising
14. DS 204 Working w/People w/Disability
15. EDUC 300 Introduction to Early Childhood Education
16. EDUC 372 The Ecuadorian Experience: Language, Culture, and Education
17. EDUC 467 Tapalpa, Mexico: Teaching Pract
18. ENGL 223 Native American Literature
19. ENGW 202 Writing About Disability
20. EXIP 481 Applied Nutrition
21. EXMP 413 Adult Fitness Practicum: Boxer Boot Camp
22. GSS 231 / HUM 231 Community Stories I
23. GSS 341 Service for Gender Equity
24. GSS 310 / HUM 310 / PSJ 310 Travel in India
25. GSS 355 Using Multi-Media for Sexual Health Promotion
26. HUM 221 / PSJ 221 Ethics & Civic Engagement
27. MEDA 153 Video for Community Engagement Crewing
28. MEDA 353 Video for Community Engagement
29. MEDA 360 Integrated Media Project Design & Planning
30. PH 352 Program Development & Evaluation
31. PH 480 and PH 490 Public Health Practicum
32. PHIL 202 / PSJ 202 Ethics and Society
33. POLS 302 Parties and Elections
34. POLS 304 Community Politics
35. PSJ 105 Intro to Civic Engagement
36. PSJ 207 Civic Engagement Immersion
37. PSJ 212 Civically Engaged Travel
38. PSJ 230 Navajo Service Learning
39. PSJ 305 Advanced Civic Engagement
40. PSJ 315 Civic Engagement Mentoring
41. PSY 240 Child Development
42. PSY 310 Community Psychology
43. SOC 360 Critical Race Theory
44. SOCWK 100 College 3D
45. SOCWK 201 Principles of Social Work
46. SOCWK 301 Macro Social Work Practice
47. SPAN 325 Mex-Amer Cultural Exploration
48. SPAN 355 Ecuador Travel Course
49. WORL 355 ST: Mentor & Tutor in Languages
50. WORL 365 Teaching Lang & Culture Elem School
## Appendix B
### Principles of Quality Academic Civic Engagement

<table>
<thead>
<tr>
<th>Principle</th>
<th>Definition</th>
<th>Example – NO</th>
<th>Example - YES</th>
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<tr>
<td>Relevant Problem-Solving</td>
<td>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.</td>
<td>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.</td>
<td>Facilitating a community theater program for youth. Nice to have and connects to social issues such as self-esteem, youth crime prevention, and school enrichment.</td>
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<td>Public Interest</td>
<td>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.</td>
<td>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.</td>
<td>Helping a community recover from a natural disaster by clearing road ways and removing debris, thereby repairing public infrastructure and shared resources.</td>
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<td>Meaningful Learning Opportunities</td>
<td>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 kids of tasks in order to have a high quality CE experience.</td>
<td>Stuffing envelopes in the conference room at a non-profit site. Helpful, but with limited opportunities for learning without additional context about the issues.</td>
<td>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.</td>
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<td>Depth of Experience</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td>Reciprocity</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td>Respectful Collaboration</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td>Academic Integration</td>
<td>CE projects should have clear and direct integration with academic concepts. In CE courses, the</td>
<td>Tacking on a volunteer requirement to an existing course and leaving the rest of the course exactly as it was without the</td>
<td>Including the CE experience in class discussions, readings, written assignments, and other elements of the course. Connects CE with</td>
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<td>civic engagement component should be woven into the curriculum through readings, assignments, class</td>
<td>requirement. Does not integrate the CE component effectively or use CE as a learning tool.</td>
<td>maximum learning.</td>
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<td>activities, and assessment techniques that connect that CE experience to the academic concepts of the</td>
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<td>course. In independent projects, student should connect the project to academic concepts learned in</td>
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<td>other courses and/or use the CE experience as an opportunity to intellectually engage in learning about new</td>
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<td>Reflection on Experience</td>
<td>The process through which students learn from experience is reflection. Reflection takes many forms,</td>
<td>Journaling about a student's likes and dislikes in the CE experience. Does not connect to academic concepts; may provide only</td>
<td>Journaling about a student's likes and dislikes along with a critical analysis of how the CE work connects to course readings,</td>
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<td>but it is an academic exercise guided by faculty and not merely a log of time spent. Reflection</td>
<td>surface level learning; may be difficult to assess.</td>
<td>specific learning objectives, or other elements of the class.</td>
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<td>should be rigorous, analytical, creative, and/or emotional, and reflection should also be the basis</td>
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<td>for additional class activities such as discussion or role playing.</td>
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<td>Appropriate Assessment</td>
<td>CE projects should be assessed in a way suitable to their design. As part of academic integration,</td>
<td>Creating a flyer for an event. Does not provide sufficient substance for assessment of learning.</td>
<td>Creating a flyer for an event that is part of a portfolio that also includes reflective journal assessments, a reading analysis,</td>
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<td>the CE experience can be assessed in numerous ways, including written analysis, essay, oral</td>
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<td>and an explanation of the event in light of academic concepts. Provides multiple lenses for assessment that includes academic</td>
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<td>presentation, and contribution to class dialogue. Community partners should have an opportunity to</td>
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<td>concepts.</td>
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<td>provide regular feedback on projects or services provided by individual students and whole classes.</td>
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<td>Public Citizenship</td>
<td>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.</td>
<td>Students do a civic engagement project and present their project at the end of the semester to their own classmates only.</td>
<td>Inviting other students and faculty, as well as community partners, to class presentations at the end of the semester.</td>
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Appendix C
2014-2015 Center for Civic Engagement Model Citizens
(biographical information provided by students in Fall 2014 or early Spring 2015)

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.

Meg Chapman ’17
Hi there! My name is Meg Chapman and I am a sophomore here at Pacific. I plan on majoring in Exercise Science and double minoring in Spanish and Photography. I absolutely love helping people and look forward to reaching out to the community in any way. This is my first semester with the CCE and second year helping with the Garments 2 Go program. I can't wait to get more involved with all the events that the center provides!

Kelsi Gammon ’16
Hi there! My name is Kelsi, and I’m from Tigard, Oregon. I am a junior pursuing a double major in French and International Studies with a concentration in Western European Studies, and I’m also planning on minoring in History. I am thrilled to have the chance to work with the Center for Civic Engagement. As someone who is passionate about service and making a difference in my community and in the world, I hope to build a career in human rights/nonprofit work. Working with the Center for Civic Engagement is, in my opinion, the perfect way to make positive changes in the Pacific University community and beyond. Additionally, I am a competitive member of the Pacific University Forensics team as well as a participant in the Pi Delta Phi (French National Honor Society) and the French Club. I spent my fall semester of 2013 studying at the Sorbonne in Paris, France, which only went to solidify my love of foreign cultures. As wonderful as Paris was, I am happy to be back here in the Grove finishing my degree. Outside of school, I love to read, write, swim, act, watch great films, and spend time with my friends and family.
Tyler Gilmore ‘16

My name is Tyler Gilmore and I am a Junior majoring in Psychology with a minor in Exercise Science. I grew up in Newberg, OR with my mother, father, sister and miniature schnauzer. I like many things—some of my favorites are tea, bicycles, music, concerts, skinny jeans, philosophical/religious/political discussion, quiet, friends and helping people feel okay about not always feeling okay. I have started an organization called Voices(OverVices) which creates a safe space for people to share their stories and connect with the stories of other people. I have also been on a Suicide Prevention panel and done other mental health events on the Pacific University campus. I look forward to working with my classmates to improve the Pacific community.

Kristen Kawachi ’15

Hey guys! My name is Kristen Kawachi and I am from Hood River, Oregon! I am a senior here at Pacific and working on my exercise science major and psychology minor. I have worked for the Center for Civic Engagement for 3 years now and am looking forward to my last year here! I have helped coordinate a few events here on campus such as the Community Collaboration Celebration and Paws for a Cause. I enjoy volunteering, especially with elderly and can’t wait to start up again this year! I look forward to meeting all of you!

Jared Kawatani ’17

Hey! My name is Jared Kawatani and I am currently a sophomore double majoring in Environmental Biology and Environmental Studies: Sustainable Design. I grew up and live in Kaneohe, Hawaii. In my free time I love to go hiking, eat food, explore, and do ceramics and photography. I’m excited to continue my work with B Street to let people know about the site and to get students and staff to use the site more like any other resource on campus. I’m also excited to get to know my co-workers better and be more involved with things. Working at the Center for Civic Engagement will allow me to pursue my passion for civic engagement, the environment, and to make a difference on campus and in the world.

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 Model Citizen this year. I am very looking forward to all the fun that I will have and CCE will bring to all the Boxers.
Kathryn Onley ’15
Hey there! My name is Kathryn Onley and I am a senior majoring in exercise science and minoring in psychology. I grew up on a lake north of Spokane, WA going to school in the small town of Newport. I love spending time with my family and really enjoy playing board games or going on crazy road trips with them. I am very passionate about connecting with others and being a help where I can in their live. In particular, I love working with the health population, especially those whose lives have been affected by cancer. I also enjoy serving with my church’s youth group on Wednesday nights!

Mia Prohaska ‘16
Hi my name is Mia Prohaska! I’m 21 and a third year social work major. I have been working for the CCE since my freshman year and have loved every second of it. I have organized awesome opportunities like South Meadows Middle School career day, Pacific Peace Day and I’ve created empowering signs for Middle School students. My future ambition is to be an amazing social worker that works towards empowering the international population, people with disabilities and children. I love traveling and lived in Thailand during my senior year of high school and just came back from 6 months in South Korea! My hope is to travel to at least 50 different countries in my lifetime! I also really enjoy animals and have two pet rats named Sophie and Charlie. My birthday is July 6th.

Jessica Trinh ’18
Hi there! My name is Jessica Trinh and I’m a freshman here at Pacific. As of now, my plans are to major in biology and hopefully to minor in Spanish. I love to go hiking, watch movies, eat great food, and just enjoy life. I grew up in Portland, Oregon, where I found my passion for service through the huge variety of organizations based there. This included everything from doing green projects with SOLVE, serving food to the homeless through Potluck in the Park, to being a camp counselor for two different programs. Being a part of the CCE team, I hope to continue my passion for service by working to make service opportunities available for all of you to join!