

The Center for Civic Engagement 2016-2017 Annual Report



Center for Civic Engagement 2016-2017 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 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

Dawn Salgado, Psychology

Katie Dolphin, Exercise Science

Community Partners

Geneva Jackson, CREATE Services

Students

Jason Nguyen '18

Alumni

Kelsi Gammon '16

Max Seiler '13

Staff

Tiffany Fieken, Social Sciences Practicum Coordinator

Martha Calus-McClain, Alumni Services & Community Engagement

Chuck Currie, Director of the Center for Peace & Spirituality

Pacific Professional Programs

Tori Eaton, College of Health Professions

CCE Model Citizens

Alex Chambers '18

Nhi Chau '18

Meg Chapman '17

Prescott Devinney '17

Alicia Fox '18

Elsa Hollyer '18

Jared Kawatani '17

Lauren Maland '20

Elizabeth Muñoz '20

Jason Nguyen '18

Adylene Romero '17

Katy Snyder '18

Skylar Williams '19

Civic Engagement by the Numbers*

In 2016-2017:

428,515	Number of hours of Pacific students contributed to the community
681	Number of undergraduates who took Civic Engagement courses
57	Number of designated “Civic Engagement” courses in the College of Arts & Sciences
390	Number of donations of usable household items, clothes, and food saved from the landfill and donated through the Give & Go program
883	Pounds of food donated to a local food box program through Give & Go
924	Number of dollars used for student “CE mini-grants” to support civic engagement activities
145	Number of visitors to the Food For All campus food pantry from November to May of its first year of operation
175	Number of courses that integrate community-based learning in graduate and undergraduate programs
12	Percent of Federal Work Study funding that went to Community Service Work Study
351	Number of participants in CCE GIVE projects
2	Number of GIVE projects on the Oregon coast in partnership with SOLVE’s semi-annual beach clean-up events
145	Number of faculty who teach community-based learning courses
43	Percent of Pacific graduate and undergraduate students who committed more than 20 hours of service in one term
1,186	Number of hours of service given by student-athletes as part of their team

* These numbers reflect our most recently available data, from 2015-2016 and 2016-2017.

Overview of 2016-2017 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

- The CE Faculty Committee approved 3 interdisciplinary CE courses for permanent designation as CIV courses, to be supported by the CCE, all of which had previously approved as pilot courses:
 - CIV 227 Action for Affordable Housing
 - CIV 240 Food for Thought and Action
 - CIV 330: Advanced Peer Health Education
- Approved 2 other new courses with the CE designation:
 - ANTH 207 Good Food: Eating & Community
 - CJLS 355 Juvenile Justice & Delinquency
- Approved approximately 5 CIV 110 independent civic engagement projects.
- Supported CIV 212: Hands On Hawaii, taught for the second time this year by CCE Assistant Director Bevin McCarthy after two prior years of preparation.

The complete list of classes that meet the CE Cornerstone requirement 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 2016-2017 to the following faculty:
 - Jessica Hardin, Anthropology (new course)
 - Moriah McSharry McGrath, Public Health (course revision)
 - Kathleen Converse, Campus Wellness (new course)
 - Taryn VanderPyl, Criminal Justice, Law, & Society (new course)
- CCE staff had individual consultations with faculty and staff in multiple departments (e.g. Chemistry, Economics, Biology, Environmental Science) regarding issues such as potential CE course creation, partnership development, and assessment.

Additional Curricular Accomplishments

- CCE staff participated in accreditation steering committee.
- Allocation of approximately \$924 in student “CE Mini-Grants” to support civic engagement projects.
- Established mini-grant program for community partners, to be fully implemented in the coming school year.

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

The Model Citizen student leadership development continued in 2016-2017. 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.

This 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:



CCE Model Citizen Staff, Spring 2017

- leading GIVE projects
- coordinating and Give & Go in December and May
- organizing the Community Collaboration Celebration
- assisting with events such as “The Power of the Other Tradition of American Race Relations,” “Race in Mainstream Film,” “Immigration Law and Changes,” political change brown-bag, election teach-in, MLK Day, and Boxer Giving Day
- starting and managing the campus food pantry (see section below about Food For All)
- supporting the Fall and Spring Work & Service Fairs (co-sponsored by the CCE)
- installing a peace pole on campus (now in front of Scott Hall)
- traveling to Hawaii to act as student leaders in a spring break immersion course
- attending the Pacific University Social Justice Retreat (see below)
- volunteering as a Community Alternative Learning Center senior project mentor and elementary school lunch buddy
- evaluating and funding over 18 student mini-grant projects
- 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 and one staff retreat

With input from our students, we will be implementing a name change to the program in Fall 2017 to the CCE Civic Action Team.

GIVE – Get Involved Via Engagement



Friends of Trees planting project, April 2017

In the 2016-2017 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 (fall and spring)
- Friends of Trees planting
- Habitat for Humanity house building project
- Community Cycling Center holiday bike drive
- Oregon Food Bank donation packaging
- March for Science rally
- Potluck in the Park food service
- Holiday cards for Tuality Hospital and Legacy Mt. Hood
- Care packages for local refugees

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 Model Citizens Meg Chapman and Ady Romero, 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 local alumna Isabella Barcellona '16, who was serving as an AmeriCorps member with Washington County, to offer a way for community members to take donated items.

Donations received this year include:

- 218 donations of clothes
- 29 donations of clothes hangers
- 88 donations of shoes
- 36 donations of toiletries
- 89 donations of food (**883 POUNDS!**)
- 37 donations of books
- 63 donations of craft/school supplies
- 85 donations of linens/bedding
- 21 donations of towels
- 62 donations of electronics/toys
- 24 donations of furniture
- 90 donations of small appliances/housewares
- 61 donations of miscellaneous
- **390 total donations**

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

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.

B Street Farm for Applied Sustainability

The CCE supported the organizational transition of B Street Farm from the CCE to the Center for a Sustainable Society in 2016. We continue to support students and faculty undertaking civic engagement activities in partnership with B Street.

Food for All

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 Food for All Program (previously known as the Pacific University Food Pantry) was launched on November 9th, 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 Food For All campus food pantry

CCE Model Citizen Jared Kawatani '17 spearheaded the launch of Food for All and developed systems for its management in the years to come. This spring, Jared earned the 2017 Washington County Emerging Public Health Leader Award for his work starting and managing the Food For All campus food pantry.

Community Collaboration Celebration

Under the leadership of veteran student worker and Model Citizen Alex Chambers '18, the CCE organized 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 Award (Ron Calkins, B Street Farm Site Coordinator)
- Engaged Faculty Award (Dawn Salgado, Psychology)
- Community Partner Award (Forest Grove Community Alternative Learning Center -- CALC)

- Student Impact Award (Xavier Harvey '17)
- Alumni Impact Award (Isabella Barcelona '16)

In addition, Jared Kawatani earned the annual Center for Civic Engagement Award at the senior award ceremony in May.

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 2016-2017 CCE efforts in student leadership development were centered around the Model Citizen program (see above) and a continued program to raise the level of discourse and engagement on campus around social justice issues.

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.



Participants in the Social Justice Leadership Retreat, January 2017

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 2017-2018.

Organizational Development

CCE staff continued to work to advance the CCE during 2016-2017.

Advisory Council

- The CCE Advisory Council met only once this year due to CCE staff shortages in both fall and spring.
- Advisory Council members served as judges for the civic engagement awards given at the Community Collaboration Celebration.

Community Partner Relations

- CE Network Breakfast – Held in March, this event brought together faculty, staff, and community partners to meet, share ideas and announcements, and develop or nurture partnerships. With approximately 20 people in attendance and entirely positive feedback, the event was a great success and will be repeated.
- Collaborated with public health and criminal justice programs to align field instructor training with Community Collaboration Celebration.
- 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.
- 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 327 “Likes.”
- Posted dozens of listings on the Center for Civic Engagement Opportunity Blog at <http://pacificucce.wordpress.com/>.
- Created and distributed 4 CCE newsletters to students. The campus and community newsletter was on hiatus this year due to staffing shortages in the CCE in fall and spring but will return in 2017-2018.

Additional CCE accomplishments include the following:

- CCE staff completed the annual Campus Compact community engagement survey on behalf of the university.
- 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 International Association for Research on Service-learning and Community Engagement Early Career Recognition Award in September 2017.
- Publication of a book chapter for a volume about civic learning in service-learning and an entry for an international encyclopedia of higher education; submission of two additional works to be published later in 2017 or early 2018.
- Two panel presentations at the 2016 International Association for Research in Service-Learning and Community Engagement conference.
- Organized gathering of service-learning/civic engagement professionals around the state in partnership with Campus Compact of Oregon.
- Submitted grant proposal for the national Campus Compact Fund for Positive Engagement.
- Served on two staff search committees and the summer accreditation steering committee.

Additional CCE Assistant Director accomplishments include the following:

- Organized and facilitated second class of students for Hands On Hawaii CE travel course.
- Joined board of two local non-profit organizations—the Portland Community Football Club and New Expressive Works.
- Covered CCE management during director's leave.
- Served as Interim Co-Director of Equity, Diversity, and Inclusion from November-June.
- Received the University Diversity & Justice Award

Overview of Major Center Goals/Initiatives for 2017-2018

The Center for Civic Engagement is looking ahead to the 2017-2018 school year with the following goals:

- 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
- Reinvigorate CE Affinity Group, and CE Reading Group; continue CE Network gatherings
- Begin implementation of CE Cornerstone assessment and realignment CE activities with local CE efforts, initiatives, and issues
- Continuing to support curricular development around the Civic Engagement Cornerstone, particularly in the natural sciences
- Implement Community Partner Mini-Grant program akin to the CE mini-grants now available for students and faculty
- Reinstate CCE campus/community communications and update civic engagement web pages
- Initiate civic dialogue program
- Continue collaboration and support related to equity, diversity, and inclusion on campus, in the CCE, and in our community at large.

CCE Budget

Operating Budget

The Center for Civic Engagement 2016-2017 Budget Report						
Category	Estimated	Budgeted	CCE	Actual	Anticipated	
Operating Budget	Budget	CCE %	Expenses	CCE %	FY 17-18	
Totals	\$20,000	100%	\$17,271	86%	100%	
CCE Operations	\$1,300	6.5%	\$2,040	10%	9%	
Office supplies	\$1,200		\$1,932.39			
CCE facilities	\$100		\$108.00			
CCE staff	\$1,200	6%	\$1,173	6%	15%	
Director professional development	\$400		\$337.24			
Assistant Director professional devt	\$400		\$385.00			
Additional staff expenses	\$400		\$450.52			
Advancing the CCE	\$1,850	9.25%	\$2,294	11.5%	10%	
Events & Meetings	\$700		\$1,112.05			
Marketing & Promotions	\$900		\$809.41			
Resources	\$250		\$372.35			
Academic CE Support	\$3,900	19.5%	\$2,905	14.5%	36%	
CE professional devt funds	\$2,400		\$1,584.90			
CE Course support	\$1,500		\$1,320.19			
Programs	\$11500	57.5%	\$8,833	44%	28%	
Model Citizens	\$3,550		\$1,984.01			
Commtty Collaboration Celebration	\$500		\$642.32			
Food For All	\$1,000		\$232.56			
Give & Go	\$250		\$41.49			
GIVE	\$500		\$680.45			
CE Travel programs*	\$3,200		\$2,729.15			
Student leadership development	\$600		\$879.84			
Other Programs & Events	\$1,900		\$1,643.02			
Miscellaneous	\$150	.75%	\$26	.001%	2%	
Reserve / remainder unused	\$100	.5%	\$2,729	13.999%		

* CE Travel programs subcategory will be moved to Academic CE Support category in 2017 for more accurate reporting

Student Worker Funds

Type of Funding	Allocation	Percentage utilized
Federal Work Study	\$6,000	79%
Community Service Work Study	4,000	66%
Departmental Work Study	6,500	70%
Additional departmental funds (CPAS & EDI)	6,000	
Total:	\$22,500	

Assessment of Resources and Support

The Center for Civic Engagement has continued to evolve and improve over the past year. Despite being short-staffed during 2016-2017, we utilized 86% of our operating pool budget and actual spending matches the priorities we had laid out at the beginning of the year. Although investing in programs such as our Hawaii travel course (to which the CCE contributed about \$3000 to help keep student costs down) may not be sustainable over the long term, for now it has worked out and we see no major changes or budget increases necessary for the foreseeable future.

Likewise, we had a comfortable student worker budget in 2016-2017, particularly due to additional funds in our pool as a result of the unique circumstance of backfilling some of the work of CCE assistant director Bevin McCarthy while she filled an interim role in Equity, Diversity, and Inclusion (EDI) for the university. We also have continued a partnership with the Center for Peace and Spirituality (CPAS), with whom we share student worker funds and supervisory responsibilities. Although useful for the short-term, we look forward to returning to a smaller student staff for the upcoming year. As the budget for 2017-2018 is still taking shape, we believe that we will continue to have a strong student team that, even with a smaller number, will enable us to continue student leadership development through our co-curricular programs.

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. Her work involves meeting with students, private conversations with staff, and the need to be able to work in an individual, rather than shared, workspace. 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 6/30/17

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 / PSJ 353 Community Financial Literacy
14. BA 359 / PSJ 359 Community Tax Engagement
15. BIOL 160 Companion Animal Science
16. CIV 100 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 310 / HUM 310 /PSJ 310 Travel in India
41. GSS 355 Using Multi-Media for Sexual Health Promotion

42. HUM 221 Ethics & Civic Engagement
43. MEDA 153 Video for Community Engagement Crewing
44. MEDA 353 Video for Community Engagement
45. MEDA 360 Integrated Media Project Design & Planning
46. PH 480 and PH 490 Public Health Practicum
47. PHIL 202 Ethics and Society
48. POLS 302 Parties and Elections
49. POLS 304 Community Politics
50. PSY 310 Community Psychology
51. PSY 451 Directed Community Research
52. SOC 360 Critical Race Theory
53. SOCWK 201 Principles of Social Work
54. SOCWK 301 Macro Social Work Practice
55. SPAN 325 Mex-Amer Cultural Exploration
56. SPAN 355 Ecuador Travel Course
57. WORL 365 Teaching Lang & Culture Elem School

Appendix B
Principles of Quality Academic Civic Engagement

Principle 1: Relevant Problem-Solving		
Definition	Example – NO	Example - YES
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.
Principle 2: Public Interest		
Definition	Example – NO	Example - YES
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.
Principle 3: Meaningful Learning Opportunities		
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.
Principle 4: Depth of Experience		
Definition	Example – NO	Example - YES
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.
Principle 5: Reciprocity		
Definition	Example – NO	Example - YES
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.
Principle 6: Respectful Collaboration		
Definition	Example – NO	Example - YES
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.
Principle 7: Academic Integration		
Definition	Example – NO	Example - YES
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.

Principle 8: Reflection on Experience		
Definition	Example – NO	Example - YES
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.
Principle 9: Appropriate Assessment		
Definition	Example – NO	Example - YES
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.
Principle 10: Public Citizenship		
Definition	Example – NO	Example - YES
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
2016-2017 Center for Civic Engagement Model Citizens
(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.



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!



Nhi Chau '18

Hello, my name is Nhi Chau and I can't wait to join the awesome Civic Engagement Team. I am originally from Vietnam and have been living in Oregon for all my life. Besides school, I am also a nail technician as a part time job. For my free time I enjoy going to help out at a local temple, cooking for my family, and watching Chinese dramas. I am a senior majoring in Environmental Sciences. My goal is to practice what I have learned and be more involved with other environmental activities. Joining the Civic Engagement Team I hope I will learn more and gain new experiences.



Prescott Devinney '17

Hello!! My name is Prescott Devinney and I'm a super-senior (hurrah!). I'm majoring in Economics and Mathematics. I'm passionate about nonprofit work, especially in regards to poverty-alleviation for the ultra-poor. I'm a Californianative, but I've left that state for greener, wetter pastures. I love collaborating in small, passionate teams on interesting projects – just like we get to do in the CCE. I've had an amazing experience in my years at Pacific, and I'm passionate about being able to give back in this small way.

Alicia Fox '19

Alicia Fox is a junior transfer from the Bay Area. She believes in the power of community spaces.



She believes that open dialogue has the capacity to bridge cultural barriers. She believes empathic connection is at the heart of transformation. Making decisions is not her forté. That probably explains why she's interested in studying Psychology, Sociology, Communications, and Peace and Justice Studies. She does Polynesian dancing professionally and ukulele playing very poorly. Contemporary design and architecture fascinate her. It has been fabled that she has pinned over 2000DIY projects, out of which exactly none have been attempted. She enjoys adequately sized walks on the beach, witty humor, and marathons exclusively of the Netflix variety. She's working on her punctuality.

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.

Jared Kawatani '17

Hey! My name is Jared Kawatani and I am currently a sophomore double majoring in



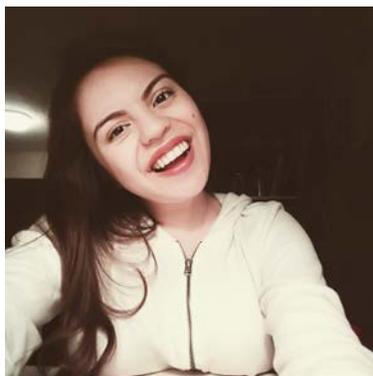
Environmental Biology and Environmental Studies: Sustainable Design. I grew up and live in Kaneohe, Hawaii. In my free time I love to go hiking, eat food, explore, and do ceramics and photography. I'm excited to continue my work with B Street to let people know about the site and to get students and 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.



Lauren Maland '20

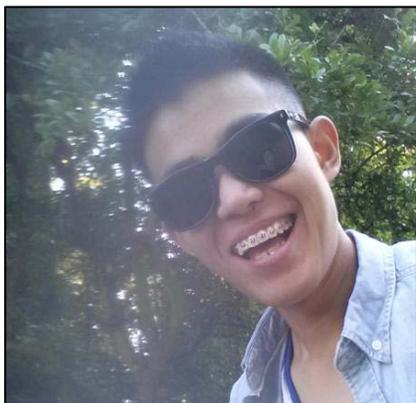
Hello! My name is Lauren Maland and I am super excited to join the Civic Engagement Team. I am from Snoqualmie, WA, which is about 30 miles east of Seattle. I love being in Oregon and at Pacific because of all the opportunities and communities I have been exposed to. I am a Criminal Justice major and in my free time I am involved with campus theatre, the Philos sorority, and the Criminal Justice Club. I am excited to learn more about social justice and civic engagement during my time at Pacific.

Elizbeth Muñoz '20



Hello! I'm Elizbeth Muñoz. You can also call me Ellé. I'm from Bellevue, WA but my heart resides in Hood River, OR (Columbia R. Gorge). We are known for windsurfing/outdoor recreation, the arts, social/environmental activism and La Pisca! Currently, I'm a freshman this year! I'm also on the RHA Executive Board, and I'm grateful that I now get to be a part of CCE staff as well. On my free time, I enjoy painting, writing, volunteering, singing, mentoring and acting. I have many nicknames thanks to friends and family, but beware of "Ellé the ninja..." That's all I have to say...

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.

Skylar Williams '19



Hello my name is Skylar Prado Williams; I grew about an hour away on Portland's east side. I graduated from James Madison High School (Oregon's most diverse High school) as class President. Along with holding a position in Pacific's Center for Civic Engagement I'm also an executive on The Black Student Union and a Student Adviser for Pacific's current Diversity Directors. I'm interested in studying anthropology with an emphasis in Medical Anthropology. I am currently entertaining the idea of applying for medical school after I graduate, preferably abroad. A little about me, I love the outdoors, hip-hop, and games whether it's on a field, a court, or aboard, I'm interested in playing.